

## Effect of Shared Governance on Nursing Faculty Staff's Commitment in Upper Egypt.

Nahed Shawkat Abo El-Magd & Sahar Mohamed Morsy.

Lecturer of Nursing Administration, Faculty of Nursing, Assiut University Egypt.  
Assist. Prof of Nursing Administration Faculty, of Nursing, Assiut University Egypt.

### Abstract

**Back ground:** Shared governance is both an ideal and an operational reality that pertains to ways in which policy decisions are made in colleges and universities. **Aim of the study:** To assess the state of shared governance of faculty as perceived by faculty nursing staff , and to identify the effects of shared governance on faculty staff commitment. **Setting:** The study was carried out at Faculties of Nursing at Assuit , El-Minia ,and Sohage Universities. **Subjects and methods:** The subjects included all faculties teaching staff who agreed to participate in the study (no =215) staff. **Tools of data collection:** The data collected by three different tools: I-Socio-demographic questions, II- Shared Governance Questionnaire, and III- Organizational Commitment Questionnaire. **Results:** There were highly statistically significant differences among the three colleges in all items of the shared governance and commitment ,There were highly positive correlation between all the shared governance items and the organizational Commitment. **Conclusion :** All shared governance items had highly statistically significant differences among the three colleges. The perception of shared governance between Assuit faculty staff was the best There were highly positive correlation between shared governance and the organizational Commitment. **Recommendations:** Constructed of shared governance in institutional structures, Providing workshop for academic leaders, and all faculty staff about shared governance.

**Keywords:** *Shared Governance, Commitment & Nursing Faculties.*

### Introduction

As institutions of higher education have become increasingly complex organizations, the issue of institutional governance has become a point of major contention on many institutions (**Birnbaum (2004): (Amacher & Meiners, 2003)**). This tension has been exacerbated by the increasing pressures and expectations being placed on higher educational institutions by government, business, and other outside constituencies . Institutions are being asked to do more with less money while being held increasingly accountable for both organizational and academic decisions (**Kezar & Eckel, 2004**).

**American Federation of Teachers, (2006)** stated that colleges, and universities are very special types of institutions with a unique mission—the creation and dissemination of ideas. For that reason, they have created particular arrangements to serve that mission best. For example, academic tenure protects the status, academic freedom and independent voice of scholars and teachers.

“Shared governance” in higher education refers to structures and processes through which faculty, professional staff, administration, governing boards and, sometimes, students and staff participate in the development of policies and in decision-making that affect the institution (**Faculty Council of Community Colleges, 2008**). It is the set of practices under which faculty and staff participate in

significant decisions concerning the operation of their institutions (**Taylor, 2009**).

Shared governance , arose out of a recognition that academic decision-making should be largely independent of short-term managerial and political considerations; faculty and professional staff are in the best position to shape and implement curriculum and research policy, to select academic colleagues and judge their work; and the perspective of all front-line personnel is invaluable in making sound decisions about allocating resources, setting goals, choosing top officers and guiding student life (**American Federation of Teachers, 2006**).

**Shilpa, (2010)** clarified the benefits of shared governance that will help to develop collaborative relations ; increase staff confidence; assist personal and professional development; increase staff profile; encourage sharing of information and good communication; facilitate development of new knowledge and skills; increase professionalism and accountability; increase direction and focus and reduce duplication of effort . On a macro level, this could impact on professional and personal development, commitment, recruitment and retention. Commitment is a personal bond to some course of action ( **Demir et al, 2009 cited in Abood, et al., 2011**). Organizational commitment is the degree to which people are identified with the organization that employs them. It implies a willingness on the

employee's part to put forth a substantial effort on the organization's behalf (Wagner and Hollenbeck, 2010. cited in Yavuz., 2010). It reflects peoples' attitudes towards the goals and values of the organization, and a willingness to expend effort on its behalf (Wang et al., 2007).

Organizational commitment has been identified as a critical factor in understanding and explaining the work-related behavior of employees in organizations. Most definitions of organizational commitment describe the construct in terms of the extent to which an employee identifies with and is involved with an organization (Bakhshi et al., 2009). Leow and Khong, (2009) proposed that the more committed the employee is to the organization, the more effort will be expended by that employee in performing work-related tasks.

