

Nursing Professional Trends and Role of Technical and Permanent Education in the Context of New Saudi Medical Era Rooted in Arab Regions, A bibliographic Research

Liala Ali Oraibi¹, Sayed Shahbal², Ibrahem Ahmed Mohammed Meshni³, Abdulaziz Yahya Hudays⁴, Ali Jaber Mohammed Haqawi⁵, Adel Ali Yahya Hakami⁶, Hassan Ahmed Fathi⁷, Faisal Ibrahim Mohammed Al Aaraj⁸, Abdoh Ahmed Bakri⁹, Ali Hassan Alshiak¹⁰, Abdullmajeed Mugharbish¹¹, Jubran Mohammed Gahtani¹², Aisha Hussien Khobrani¹³

¹Department of Training and Scholarships

²Department of Psychology, International Islamic University, Islamabad, Pakistan

³ Eradah and Psychiatric Hospital, Jazan

⁴General Nursing Administration in Jizan Affairs

⁵Baish General Hospital

⁶Jazan PHC Jizan Sector

⁷King Fahd Central Hospital

⁸Sabia General Hospital

⁹Abu Aleshra Health Center

¹⁰Leadership & Control Center

¹¹Jizan General Hospital

¹²King Fahd Central Hospital

¹³Alhurrath General Hospital

Corresponding Author: SAYED SHAHBAL

Department of Applied Psychology, International Islamic University, Islamabad, Pakistan. Corresponding Author
Email: syedshahabal@gmail.com, ORCID: <https://orcid.org/0000-0002-5383-491X>

Abstract

Background: Saudi Arabia is among the highest investing countries in Health Setups. Saudi Health Vision 2030 clarified the roadmap to achieve health goals. Nursing role in this way became vital. As Saudi National's emergence in Nursing Profession opened many of trends and educational areas.

Objective: The objective of this study is to highlight nursing professional trends in nursing education in Saudi Arabia.

Methodology: It is qualitative, exploratory, and bibliographic research, conducted with the review of 23 research journals, 303 articles, 299 abstracts by using specific keywords, in addition to the analysis of 15 complete articles from different countries including Saudi Arabia and other Arab countries.

Results: The research shows that current trends in job training are experiencing changes in conceptions, which transcend the technical aspect of broader proposals, especially in Saudi Regions such as Riyadh, Jeddah, Makkah, Madinah, and Jizan. The study shows that intellectual production is more focused on the academic world.

Conclusions: In Saudi Arabia, the trends of education at work are aimed at different segments, however, two convergences can be highlighted: in one of the segments, the direction is focused on technical training, and in the other, it privileges the precepts of permanent education to approximate theory and practice, as well as the relationship between academia and services.

Keywords: Nursing, Education, profession, work, scientific production.

Introduction

Health and the consequent organization of health services in Saudi Arabia presents a panorama of diversities and complexities typical of each of region, which include factors such as: the process of health and disease in the different epidemiological profiles that are associated with old and new problems, socio-economic issues, education, income distribution, population distribution with increasing concentration in large cities and the migration of human resources. (Alreshidi et al., 2022)

For the establishment of plans and policies for the health sector, particularly for nursing, it is necessary to recognize the processes of change through continuous analysis of the effects of globalization, economic and financial investments, as well as reforms in matters of health, education, and in the labour area. But mainly, for the establishment of effective policies for investment in human resources, such as plans for jobs and wages, and education at work. The rapid changes in this scenario suggest the need for lifelong training that can provide nursing workers with a permanent qualification for health care in the premises of Saudi Arabia in specific and in other Arab regions in general. (Shahbal et al., 2022)

In addressing education at work, some problems are identified, and many others must be discovered. Hence, when looking at the different educational proposals, it can be observed that there are weaknesses and strengths in them. In this area, the critical areas are manifested in the fragility and weakness of some proposals focused on continuing education and professional training, in discordant theoretical educational approaches in relation to practices, in the lack of updating of educators and administrators of nursing services, in the mismatch and dispersion of postgraduate training. (Alreshidi et al., 2022)

The potential lies in conceiving and structuring priority proposals for development in regard to educational programs aimed at promoting and strengthening education at work continuously and permanently in services, the appropriation of theoretical principles for the strengthening of educational practices, the training of teachers and administrators with different academic profiles, the effective integration of education in the work process and the systematization of nursing care, as well as the definition of an effective postgraduate policy, in which the approximation between academia and services. (Shahin, 2019; Aljohani, 2020; Alghabashi & Sayed, 2022)

