

DOI: <http://dx.doi.org/10.33846/hn40206>
<http://heanoti.com/index.php/hn>



RESEARCH ARTICLE

URL of this article: <http://heanoti.com/index.php/hn/article/view/hn40206>

Nursing Education Institutes' Administrators' Competences in the 21st Century

Napasanan Piyasiripan^{1(CA)}

^{1(CA)}Assistant Professor, Faculty of Nursing, Naresuan University, Thailand; international@nu.ac.th
(Corresponding Author)

ABSTRACT

This documentary research aimed to study and to present approaches for developing competencies of administrators in nursing education institutes in the 21st century. The samples were documents related to both domestic and international documents related to approaches for developing capacities of administrators in nursing education institutes in the 21st century. The result showed that the approaches for developing capacities of administrators in nursing education institutes in the 21st century consisted of self-development, on the job training, and off the job training that were based on contemplative education for self discovery toward work development within the organization, adult learning with self-study process by self-analysis and behavior adjustment by knowledge exchange, reflective methods, information searching via electronic databases, study tour of a role model for intellectual generation, knowledge from inward to leadership skills practice to become a leader with perfect health.

Keywords: nursing education institution; administrators; the 21st century

INTRODUCTION

Background

Nursing education management in Thailand, since the past until present, has had the objectives to produce health-related personnel to serve the population, and the curriculum has been mainly developed in the area of nursing according to the country's and nursing professional organization's policies in order to retain quality in nursing education management, regains in the same standard and develop the nursing profession to have international ones and meet the needs of changes in the 21st century. Changes occur both domestically and internationally. Changes result from economics system, technology, resources, climate, senior society, and well-being of individuals. These affect health and sickness which are more complicated.⁽¹⁾

Therefore, education management in nursing education institutes both in the public and private sector in order to create qualified and sufficient personnel has become challenging for administrators especially education management in the 21st century. The goal has been to produce and develop competent personnel who can adjust to life-long work, develop potential and competency in national competitiveness. According to the regulations of the Ministry of Education related to a bachelor's degree curriculum standard that accentuates producing graduates in the higher-education level who is suitable to work in the dynamic nature of the world and response to the needs to have qualified graduates⁽²⁾ every education institution must follow the standards stipulated.

However, this depends on the competency in education administration of administrators in the nursing education institution who will lead the organization to success.⁽³⁾ Competency means the behavioral characteristics that comes from knowledge, skills, ability, and other characteristics which can make a person create good work in their role better than others.⁽⁴⁾ They should have other characters that make a person create works successfully in the organization (Huber, 1996). McClelland (1973) as cited in Vazirani (2010)⁽⁵⁾ divided managerial competency into five areas: personal competency which is a private ability that no one can imitate, work competency which is the ability in the work, fictional competency which is the ability according to the duty, core competency which is the ability that everyone must have in the operation of work, and organizational competency which is the ability specific to the organization.

From review of literature on competency written by scholars such as Kotter (1988)⁽⁶⁾, Goleman (1998)⁽⁷⁾, Robbins et al. (2001)⁽⁸⁾, Pichayathadapong (2005)⁽⁹⁾, McClelland (1973)⁽¹⁰⁾, Puvitayaphan (2004)⁽¹¹⁾, it can be

concluded that types of competency, considered based on goal of organization and roles of individual positions in the organization, can be classified into for major types: core competency, management competency, functional competency, and organizational competency. The Council of Nursing Profession (2013)⁽¹²⁾ has designated nine competencies of head of nursing division who is the highest administrator in the nursing organization service or hospitals. They are leadership, quality management and administration, communication and relationship, professional ethics, moral and law, environmental health policy and organizational success, nursing professionalism, networking and community support, and international collaboration. These competencies are different from general administration competencies. Because of these differences among roles and responsibilities in the profession which is liberal, coupled with the complexity of practice in order to create safety for patient with science and art in caring, it is necessary to lay out approaches to develop competency of nursing education administrator. It is also important to appropriately develop in the context of nursing profession. The administrator of a nursing institution must have management competency together with nursing capacities. Approaches to competency development of each government unit or professional organization may not be appropriate for nursing administrators in different contexts.⁽¹³⁾

From the above information, it can be seen that competency development of administrators in general and in profession differ but have something in common. Therefore, to enable nursing education institutes such as dean, director, chair (or any other position) of Thailand nursing education institutes to have competency for working to suffice the role and duty in the future, the researcher was interested in studying the approaches to develop competency of leaders in nursing education institutes in the 21st century although there have been no evident previous research conducted in this issues. The purposes was to lead related persons to see ways in which it is possible to develop competency of leaders in nursing education institutes in the future which is full of rapid changes. Also, the data can be used to be the base for self-development of administrators, develop training curriculum, develop competency of administrators in the future, and prepare to be the new administrators of nursing education institutions.