#### Significant of the study

Excessive power and control concentrated in any one level of the institution virtually guarantees that there will be a distorted perspective on crucial aspects of the academic enterprise. When politicians, boards and administrators seek to "corporatize" higher education, they hurt the recipients of educational value, namely students and the public (American Federation of Teachers, 2006) . Although, this high effect of the shared governance, there is a lack of research in this area . Therefore, the researcher decided to make a step to assess the shared governance in nursing faculties , and it's impact on staff commitment .

#### Aims of the study

The aims of this study were

- 1.To assess the state of shared governance of faculty as perceived by faculty nursing staff.
- 2.To identify the effects of shared governance on faculty staff commitment.

#### Research questions

1. Did the faculty nursing staff perceive the state of shared governance differently ?
2. Did the shared governance have effect on faculty staff commitment?

#### Methodology

##### 1-Technical design

##### Research design

A descriptive comparative study design was used in this study.

##### Setting

This study was conducted at Faculties of Nursing at Assuit , El-Minia ,and Sohage Universities.

##### Subjects

All faculties teaching staff who agreed or (approved) to participate in the study (215) staff. Classified as follow : (81) from Assuit, (95)from El-Minia , and (29) from Sohage University , represented all

department in the faculty ( Nursing Administration ,Adult Nursing, Critical Nursing, Psychiatric Nursing, Obstetric and Gynecology Nursing, Pediatric Nursing, Geriatric Nursing and Community Health Nursing).

#### Tools of the study

**Based on the review of literatures tools of the study included the following**

##### Tool I-Socio-demographic Questionnaire:

It included information about faculties staff such as gender, age, educational level, department, and years of experience in the faculty.

##### Tool II- Shared Governance Questionnaire:

It was developed by Ramo (1998) cited in Red book (2001), and designed to allow for immediate evaluation of the state of shared governance at institutions of higher education ,It consisted of 26 items structured in seven categories: Climate for Governance (two items), Institutional Communication (two items), The Board's Role (Four items), The President's Role (Four items), The Faculty's Role (Three items), Joint Decision-Making (Seven items), Assessing Structural Arrangements for Governance (Four items).

##### Scoring system

Each question can be answered with "yes" or "no", the responding of all items was (1) for Yes and (0) for No. Mean score were calculated. The higher mean score, consider more achievement of shared governance.

##### Tool III- Organizational Commitment Questionnaire

This tool was developed by Mowday et al., (1979) cited in Rashed et al., (2008), this Questionnaire included 15 statements used to measure staff organizational commitment . Responses were measured on 5- points Likert scale, "Strongly agree ", " Slightly agree ", "Disagree", "Strongly disagree ",and " slightly disagree .

##### Scoring system

No commitment was considered when the total attained by the staff was less than 60%,but if total attained by the staff was more than 60% the commitment was considered .

##### 2- Administrative design

Letters were issued from the researcher to the Deane's of the Faculties of Nursing Assiut, El-Minia and Sohage Universities, explaining the purpose of the study, and asking for permission to conduct the study, and collect the necessary data for the study.

##### Ethical considerations

- Study proposal take agreement from the ethical committee in the faculty of nursing at Assiut University.
- An official permission to carry out the study was obtained from the responsible authorities .

- Oral agreement of the study subject to participate in the study was obtained after explanation of the purpose of the study.
- Confidentiality of gathered information and privacy of the participants was assured.

### 3- Operational design

#### A) Preparatory phase

This phase took about three months from January to March 2014. The researcher spent this time in reviewing the available literature pertinent to the study topic. Additionally, Arabic translation and back translation of the study tools was done, and they were checked by experts for validation.

#### B) Pilot study

A pilot study was fulfilled to test the tools clarity and applicability. It was carried out on (10%) (23) from total study sample ;(9) from Assiut faculty ,(11) from El-Minia faculty, and (3) from Sohage faculty. Data collected from the pilot study analyzed and no necessary modifications were done prior to the final application of the study tool. and pilot study sample was included in the total sample.