Therefore, it is based on the understanding that education has a significant role in the composition and dynamics of the workforce, as well as in the qualification of nursing care. However, the conversion of these challenges into actions that lead to the achievement of results implies the reformulation of educational systems, with connections between the distinct levels of training, the reorientation of study plans for the construction of knowledge and practices. (Shahbal et al., 2022) In addition, the appropriation of pedagogical models that allow transcending the technical model and that consider education as a means of promoting the subjects and the consequent integration between practice and theory, in connection with the health needs of individuals is necessary, and populations. (Shahin, 2019; Aljohani, 2020)

Regarding services, the evidence points to the reorganization of work processes and the systematization of assistance for the development of educational actions in coordination with assistance, in which it is possible to link individuals who can systematically combine assistance and education. Education reciprocally, in the search for more equitable and decisive actions. (Alghabashi & Sayed, 2022)

Therefore, this study aims to highlight the trends of education at work in the Kingdom of Saudi Arabia, to recognize the current situation, pointing out the possibilities for progress that can ensure that professional transformations are linked to the needs of the health of populations.

Methodology

Methodologically, this study is characterized by being qualitative, exploratory, and bibliographic research (Kalu & Bwalya, 2017). Data collection was done in nursing journals published in the English language especially in the context of the Guld Region, Saudi Arabia as well as around the globe in general during the period 2015-2022, which were available in print, or contained in the database and/or virtual libraries, such as CINAHL (Cumulative Index to Nursing and Allied Health Literature), BDENF (Database in Nursing), Scopus, Research Gate, Google Scholar, ERIC (Education Resources Information Centre), SciELO (Scientific Electronic Library Online) Web of Science, Medline, and American Nursing Association (ANA).

To this end, the abstracts of articles that in their descriptors or keywords consider the following terms were examined: continuing education, continuing education, on-the-job education, continuing learning, in-service education, nursing education, and in-service training. From these summaries, the articles were collected in their entirety, which was included in a database developed specifically for the cataloging of the articles. Printed nursing journals and those available online in databases were investigated in this study. In the first phase of the research, a search was conducted by identifying keywords and reading the summaries of 303 articles, distributed in 211 copies in 23 journals, in the English Language from Arab countries, globally and Saudi Arabia especially as mentioned in [Figure 1.1](#).