Objectives

1. To study approaches to develop competency of leaders in nursing education institutes in the 21st century.
2. To present develop competency of leaders in nursing education institutes in the 21st century.

METHODS

The researcher gained the approaches to develop competencies of administrators in nursing education institutes in the 21st century from analysis and synthesis of documents and research articles related to approaches to develop competencies of administrators in nursing education institutes. The documents consisted of literature on approaches to competency development: principles of competency development, objective of each competency development, necessary contents for each competent, methods for competency development, and evaluation of competency development. The data was done in order to gain approaches to develop all four core competencies. After that, the data analyses were done using content analysis, frequency, and percentage. The time frame used for conducting this research was between September 2019 and October 2019.

The researcher analyzed and synthesized documents related to approached for competency development and the data was used to outline the framework for developing competency of administrators in nursing education institutes in the 21st century. Competency of administrators in nursing education institutes in the 21st century was reviewed by the researchers from related documents written by scholars and organizations such as Kotter (1988)⁽⁶⁾, Goleman (1998)⁽⁷⁾, Robbins et al. (2001)⁽⁸⁾, Pichayathadapong (2005)⁽⁹⁾, McClelland (1973)⁽¹⁰⁾, Puvitayaphan (2004)⁽¹¹⁾, Piyasiripan et al. (2016)⁽¹⁴⁾. It could be concluded that the competency types were considered from the principles of organizational goal and roles in functions of persons who work in the organizations, which could be classified into four major types as follow: 1) core competency, 2) management competency. 3) functional competence, 4) organization competence.

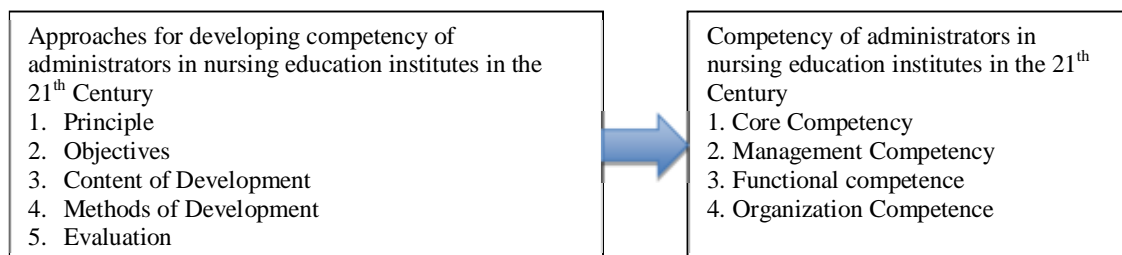


Figure 1. Theoretical framework

RESULTS

The approaches to developing competency of nursing education institutes in the 21th century from literature review, the researcher can conclude the approaches to developing competency of nursing education institutes as follows.

1. Principle

The principle for designing approaches to developing competency of nursing education institutes in the 21th century should focus on contemplative education, adult learning, personnel transformation to create head, heart, hand, and health.

2. Objective

a. General objective

Approaches to developing competency of nursing education institutes have objective to create knowledge, ability, skills in education administration of administrators in nursing education institutes in the 21th century

b. Specific objectives

- 1) Able to explain roles, responsibilities, and functions of administrators in nursing education institutes in the next decade according to vision, mission, and goals of the organization
- 2) Apply principles of nursing education administration, leadership that correspond to the contextual changes.
- 3) Have skills in education management, teaching, and quality control of nursing education administration according to criteria and standards of professional organization and relevant units.
- 4) Have skills in analyzing problems, researching, using empirical data, and conduct research to administer nursing education.
- 5) Have ability in analyzing organization, set up strategies and plan for develop organization to compete sustainably.
- 6) Have creative thinking skills

3. Content of the development

a. Core competency consists of the followings:

- 1) Policy, strategies for the country development, education management and challenges in the changing context with university management in the 21th century.
- 2) Roles and functions of administrator of nursing education
- 3) Creation of human relationship, building a team, developing characters and self-transformation.
- 4) Creative thinking and creating responsibility, disciplined, honesty, moral, and self ethics.

b. Administration competency consisted of the followings:

- 1) Administrative process consists of planning and making decision, resource management, supervision, and reporting the use of media.
- 2) Concepts and theories on leadership and organizational behaviors (motivation, conflict management, reinforcement, and organizational culture.
- 3) Governance in administration
- 4) Information system for administration and decision making

c. Functional competency

- 1) Concept and principle in educational management in nursing, supervising educational management in nursing of professional organization and related organization
- 2) Strategies and innovations in research administration, research and use of empirical data for administration
- 3) Concept of sufficiency economy
- 4) The principle of Thailand 4.0

d. Organizational competency

- 1) Strategies for developing the quality of the organization
- 2) Principle of setting up competency and creating competitiveness of the organization
- 3) Creating quality culture in the organization for loyalty in the organization
- 4) Creating networks for developing the organization and developing the use of technology

4. Methods and techniques for developing competency

a. Methods for developing competency

- 1) Self-development
- 2) On the job training
- 3) Off the job training

b. Techniques for development

- 1) Contemplative education for self learning toward
- 2) organizational development
- 3) Self-awareness

- 4) Knowledge management
 - 5) Reflection
 - 6) Searching for information in electronic resources
 - 7) Study the role model
5. Evaluation
- The evaluation consisted of four methods as follows.
- a. Evaluate from the reactions such as satisfaction after the development. This method is to measure the extend of the reaction to development by using questionnaire.
 - b. Evaluate from learning by reviewing what have the attendees have learned by measuring attitude and skills after being trained on competency. The instruments can be evaluation form, test, before and after the development.
 - c. Evaluate the development from level of behavioral changes by using observation, participation, interview, questionnaire for improvement further.
 - d. Evaluate development that affects the outcome of the organization by asking about the result after the development which directly impacted the achievement of the organization by questionnaire with the attendees and the administrators.

DISCUSSION

Approaches to develop competency of nursing education institutes' administrators in the 21 century derived from documentary research shows that there should be the concept of adult learning, personnel transformation, self-directed learning. This finding was in the same direction as that of Dorothy Wylie Nursing Leadership Institute (2015) as cited in Cheevakasemsook (2016)⁽¹⁵⁾ who proposed the program for developing leadership of nursing education leaders. The program accentuates developing attitude, knowledge, and competency by inducing the changes within self which leads to development of autonomous learning process from the outline developing by self, by using three issues such as (1) using strategies in selecting what to do, set up vision, goal, desire result, and time frame by self, (2) engaging people in analyzing to find ways in doing projects and related team work, and (3) managing the project which is transforming vision into goals, roles and responsibility of the team. Self-directed learning in the project leads to change in self and development to be proper for duty and have confidence in working.

In addition, this result showed that contemplative education should be used in order to create self awareness for behavioral changes, knowledge management between gurus, colleagues and people. Using reflections to analyze and searching data from electronic sources, studying role models to create knowledge and intellect for heart, hand, and health. Wasi (2008)⁽¹⁶⁾ proposed that learning with contemplative education is not only learning within self but also knowing self's mind and create wisdom. This means that if a person reaches the zenith point, virtue and beauty lead to changes in basic level of self and generate common awareness. This competency is important for administrators. There are three types of contemplative education: learning by listening attentively, thinking carefully, and follow up the truth by emphasizing reflection.⁽¹⁷⁾ The study of Garrigl and Walsh (2016) also found that the most important thing about managing education for developing a person that will lead to effectiveness and smooth working and operation with good competency above others learning must occur firstly within self. The administrator must know self in order to know others which is the important competency of administrators. Therefore, the concepts and approaches to develop competency of administrators in nursing education institutes must start with self-learning as the important point.

It was found that the model for developing competency as suggested by experts should be self development, in the job training, off the job training which corresponds to Casio and Aquinis (2014)⁽¹⁸⁾ and Jongwisan (2013)⁽¹⁹⁾ who proposed that a program for developing competency of leaders should consist of appropriate training using combined methods continuously to be accordant with the vision and mission of the organization. Luangamonlert (2009)⁽¹³⁾ proposed that developing competency of leaders need the be training in the job because leader competency is not the read competency until he or she show courage in doing things in a situation and is pressured to handle with challenges in changes and create inspiration and adjustment. In addition, it is not practical to use only one method for developing any particular competency. More techniques must be used as Dubrin (2010)⁽²⁰⁾, Winnipeg Regional Health Authority (2015)⁽²¹⁾, Puvitayaphan (2004)⁽¹¹⁾, and Cheevakasemsook (2016)⁽¹⁵⁾ had stated that methods for competency development consisted of (1) self development which is the formal learning or informal learning but done continuously and intently with determination and motivation of self in order to create knowledge and skills for consistent work and develop discipline and self learning, (2) in the job training is the learning that occurs from real work operation under suggestion of superiors who have experience, and (3) off the job training which is the competency development to create learning outside real work operations. It can happen from other sources of knowledge in the form of conference, seminar, and different types of training.