#### Reliability of the tool

The reliability was assessed in a pilot study by measuring their internal consistency using Cronbach's alpha coefficient method. This turned to be ( $\alpha = 0.914$ ) and split half technique (part 1( $\alpha = 0.777$ )&part 2( $\alpha = 0.894$ ) and correlation between 2 halves( $\alpha = 0.793$ ) for Shared Governance tool; ( $\alpha = 0.90$ ) for

Organizational Commitment tool. Thus indicates a high degree of reliability for the study tools.

#### C) Data collection phase

The researcher met with each subject in the study to explain the purpose of the study and to ask for participation. After obtaining verbal consent, the study tools (Personal and Job Characteristic, Shared Governance Questionnaire ,and Organizational Commitment Questionnaire) were handled to the participating staff to be filled. The researcher was present all the time to clarify any item that needed interpretation to the participant. This took about 30 minutes for each participant to filled the forms . The whole duration for data collection took about one month from April to May 2014

### 4- Statistical design

#### Statistical Analysis

Data entry and analysis were done using SPSS version 16.program statistical soft ware package for social sciences. Data were presented using descriptive statistics in the form of frequencies and percentages also mean and standard deviation were also calculated. For relation to identify effects of shared governance on commitment and correlation between variables in shared governance scale (Pearson correlation ) and (ANOVA test) were used, statistical significant was considered at P- value  $\leq 0.05$ .

## Results

**Table (1): Distribution of the study sample according socio-demographic characteristics (No=205).**

Items	Assiut (No=81)		El-Minia (No=95)		Sohag (No=29)	
	No.	%	No.	%	No.	%
<b>Sex</b>						
Male	0	0.0	7	7.4	0	0.0
Female	81	100.0	88	92.6	29	100.0
<b>Occupation</b>						
Instructor	19	23.5	38	40.0	13	44.8
Assistant lecturer	30	37.0	31	32.6	12	41.4
Lecturer	26	32.1	21	22.1	3	10.3
Assistant Professor	5	6.2	5	5.3	1	3.4
Professor	1	1.2	0	0.0	0	0.0
<b>Age by years</b>						
22 – 33	42	51.9	63	66.3	20	69.0
34 – 44	34	42.0	24	25.3	7	24.1
45 – 55	5	6.2	8	8.4	2	6.9
<b>Years of experience</b>						
1 – 10	51	63.0	63	66.3	25	86.2
11 – 20	26	32.1	23	24.2	3	10.3
21 – 30	4	4.9	9	9.5	1	3.4

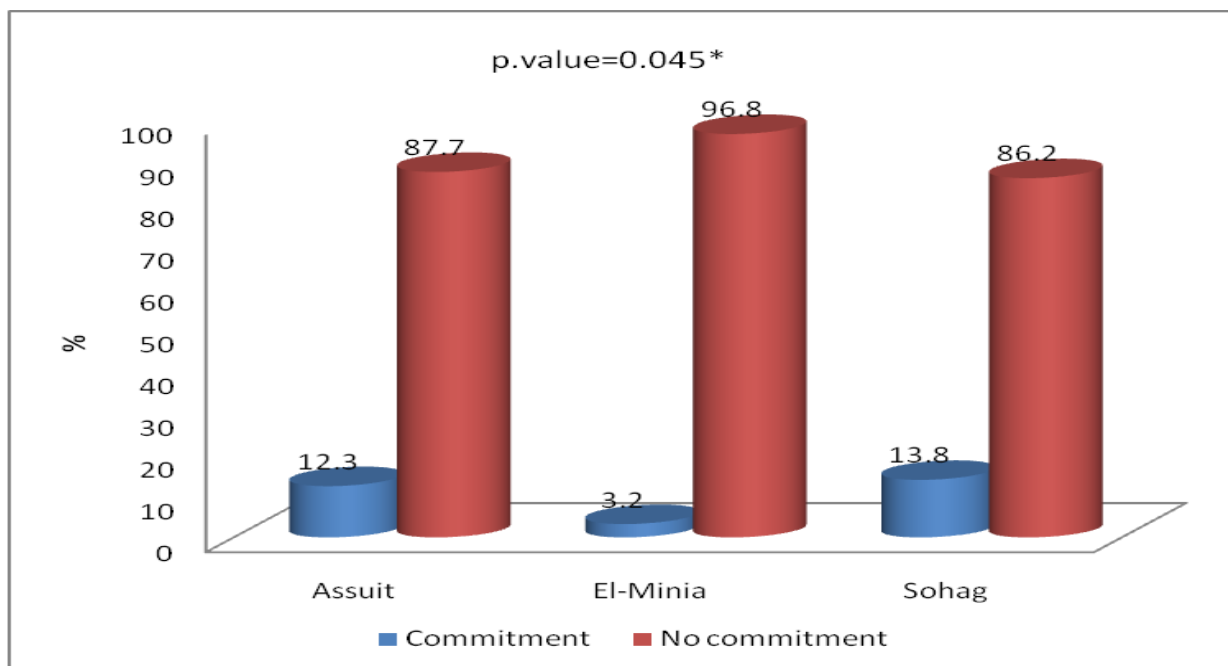
Items	Assuit (No=81)		El-Minia (No=95)		Sohag (No=29)	
	No.	%	No.	%	No.	%
<b>Department</b>						
Nursing Administration	11	13.6	19	20.0	3	10.3
Adult Nursing	18	22.2	12	12.6	8	27.7
Critical Care Nursing	12	14.8	8	8.4	3	10.3
Psychiatric Nursing	9	11.1	13	13.7	2	6.9
Obstetric Nursing	8	9.9	17	17.9	4	13.8
Pediatric Nursing	7	8.6	10	10.5	4	13.8
Geriatric Nursing	6	7.4	4	4.3	1	3.4
Community Health Nursing	10	12.4	12	12.6	4	13.8