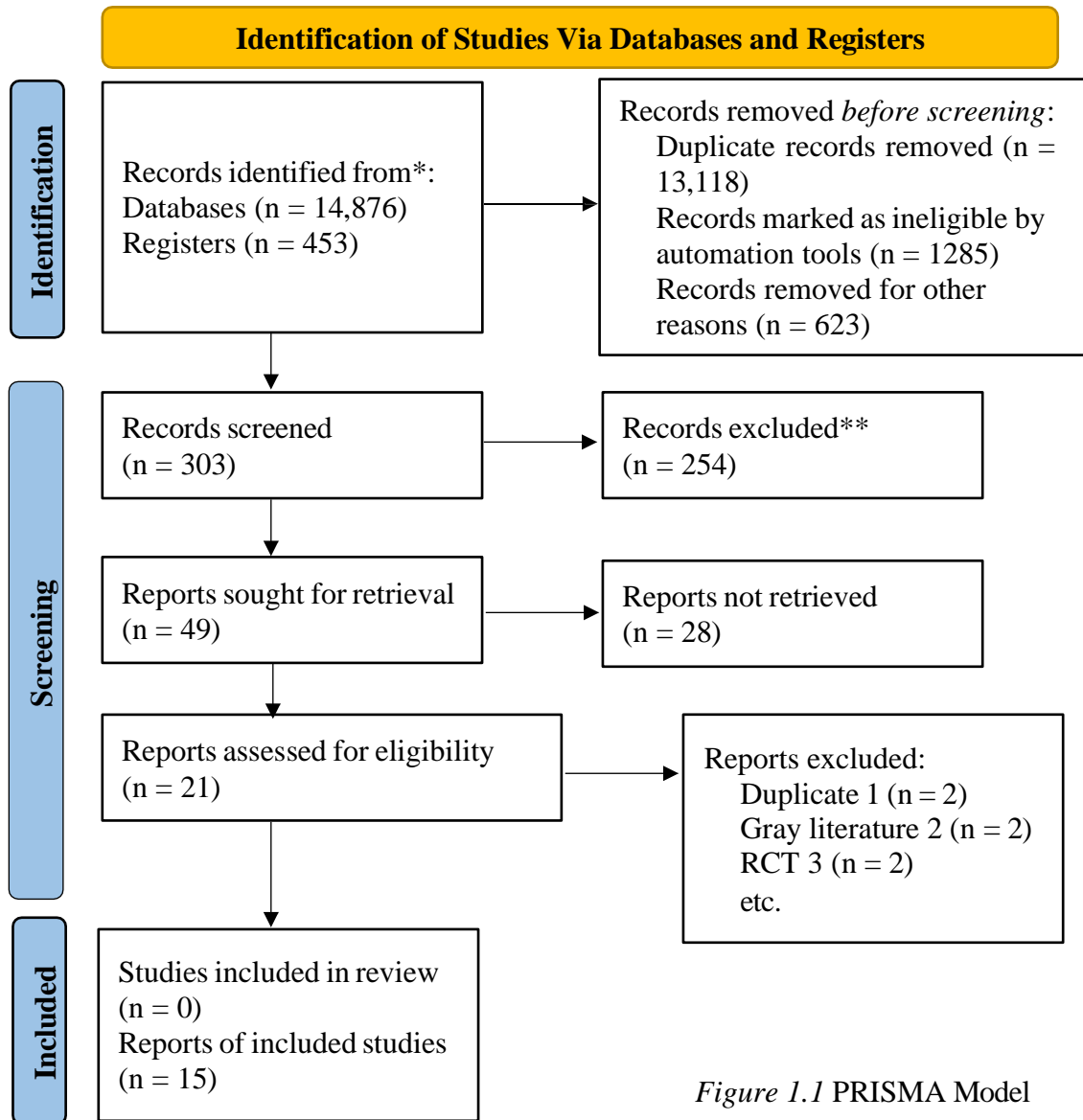


Figure 1.1 PRISMA Model

In the second phase of the study, 299 copies were examined, 611 of abstracts and keywords, with a sample of seventy full articles on education at work, of which 15 articles were selected for in-depth analysis. The texts that focus on trends in education at work come from different research

journals published in Saudi Arabia, Arab countries, and other countries around the globe regarding research work for Saudi regions. The interpretation of the content was done through the thematic analysis method as mentioned in Figure 1.2.

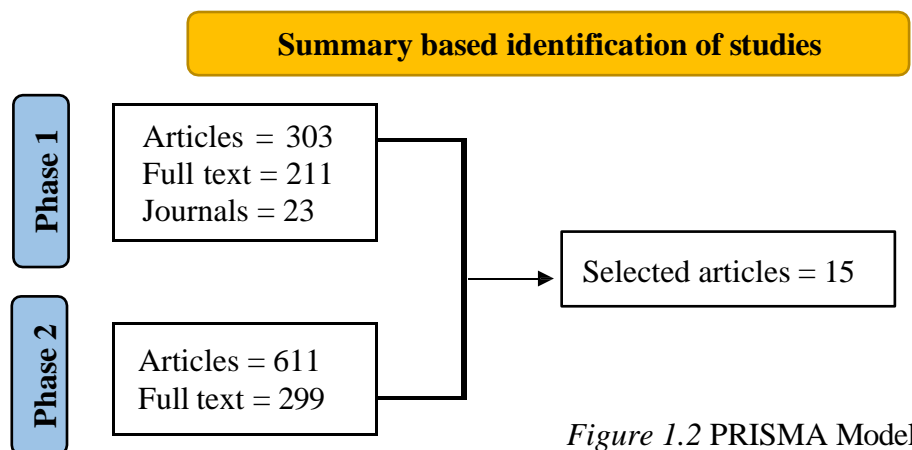


Figure 1.2 PRISMA Model

Table 1: Quality assessment of the studies included

Sr #	Author	Are the selection of studies described appropriate	the of literature covered and relevant studies	Is the method all section describe?	Does the findings clearly described?	Quality rating
1	Abdulmajed et al	YES	Yes	Yes	Yes	Good
2	Abyad & Hammami	Yes	Yes	Yes	Yes	Good
3	Alameri et al	Yes	Yes	Yes	Yes	Good
4	Aljohani et al	Yes	No	Yes	Yes	Good
5	Assad et al	Yes	Yes	Yes	Yes	Good
6	Chinn et al	Yes	Yes	Yes	Yes	Good
7	Fehn et al	Yes	Yes	Yes	Yes	fair
8	Jack et al	NO	Yes	Yes	Yes	Good
9	Khalaf et al	Yes	Yes	Yes	Yes	Good
10	Lima et al	Yes	Yes	Yes	No	Fair
11	Noshili et al	Yes	Yes	Yes	Yes	Good
12	Qidwai et al	Yes	Yes	Yes	Yes	fair
13	Shahbal et al	NO	Yes	Yes	Yes	Good
14	Tubaishat et al	Yes	Yes	Yes	Yes	Good
15	Safari et al	Yes	Yes	Yes	No	Fair

Table indicating the quality of studies operationalized in the present research.

Results and Discussion

The data obtained in the research show a brief panorama of the scientific production, the insertion of the authors in their work areas, as well as the percentage of publications with a focus on

education at work. Of the articles analyzed, eight of them are from Saudi Arabia, corresponding to 11.4% of the sample of the articles studied. Five articles comprised of research from the Arab countries were also investigated, with a reading of 96 articles, 12 of which deal with education at work, with a percentage of 17.2% of the articles investigated.