CONCLUSION

Significance of the Research

1. Gain new body of knowledge related to develop competency of leaders in nursing education institutes in the future in Thailand which can be used to be the base for curriculum development for competency development for nursing education institutes which lead to quality professional development in the future.
2. The results can be applied to be the ways to prepare readiness of those who are going to be the administrators of nursing education institutes in each affiliation.
3. The results can be used as the base of knowledge for research and standard settings as well as create ways for competency development of nursing education administrators in each affiliation.

Recommendation

From the research result, the Council of Nurse and Midwifery, administrators of education institutions in the Ministry of Education and the Ministry of Public Health, administrators of nursing education institutes both public and private as well as relevant personnel in nursing education should do the followings:

1. Administrators of nursing education institutes both in public and private can use this data to develop selves for increasing potentials, knowledge, skills, and characteristics of personnel to be able to administer education institutes at a success level according to context of changes and trend in the 21st century.
2. Recommendation for Further research
 - a. To appoint an expert in the next time should have wide representative both administrators at the policy levels, professional organization, lecturers, and service users of education institute in order to gain more various opinions.
 - b. There should be a research to create a model approach for competency development of nursing education institutes' administrators in the future.

REFERENCES

1. The Council of Nursing Profession. Nursing and Midwifery development planing issue 3 (2012-2016). Nonthaburi: Nursing Council; 2012.
2. Government Gazette. National Education Act B.E. 2542. Amendment (No. 2) 2002, and (No. 3) 2010. Government Gazette; 2015.
3. Srisuphan W. Education administration quality development in ASEAN Economic Community: Health promotion in 21th century. Academic conference documentation, Rama Gardens Hotel, Bangkok. 2011.
4. Office of the Civil Service Commission (OCSC). Government officer development handbook: core competency. Nonthaburi: Prachum chang company; 2010.
5. Vazirani N. Review paper: competency model-A brief overview of its development and application. Journal of Management. 2010;7(1):121-131.
6. Kotter JP. The leadership factor. New york: The free press; 1998.
7. Goleman D. What makes a leader?. Harvard Business Review. 1998;76(6):3-102.
8. Robbins CJ, Bradley EH, Spicer M. Developing leadership in healthcare administration: A competency assessment tool. Journal of Healthcare Management. 2001;46(3):188-199.
9. Pichayathadapong T. Department of medical services ministry of public health Thailand competency development system. Workshop documentation. Siam Cement Group; 2005.
10. McClelland DC. Testing for competency rather than for "Intelligence". American Psychologist. 1973;1:1-14.
11. Puvitayaphan A. Competency dictionary. Bangkok: HR Center Company; 2004.
12. The Council of Nursing Profession. Nursing administration competency. Bangkok: Judthong Company Limited; 2013.
13. Luangamonlert S. Competency development of nursing leadership. in Poonsuk Hingkanont (Editor). Nursing administrator, (pp. 150-163). Nonthaburi: Sukhothai Thammathirat Open University Publisher; 2009.
14. Piyasiripan, Phuangsomjit, Sirisanglert, Hingkanont. Scenario of Competencies of Nursing Education Institute Administrator during the Next Decade. Doctor of Philosophy in Educational Administration. Sukhothai Thammathirat Open University' 2016.
15. Cheevakasemsook A. Leadership skills in nursing concept and development. Nonthaburi: Sukhothai Thammathirat Open University Publisher; 2016.
16. Wasi P. Thai University with contemplative education: Educational Trilogy. Bangkok: Contemplative Education Center, Mahidol University; 2008.

17. Panich V. In Psychoanalysis (Editors). Natural learning contemplation, (pp. 205-210). Bangkok: Amarin Publisher; 2005.
18. Casio WF, Aquinis H. Applied psychology in human resource management. Edinburge Gate: Pearson Education Limited; 2014.
19. Jongwisan R. Leadership, Theories, Research, and Approach to Research. Bangkok: ChulaPress; 2013.
20. Dubrin AJ. Principles of leadership. USA: South-Western Cengage Learning; 2010.
21. Winnipeg Regional Health Authority. Schedule of compensation for the Manitoba public sector compensation disclosure act [Internet]. 2015 [cited 2017 Apr 24]. Available from: <http://www.wrha.mb.ca/about/compensation/files/PublicCompensationDisclosure-2015.pdf>