**Table (2):** Mean and standard deviation of Shared governance items as perceived by the studied samples (No=205).

Items of Shared governance	Assiut	El-Minia	Sohag	P-value
	Mean $\pm$ SD	Mean $\pm$ SD	Mean $\pm$ SD	
1- Climate for governance	1.21 $\pm$ 0.85	0.99 $\pm$ 0.81	0.38 $\pm$ 0.62	0.000*
2- Institutional communication	1.00 $\pm$ 0.87	0.96 $\pm$ 0.74	0.90 $\pm$ 0.90	0.835
3- Board's role	2.31 $\pm$ 1.00	0.00 $\pm$ 0.00	0.00 $\pm$ 0.00	0.000*
4- President's role	2.44 $\pm$ 1.07	0.58 $\pm$ 0.50	0.21 $\pm$ 0.41	0.000*
5- Faculty's role	1.74 $\pm$ 1.05	1.32 $\pm$ 1.00	0.79 $\pm$ 0.90	0.000*
6- Joint decision making	4.09 $\pm$ 2.27	3.58 $\pm$ 2.37	2.38 $\pm$ 2.18	0.003*
7- Assessing structural arrangements for governance	2.44 $\pm$ 1.53	1.65 $\pm$ 1.49	0.86 $\pm$ 1.43	0.000*

\* statistically significant

**Figure (1) :** Percentage distribution of organizational commitment among the studied samples (No=205).



\*statistically significant

**Table (3) : Total correlation between items of shared governance and organizational commitment at the three faculties (No=205).**

Items of Shared governance	Commitment	
	r-value	P-value
1- Climate for governance	0.368	0.000*
2-Institutional communication	0.259	0.000*
3- Board's role	0.234	0.001*
4- President's role	0.285	0.000*
5- Faculty's role	0.304	0.000*
6- Joint decision making	0.321	0.000*
7- Assessing structural arrangements for governance	0.426	0.000*

\*statistically significant

**Table (4): Correlation between items of shared governance and organizational Commitment by the three faculties (No=205).**

Items of Shared Governance	Commitment					
	Assuit (n= 81)		El-Minia (n= 95)		Sohag (n= 29)	
	r-value	P-value	r-value	P-value	r-value	P-value
1- Climate for governance	0.419	0.000*	0.213	0.038*	0.432	0.019*
2-Institutional Communication	0.407	0.000*	0.111	0.284	0.052	0.790
3- Board's role	0.214	0.055	--	--	--	--
4- President's role	0.194	0.083	0.289	0.004*	0.475	0.009*
5- Faculty's role	0.511	0.000*	-0.094	0.364	0.289	0.129
6- Joint decision making	0.443	0.000*	0.231	0.025*	-0.021	0.914
7- Assessing structural arrangements for governance	0.502	0.000*	0.253	0.013*	0.407	0.029*