A research journal from UAE was investigated, with the review of 38 articles, of which only one deals with education at work, which corresponds to 1.5% of the articles examined. A magazine from Egypt was investigated, with 78 articles, 9 of which were about education at work, with a percentage of 12.8% of the articles.

In Saudi Arabia objectively, the research was conducted in seven journals, with a review of 661 articles, 21 of which were on education at work, which corresponds to 22.6 % of the articles. A journal from Qatar was investigated, with 6 articles, cataloging an article focused on education at work, which corresponds to 1.5% of the articles investigated. In Kuwait, the investigation found a research journal, of which 20 articles were reviewed, of which 2 were on education at work, and 5% of the articles were investigated. The total

analysis of the research data shows that most of the authors, regardless of the country of origin, are linked in some way to the university: professors, professionals in the process of qualification (master's and doctorate) and specialization, and students. Undergraduate; the rest of the authors belong to the attention. The authors of the articles with doctorates are distributed as follows: Saudi Arabia 51%, UAE 15%, and Egypt 22 %. Of the authors of the articles with a master's degree, 45% are in Saudi Arabia, 28% in Egypt, 15% in UAE, and 12% in Qatar and Kuwait. Most authors with a bachelor's degree are in Saudi Arabia, 39%, Egypt 31%, UAE, 19%, Qatar 6%, and Kuwait 4% as mentioned in table 1 and table 2 and drawn in Figure 1.3

Table 2

Percentages of included studies based on area of education, country, and educational status-wise publications in Arab countries.

	Area of Work	%
Field of Work	Educational professionals	74
	Nursing care and related authorities	26

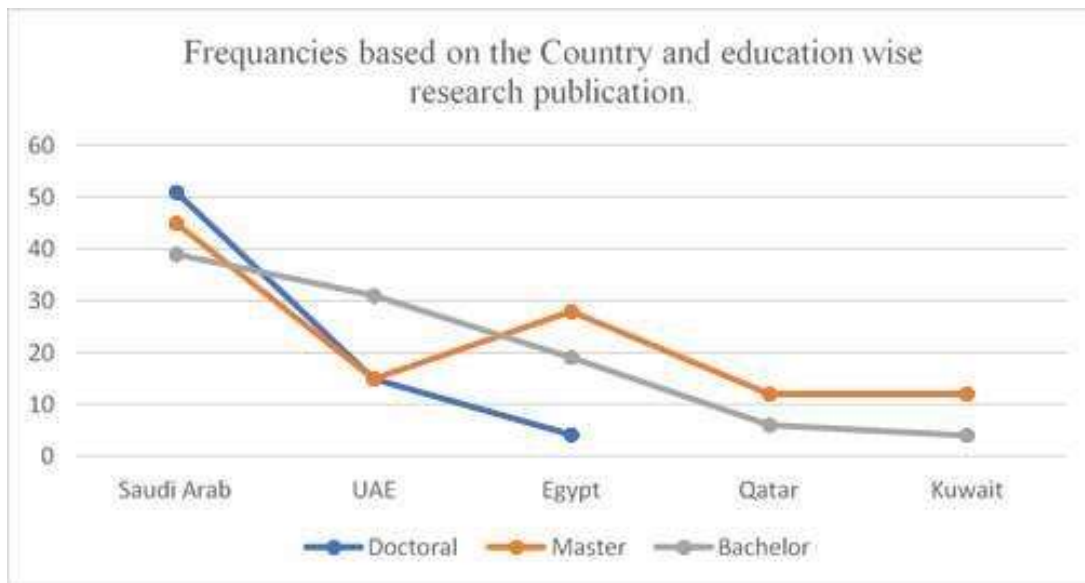


Figure 1.3 Frequencies based Country and education field wise research

Table 3

Percentages of included studies based on area of education, country, and educational status-wise publications in Arab countries.

		<i>Doctoral</i>	<i>Master</i>	<i>Bachelor</i>
Countries	Saudi Arab	51	45	39
	UAE	15	15	31
	Egypt	22	28	19
	Qatar	6	12	4
	Kuwait	6	12	4

Regarding the area of work, it is verified that approximately 74% of the authors are professional educationists with specialization in nursing education such as professors active in teaching and research in the different regions of Saudi Arabia, while 26% are linked to nursing care and

related activities. The percentage of articles related to education at work in Saudi Arabia is 3.06% compared to the total number of articles published in journals globally including in Arab Countries as mentioned in [Figure 1.4](#).

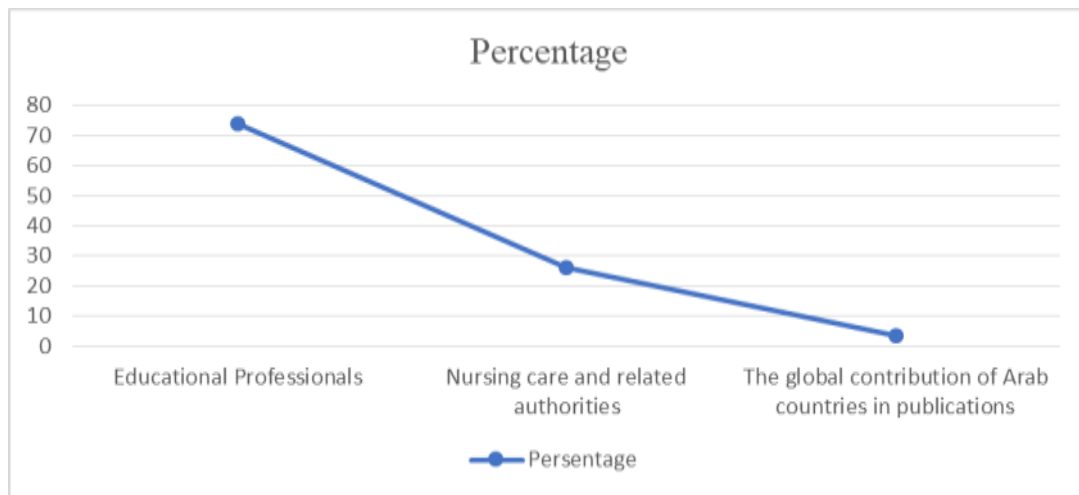


Figure 1.4. Graph of included studies

Trends in education at work in Saudi Arabia and Arab Region

When making a detailed reading of the texts, the categorization and classification in thematic areas consolidated in the structures of the answers, different directions are shown for education in nursing and health work, namely: education in work and the different levels of practice; education in the work process; education at work and the relationship between care and

education; education at work in relation to the construction of knowledge; education at work and educational trends. However, due to the necessary trimming, in this study we highlight the category: "education in the workplace and educational trends". A description of these thematic areas was placed in two trend structures: the first refers to:

The technical trend

The technical trend can be seen in eight publications 7 articles (Abdulmajed, Park & Tekian, 2015; Keshk et al., 2016; Shahin, 2019; Aljohani, 2020; Alghabashi & Sayed, 2022, Shahbal et al., 2022; Noshili et al., 2022). The

texts show that the options of education at work are linked to the diversity of services available in health systems, which require qualified personnel to work in different areas. The objectives of this educational trend are more specifically related to the viability of the actions.

Table 3.

Objectives of education in the work of the technical trend

- i. Develop technical and scientific training in specific areas
 - i. Improve the technical skills of qualification of workers
 - i. Develop professional upgrades
 - . Consider changes in the production sector and market competitiveness
 - . Develop innovative technologies
 - i. Meet the needs of the labor market and the economy
 - i. Achieve organizational goals
 - i. Organize the work process
 - . Prepare people for work
 - . Rationalize costs
-

In the technical trend, education is linked to the appreciation of knowledge, the formation of skills to conduct activities, scientific knowledge, behaviours, and interpersonal relationships. Training in education programs at work is considered necessary due to changes in the economy, globalization, productivity, quality and competitiveness, aspects in which human beings have a fundamental role in the development of companies. This educational precept emphasizes the training and development of nursing staff, which is normally developed by professionals linked to continuing education programs. Thus, education is seen as a powerful tool for professional training. (Chinn Kramer & Sitzman, 2021)

Some characteristic meanings of this educational modality include actions such as: the introduction and setting of newly hired workers for preparation, adaptation and integration in services; training

courses aimed at training subjects to be more productive, and adaptation to work to improve human relations and facilitate integration; continuing education or recycling that refers to the educational process aimed at maintaining the necessary updates and their application in the service; development that is related to programs that provide opportunities for individuals to improve and expand professional knowledge and skills. The choice of models of education at work aimed at technical training is due to several factors that include changes in the economy; new demands for productivity and quality; adaptation to the work process; adaptation and training of newly hired; the need to develop care protocols, as well as the systematization of nursing care; training for intervention in certain procedures. (Egenes, 2017; Fehn, Alves & Poz, 2021)

In the market perspective, education at work has a form and mode of intervention and resolution, being conceived for the qualification of competitive labour in the different production segments. The justification for such an option is due to the socioeconomic and financial conditions, the competitiveness of the market, which tries to offer more decisive services, with reduced costs and quality care. From this business point of view, the working subjects are media that must be optimized for maximum performance. The research shows that these educational conceptions appear more clearly in the articles published in several Arab countries, however, it is in UAE, Egypt, and especially in Saudi Arabia, that these meanings of education stand out. (Al-Yateem, AlYateem & Rossiter, 2015; Shahbal et al., 2022; Noshili et al., 2022)