\*mean statistically significant

**Table (5):Relation among socio-demographic characteristics of the study subjects , shared governance, and organizational commitment (No=205).**

Socio-demographic characteristics	Commitment	Shared governance
	Mean $\pm$ SD	Mean $\pm$ SD
<b>Occupation</b>		
Instructor	51.69 $\pm$ 6.86	8.01 $\pm$ 6.58
Assistant lecturer	50.63 $\pm$ 8.04	11.26 $\pm$ 6.56
Lecturer	<b>54.24 <math>\pm</math> 6.00</b>	13.72 $\pm$ 5.65
Assist. Prof./ Professor	51.33 $\pm$ 8.41	<b>15.58 <math>\pm</math> 5.62</b>
<b>P-value</b>	<b>0.056</b>	<b>0.000*</b>
<b>Age by years</b>		
22 – 33	51.26 $\pm$ 7.16	9.34 $\pm$ 6.61
34 – 44	<b>53.22 <math>\pm</math> 7.66</b>	13.57 $\pm$ 6.42
45 – 55	51.67 $\pm$ 6.33	<b>13.80 <math>\pm</math> 4.57</b>
<b>P-value</b>	<b>0.215</b>	<b>0.000*</b>
<b>Years of experience</b>		
1 – 10 years	51.10 $\pm$ 7.25	9.84 $\pm$ 6.77
11 – 20 years	<b>53.69 <math>\pm</math> 7.87</b>	<b>14.08 <math>\pm</math> 6.00</b>
21 – 30 years	53.36 $\pm$ 3.13	11.14 $\pm$ 5.63
<b>P-value</b>	<b>0.067</b>	<b>0.000*</b>

statistically significant

**Table (1)** : showed that all of study subject were females at Assuit and Sohage faculties , and more than two thirds of the study subjects at El-Minia and Sohage (66.3%,69.0% respectively ) aged between 22- 23 years , also more than two thirds of them at El-Minia and Assuit have years of experience between 1 – 10 years (66.3% , 63.0% respectively ). The highest percent of study subjects were assistant lecture at Assuit and were instructors at El-Minia and Sohag faculties.

**Table (2)** : showed that ,the perception of assuit staff for the shared governance was the highest one followed by El-Minia ,and finally Sohage staff. As regarded to the boards role it was only present at Assuit faculty . All staff in the three faculties perceived joint decision making more than other items of shared governance .

There were highly statistically significant different(  $P=0.000$  ) among the three faculties in all items of the shared governance except the institutional communication item it was not significant(  $P=0.835$ ).

**Figure (1)** : revealed that , the highest present of the study subject who were not committed to their organization were El-Minia staff (**96.8%**). There were statistically significant differences among the three faculties as regards to commitment ( $P=0.45$ ) .

**Table (3)** : Represented that, there were highly positive correlation between all the shared governance items and the organizational commitment with statistically significant differences between the shared governance items and the organizational commitment ( $P=0.000$ ).

**Table (4)** : show that there are positive correlation between all items of share governance and commitment at Assuit faculty compared to El-Minia and Sohag faculties.

There are positive correlation between commitment and joint decision making at Assuit and El-Minia and negative in Sohage.

There are positive correlation between commitment and faculty's role at Assuit and Sohage and negative in El-Minia .

There are statistically significant association with climate for governance ,institutional communication , faculty's role, joint decision making, and assessing structural arrangements for governance with commitment (  $0.000$  ) in nursing faculty at Assuit.

**Table (5)** : Displays the relation among socio-demographic characteristics of the study subjects , shared governance, and organizational commitment at the three faculties. As regard to commitment, the staff whose age range from 34-44 years had the highest mean score (  $53.22 \pm 7.66$  ) compared to the other age groups. The staff who had years of experience ranging from 11-20 years had the highest

mean score of commitment and shared governance, ( $53.69 \pm 7.87$ ,  $14.08 \pm 6.00$ ) respectively compared to the other years of experience categories.

As regard to organizational commitment the lecturer had the highest mean score (  $54.24 \pm 6.00$  ) compared to the other occupational categories. While the assistant professor had the highest mean score as regard to shared governance.

There were highly statistically significance differences between personal characteristics and shared governance (  $p=0.000$  ) . Also, There were statistically significance differences between personal characteristics and organizational commitment.