It is based on the perception that educational programs to promote technical updates, whose training can be isolated, sporadic, or continuous, are necessary and essential for the safety and

qualification of services. However, the observation that can be made does not refer specifically to the educational modality or strategies, but to the systematization of programs that focus only on the technical development of the subjects. (Al-Yateem et al., 2020; Al-Asfour et al., 2017)

The trend of transforming and promoting people through continuing education

This trend is present in 7 articles (Aldossari, 2020; Le Ha & Barnawi, 2015; Mitchell & Alfuraih, 2018; Khan et al., 2017; Alghabashi & Sayed, 2022, Yeganeh, 2019; Sheikh et al., 2019) published in different countries but targeted the different regions of Saudi Arabia, UAE, and overall Arab regions. Permanent education is an educational alternative to overcoming, and transforming educational practices, based on the theory of significant learning, of the problem of some principles of andragogy.

Table 4.

Objectives of education in the transformative trend based on the principles of permanent education

- i. The perception of education as a continuous process of transformations
 - i. Education committed to the different social segments
 - i. Critical and reflective educational activities, permanent and collective
 - . Stimulation of participative behavior of bs students; The construction of values, knowledge, and culture
 - . Development of critical and strategic thinking
 - i. The education to Nadir of the reality and the needs of the students
 - i. Interactive education through the exchange of experiences, knowledge, and reflections
 - i. Education centered on solidarity and dialogue, with a participatory methodological approach, with collective spaces for action and reflection
 - . manipulative educational strategies
 - . The integration of teaching, care, research, and extension
 - i. The subject as the protagonist of the educational process, work as a dialogue in the teaching-learning relationship
 - i. Facilitative pedagogy with educative, conscious, and critical practices
-

The transforming trend with educational precepts linked to permanent education is constituted in the educational modality present in the articles published in different regions of Saudi Arabia as well as other Arab countries. Although it can be perceived that these precepts present directions, forms and strategies with interests that are sometimes congruent and sometimes disparate, we can see that they are related to socioeconomic, political, cultural factors, personnel training, legislation, health policies, interests, and the organization of work, and according to the specificities of each country. (Le Ha & Barnawi, 2015; Alghabashi & Sayed, 2022).

In relation to permanent education at work as a possibility of transformation in education, health, and nursing, it is evident that this educational movement permeates the proposals, still incipient, in all the countries investigated, however, it is in Saudi Arabia, UAE and Egypt that this educational conception appears with greater prominence in the publications. (Mohammed & Hassane, 2018; Qidwai & Wajid, 2018). In Kuwait and Qatar in recent decades, the concept of permanent education at work has been emphasized and disseminated as one of the most appropriate strategies for the transformation of health practices. They are associated with the need for continuing education at work, the technological revolution, changes in production structures and organizations, and the growing participation of different social sectors. (Abyad & Hammami, 2021; Safari, McKenna & Davis, 2021)

In Saudi Arabia, the development of proposals for permanent education is based on the National Policy for Continuing Education in Health manage by MOH and Saudi Health Vision 2030. Among the guiding principles contained in the proposal for permanent health education is the transformation of training processes, pedagogical practices, and the organization of services. In this conception, permanent education is intended for a multiprotection public and is developed in an institutionalized way in the work process. It is structured and built through the focus on the daily problems of team practices, which are continuous and seek changes in social practices in health. (Alsubaie & Jones, 2017; Alotaibi & Al Anizi, 2019; Alhazmi, & Kamarudin, 2021).

Proposals for permanent education are constituted in educational alternatives of overcoming, of transformation of the conventional models of education destined to technical training, for the transformation of educational practices, based on the significant learning model. In the proposal of permanent education, educational theory and practice are inseparable, advocating in favour of learning that leads the individual to always learn, in a constant process of construction. In this learning movement, theoretical knowledge and practical experience coexist, with this relationship determining actions and decisions (Avelino et al., 2017; Jack, Hamshire & Chambers, 2017).

The experimentation of theoretical knowledge in practice allows the construction of new knowledge, thus confirming the importance of linking theory and practice, transforming the work environment into a learning laboratory, developing a culture to share knowledge, create and dissemination of professional knowledge. Work, as part of the life of human beings, is understood as a source of training. Therefore, it is understood that the knowledge generated by the integration of theory and practice allows mobilizing the necessary capacities for work in health. (Alsubaie & Jones, 2017; (Avelino et al., 2017; Alotaibi & Al Anizi, 2019)

In the last fifteen years, several researchers linked to the Saudi Healthcare System, reforms, steps, and trends have developed studies related to permanent education. In this conception, permanent education differs from other educational methods, due to the approach in which the approximation between the conception and the execution of educational programs is privileged. (Rahman, & Alsharqi, 2019; Mahsoon & Dolansky, 2021).

Permanent education is presented as a starting point to dignify work and put it at the service of citizens, whether professionals or users, by reviewing and redefining roles and functions, increasing degrees of autonomy, forming work teams with high capacity for critical reflection and the definition and execution of institutional improvement projects. Therefore, for these programs to be effective, it is necessary to rethink educational models and incorporate new skills to

achieve efficiency, effectiveness, and quality in health care. (Jack, Hamshire & Chambers, 2017).

Permanent education programs have been stimulated by the Saudi Ministry of Health and other cooperation organizations in the last twenty years (Khalaf, et al., 2021). These programs meet a series of goals, including technical updating for learning new knowledge, the introduction of innovative technologies, standards, which can be applied through blended courses, seminars, workshops, and distance education. (Basbas, 2021)

The methods of educational intervention are constituted in learning in work situations, tutorial learning and distance education. Sensitization refers to changes in approaches, policies, interventions, and approaches that can be developed through seminars and observation visits. The promotion of changes in attitude includes the introduction of new forms of work (in teams, networks), the promotion of intersectoral and interinstitutional work, the treatment of ethical and citizenship issues. (Alameri, Hamdy, & Sims, 2021; Harhara, & Ibrahim, 2021).

Permanent education in Saudi regions began to have greater prominence from the proposal of the Ministry of Health, which considers permanent education related to the pedagogical concept of realizing organic relationships between teaching, services, social control, and health care, expanded in the Saudi National Reforms in the light of Vision 2030, which seeks the articulation in the relations between education and sectoral administration, institutional development, and social control in health. In this proposal, permanent health education starts from the union between learning, critical reflection on the work and the results of the clinic, and the promotion of collective health. And especially bringing women education as trend and permanent induction in the nursing field and education is another fruitful result. (Rahman & Al-Borie, 2021; Saleh & Malibari, 2021).

Like some conceptions defended by authors from other Gulf and Arab countries, the proposal for permanent education in the Kingdom of Saudi Arabia is based on the assumptions of meaningful learning, which suggests that the transformations

of professionals are based on critical reflection on professional practices such as specialized nursing education. As this has proved its authenticity and stability during the covid period as well. (Noshili et al., 2022). In this learning, the aim is to approximate "the world of training and work", in which the relationship between learning and teaching is incorporated into the daily life of organizations and work. It is proposed that the educational processes for the training of health workers have as a reference the health needs of individuals and populations. (Rahman & Al-Borie, 2021)

Permanent education, by employing the precepts of meaningful learning, proposes the transformation of professional practice through critical reflection. The objective is to transform professional practices and the organization of work itself, considering the health needs of individuals and populations, sector administration and social control in health. (Shahbal et al., 2022)

On April 25th, 2016, the new idea and vision names as Saudi Health Vision 2030 was initiated. With that Permanent Education policy proposal has been developed that aims to transform professional practice based on the problems that are faced and the knowledge and experience of the subjects. (Al Tamimi & Company, 2020) Although from 1960, the nursing education policy was already initiated. So, in compliance with the previous works and policies (Phillips, 1989). The permanent education in the ministerial proposal inserts significant and profound changes in the training of professionals in education for the consolidation of the Ministry of Health of Kingdom's policies as well as idea of Health Vision 2030, with the development of projects to make changes in technical education, undergraduate, postgraduate, and medical and nursing residency programs, among others. (Al Tamimi & Company, 2020)

The policy of Permanent Education in Saudi Arabia, seeking the integration of the educational process, provides for the participation of various social groups service providers and users, to establish as its main objective: the consolidation and strengthening of Saudi Arabian new Medical Era as an idea protected from Saudi Health Vision 2030. In this way, the educational proposal is

related to the guiding principles of the educational system, that is, decentralized construction, universality, comprehensiveness, and popular participation. Permanent education aims to allow personal and institutional development, as well as the strengthening of training activities with service management and social control. (Al Tamimi & Company, 2020; Shahbal et al., 2022)

In view of these facts, it is understood that educational proposals must be socially constructed, with decentralized control and linked to local realities. The concept of Permanent Education is linked to the transformation of educational practices and the reorganization of the work process. The restructuring of the work process with the inclusion of the educational culture of the precepts of permanent education will affect new ways of conceiving and structuring work, in which the relationship of teaching, learning, attending, and managing occurs systematically, and where actions strengthen each other. (Lima et al., 2021; Al Hazmi & Windsor, 2013)