## Discussion

Governance serves as a major part of faculty service to the institution and continues to be strongly supported by organizations such as the American Association of University Professors, the National Education Association, and the American Association of Teachers (**Kezar et al., 2008**).

The present study aims at assessing faculty nursing staff's perception regarding shared governance at different setting ,and identify effects of shared governance on faculty staff commitment. In faculties of nursing at Assuit , El-Minia ,and Sohage University.

The result of the present study revealed that, there were highly statistically significance differences among the three faculties in all items of the shared governance except institutional communication . This is consistent with **Kater & Levin, ( 2003)** who found in their study that governance behaviors at community colleges are not all alike, even though we can also assert that community colleges are not as a whole bureaucratic and managerial institutions portrayed in the literature.

From the findings of the present study, it is appeared that ,the highest mean score of all items of shared governance were at Assuit followed by El-Minia ,and finally Sohage faculties this might be due to that Assuit faculty is the oldest and biggest , and the only one who have board role ,finally it have a complete governance structure ( board, departments council or ( department heads) , committees) .

The highest mean score of all items of shared governance in the three faculties was joint decision making . These findings of the present study are in congruence with the results reported by (**Leach, 2008**) who found that less than (50%) of fulltime faculty at four year public universities agree that faculty members are sufficiently involved in decision making .

The present study revealed that the lowest mean score of all items of shared governance in Assiut faculty was the institutional communication. This may be due to that the administration with faculty leadership don't allow time and a mechanism for leadership to consult with their constituents before offering recommendations, and the faculty as a whole, in addition to faculty representatives, have

not timely access to information necessary for faculty members to give input into governance processes. This finding is not consistent with the finding of **Tierney & Minor, (2003)** who found that over (70%) of faculty members believed there were sufficient levels of communication between staff and administrators. **Miller (2002)** also found that faculty generally agreed that communication is good between administration and faculty governing bodies. **Minor (2003)** found that (66%) of faculty believe that communication between faculty constituents is good or sufficient enough to make progress while engaged in the decision making process.

There were highly statistically significant difference among the three faculties as regard the president's (dean) role this result might be due to the big responsibility of the president of the collage especially in the new collage like Sohage and El-Minia where the presidents are overwhelming with responsibility and have many roles to play, in agreement with this **Healy, (1997)** stated that Some college presidents say that the extensive consultation required by shared governance interferes with their ability to do their jobs; they are besieged by pressure groups, including employee unions wanting more money and power, and state officials who want quick improvements. In the same line **Leatherman, (1998)** stated that Trustees are beginning to avoid the term "shared governance" because they say it implies a level of collaboration that may not exist.

The findings of the present study found that There were statistically significant differences among the three faculties and, The highest percent of the study subject who were not committed to their organization were El-Minia staff, this might be due to that faculty staff in El-Minia from other governorates away from El-Minia which make them not interested to involved in the faculty's activity and they also stressed by their social role and their family and look forward to any opportunity to turnover to other faculty in their governorates.

The findings of the present study revealed that, There were highly positive correlation and statistically significance differences between all the shared governance items and the organizational commitment. This is consistent with **Scott &**

**Caress, (2005)** who stated that Shared governance is not something that can be implemented overnight. It needs extensive commitment and leadership, plus a great deal of consideration and careful planning. It should never be attempted as a 'quick fix' (**Porter-O'Grady, 2001**). However, if planned effectively, the results can very much be worth all the effort (**Stordeur et al., 2007**).

However, finding of the present study is inconsistent with **Minor, (2005)** who found that faculty members believed that the deep commitment to teaching may negatively affect the ability and desire of faculty staff to participate effectively in governance.

As regard to organizational commitment the lecturer had the highest mean score compared to the other occupational categories. This is consistent with **Simplicio & Joseph, (2006)** who stated that new faculty members may not have forged as strong a commitment to the institution as those who have worked there for many years. Also, **Al Hussami et al., (2011)** demonstrated that older employees tend to be more committed than younger individuals.

On the other hand the assistant professor had the highest mean score as regard to shared governance while the Instructor had the lowest mean score compared to the other occupational categories. This may be due to that the instructors and assistant lecturer are not involved in departments councils or faculties boards. In the same line **Miller, (2004)** cited in **Jones, (2011)** found that the new faculty members (instructors) chose not to actively participate in faculty governance due to the time they devote to research and the acquisition of tenure. While they are not actively involved in governance, they do not completely reject the idea of shared governance.

## Conclusions

**The following conclusions were drawn based on results of the present study:**

- All shared governance items had highly statistically significant differences among the three colleges.
- There were statistically significant differences among the three collages as regarded to organization commitment.
- There were highly positive correlation and statistically significance differences between all the shared governance items and the organizational Commitment.
- The perception of Assiut staff as regard to shared governance were the highest one among the three faculties.

## Recommendations

### Based on the study finding, it was recommended the followings

- Institutional structures of shared governance should be constructed at all levels of decision-making in the department, in committees, and in the faculty board.
- Providing workshop for academic leaders and all faculty staff about shared governance.
- All department in the faculty must represent in every committee in the faculty also, Students should be involved in the different committees .
- The institution's administrators must provide the participants in shared governance with ; time , incentives, encouragement, and the information necessary to be effective.
- The institution's administrators must be committed to make regular meeting, conference to enhance institutional communication and increase the participants commitment.

### Acknowledgement

Grateful thanks to the faculty nursing staff who trust us and participate in this work and for the dean of each faculty of nursing Assiut, Sohage ,and El-Minia University . Authors, also thank the anonymous reviewers for their constructive comments that helped strengthen the article.

## References

1. **Aboud S., Mohamed F., & Abo El-Maged M., (2011):** Organizational commitment among Nursing in Minia University Hospital, Journal of American Science ,2011; 7 (9) 1027-1032 <http://www.americanscience.org>.
2. **Al-Hussami M., Saleh M., Abdalkader R., & Mahadeen A., (2011):** Predictors of nursing faculty members' organizational commitment in governmental universities. J Nurs Manag. 2011 May; 19(4):556-66
3. **Amacher R., & Meiners R., (2003):** Free the universities: Reforming higher education to keep pace with the information age. San Francisco, CA: Pacific Research Institute for Public Policy.
4. **American Federation of Teachers. (2006):** Shared governance in colleges and universities: A statement by the higher education program and policy council. Retrieved from: [www.aft.org/pubs-reports/higher-ed/shared\\_governance.pdf](http://www.aft.org/pubs-reports/higher-ed/shared_governance.pdf).
5. **Bakhshi A., Kumar K., and Rani E., (2009):** Organizational Justice Perceptions as Predictor of Job Satisfaction and Organization Commitment International Journal of Business and Management; 4(9):145-146
6. **Birnbaum R., (2004):** The end of shared governance: Looking ahead or looking back. In R. Tierney & V. Lechuga (Eds.), Restructuring shared governance in higher education (New Directions for Higher Education No. 127, pp. 5-22). San Francisco, CA: Jossey Bass. Journal of the Professoriate (6)1 132.
7. **Demir C., Sahin B., Teke K., Ucar M., & Kursun O., (2009):** Organizational commitment of military physician, Med Mil.2009 sep;174(9): 929-35.
8. **Faculty Council of Community Colleges (2008):** The Role of Faculty in Shared Governance ,October 18, 2008 Pp 1-8, Governance bylaws of NYS Community Colleges at Faculty Council web site <http://www.fccc.suny.edu/ccgovernance.html>
9. **Healy P., (1997).** "Leaders of California Community Colleges Say Governance Structure Is as a Breaking Point." Chronicle of Higher Education. 19 Dec 1997: A33-34.
10. **Jones W., (2011):** Faculty Involvement in Institutional Governance: A Literature Review The Journal of the Professoriate, an affiliate of the Center for African American Research and Policy. Journal of the Professoriate (6)1 118 All Rights Reserved (ISSN 1556-7699).
11. **Kater S., & Levin J., (2003):** shared governance in the community college, Pp 1-35
12. **Kezar A., & Eckel P., (2004):** Meeting today's governance challenges: synthesis of the literature and examination of a future agenda for scholarship . Journal of Higher Education , 74(4), 371-399
13. **Kezar A., Lester, J., & Anderson, G., (2008):**Challenging stereotypes that interfere with effective governance. Thought and Action, 22, 121–134.
14. **Leach W., (2008):** Shared governance in higher education: Structural and cultural responses to a changing national climate. Sacramento ,CA: California State University, Sacramento.
15. **Leatherman C., (1998).** "Shared Governance Under Siege: Is It Time to Revive It or Get Rid of It?" The Chronicle of Higher Education. 30 Jan 1998: A8-A9. EJ 558 425.
16. **Leow K., & Khong K., (2009):** The Study of Mentoring and Leader-Member Exchange (LMX) on Organizational Commitment among Auditors in Malaysia. International Journal of Business and Information (IJBI), 4(2), 161 – 198. – ERA, ABDC (Rank C) looking back. In R. Tierney & V. Lechuga (Eds.), Restructuring
17. **Miller M., (2004).** Faculty governance units and their leaders: A national profile. In National Education Association (Ed.), The NEA Almanac



- of Higher Education (pp. 51-58). Washington, DC: NEA
18. **Minor J., (2003):** Assessing the senate: Critical issues considered American Behavioral Scientist, 46(7), 960-977
  19. **Mowday R., Porter, L., & Steers, R., (1979):**The measurement of organizational commitment . organizational behavior.14:224-274
  20. **Porter-O'Grady T., (2001) :** Is shared governance still relevant journal of Nursing Administration 31 (10),468-473
  21. **Rashed S., Hassaneen, S., & Morsy, S., (2008):** The Effect of Leadership Behaviors of Head Nurses on Job Satisfaction and Organizational Commitment of Nurses at Assuit University Hospital ,Master thesis, Assuit University, Egypt, pp 34-38.
  22. **Ramo K., (1998) :** Introduction of shared Governance, Evaluation of Shared Governance, Assessing the Faculty's Role in Shared Governance: Implications of AAUP Standards (1998), American Association of University Professors 1133 Nineteenth Street, NW, Suite 200 Washington, DC 20036 Phone: 202-737-5900 | Fax: 202-737-5526 Available from: [AAUP. Issues in Higher Education » Governance of Colleges & Universities](#)
  23. **Redbook (2001) :** Evaluation of Shared Governance, Assessing the Faculty's Role in Shared Governance: Implications of AAUP Standards (1998), American Association of University Professors 1133 Nineteenth Street, NW, Suite 200 Washington, DC 20036 Phone: 202-737-5900 | Fax: 202-737-5526. Available from: [reports/higher\\_ed/shared\\_governance.pdf](#).
  24. **Scott I., & Caress A., (2005) :** Shared governance and shared leadership: meeting the challenges of Implementation ,Journal of Nursing Management 13,4-12.
  25. **Shilpa C., (2010) :** Shared Governance in Nursing by Rush University Medical Center 1653 W. Congress Parkway, Chicago, Illinois 60612, Available from: <http://www.jobsatrush.com/>
  26. **Simplicio J., & Joseph S., (2006):** shared governance: An Analysis of power on the modern university campus from the perspective of an administrator ,Education .,126(4)6
  27. **Stordeur S., Vandenberghe C., & D'Hoore W., (2007) :** organizational configuration of hospitals succeeding in attaining and retaining nurses . JAdv Nurs.2007 Jan;57(1): 45-58 .
  28. **Taylor B., (2009) :** Exactly What Is 'Shared Governance'? July 23, 2009.
  29. **Tierney W., & Minor J., (2003).** Challenges for governance: A report by the Center for Higher Education Policy. Los Angeles, CA :z University of Southern California to models. The Review of Higher Education, 27(3), 343-363 universities. Academe, 91(3), 34-38.
  30. **Wagner J., & Hollenbeck J., (2010) :** Cited by Yavuz M., (2010): The effects of teachers' perception of organizational justice and culture on organizational commitment. Afr. J. Bus. Manage. 4(5): 695-701.
  31. **Wang P., Westwood B., & lok P., (2007):** Antecedents of job satisfaction and organization's commitment & the mediating role of organizational subculture. University of South Australia Indian Journal of Fundamental and Applied Life Sciences ISSN: 2231-6345 (Online) An Online International Journal Available at <http://www.cibtech.org/jls.htm> 2013 Vol. 3 (1) January-March, pp.65-72/ Allahyari and Hazar