Some reflections on permanent education allow us to understand that training is a broad process that affects learning; it is a product of reflections, of experimentation, to provide new practices, skills, and competencies; its methodology aims to question working practices and overcome the tendency to search for quick and easy solutions. Changes in people and teams are not made in a single action, but as part of a chain of actions. (Assad et al., 2021, Shahbal et al., 2022)

Permanent education aims to transform the work process for qualification, equity of care and access to health services in Saudi regions. The educational proposal aims to develop educational activities that generate knowledge and attitudes from the problems identified in daily work. From the reflections on the teaching processes at work, it can be concluded that permanent education is not limited to an area that differentiates it from other educational processes. As an educational and work process in health, part of the educational demands is demarcated by the limits, possibilities, difficulties, and interests in the organization of educational processes and the organization of work for a society of Saudi Arabia especially and overall, in Arab regions in general.

Final considerations

The context of nursing in Saudi Arabian Regions as well as Arab Region in general showed a diversity of situations, among which can be included: different training and qualifications, professional and social insertion, quantification, and determination of personnel in relation to the population, concentration in certain regions, the migration of nurses from Rural Areas to the Urban Areas of Saudi Arabian regions. This situation is associated with the quantitative and qualitative deficit in most countries and the concentration in large cities, emphasizing the lack of human resources in certain regions. However, measures are evident to solve these problems, which have been advocated by unions, philanthropic foundations, private entities. (Rahman & Al-Borie, 2021; Saleh & Malibari, 2021).

The study shows that the trend of education at work in Kingdom of Saudi Arabia emphasizes traditional aspects largely and technical aspects shortly. However, it should be noted that this educational modality is linked to the urgent need to provide qualified people, in addition to systematically reviewing the performance of the diverse ways of acting. The objectives of this educational modality are more specific and determined. In this sense, education is projected and built from practices, assistance, intended to be resolute and with a determined, conclusive, and punctual approach. It is noted that the understanding of this form of education is particularly important for the qualification of nursing care. (Rahman & Al-Borie, 2021; Tubaishat et al., 2022).

On the other hand, there is also a tendency to value more global proposals, such as permanent education. Most of the authors who theorize about this modality are university professors, professionals in the process of qualification and undergraduate students participating in study and research projects. The objectives of this educational modality are broader and more diversified. It is observed that there is a movement of approximation between the academy and the health services. This interaction between the academic world and health services can be the starting point for the construction of an educational proposal for the development of joint

actions, which can lead to individual, collective, institutional, and social empowerment.

Limitations

The study highlights the importance of offering differentiated educational proposals, on which it is not interesting to establish limits or define quantitatively and qualitatively the educational modalities or proposals, but to see them in an integrated manner and according to the needs of professionals and populations. While still many of the quantitative contributions were neglected in this study as need to make essential part in the further research.

Recommendations and Suggestions

Due to the spatial extension with the emergence of Saudi Health Vision 2030, to the diverse regions and cultures, to the socioeconomic and political reality of Saudi Arabia, the different modalities that are somehow linked to these factors must be understood. Finally, a movement can be perceived aimed at the implementation of educational proposals based on the precepts of Permanent Education, which, over the years, have been recommended by Ministry of Education, Ministry of Health and WHO, with different experiences according to the needs and specificities of each region, of the subjects, of the health workers and of the population in general. Where it is also needed to establish educational developmental programs based on Attitude and Aptitude of the students to shift and courage them towards their desired profession such as nursing field.

Conclusions

In Saudi Arabia, the trends of nursing education at work are aimed at different segments, however, two convergences can be highlighted in nursing education from technical perspective: in one of the segments, the direction is focused on technical training of nurses, and in the other, it is they privilege the precepts of permanent education to approximate theory and practice, as well as the relationship between academia and services in

nursing field. Indeed, Kingdom has initiated to drag attention of the Saudi citizens to adopt the profession of nursing by taking initial, technical, and theoretical training.

References

- [1] Abdulmajed, H., Park, Y. S., & Tekian, A. (2015). Assessment of educational games for health professions: a systematic review of trends and outcomes. *Medical Teacher*, 37(sup1), S27-S32.
- [2] Abyad, A., & Hammami, S. O. (2021). Geriatric medicine in the Arab world. In *Handbook of healthcare in the Arab world* (pp. 2149-2176). Cham: Springer International Publishing.
- [3] Al Hazmi, A., & Windsor, C. (2013). The role of nurse educators in student clinical education in Saudi Arabia. *GSTF International Journal of Nursing and Health Care (JNHC)*, 1(1), 97-106.
- [4] Al Tamimi & Company. (2020, December 20). *KSA: Vision 2030 update in relation to healthcare*. Retrieved July 22, 2022, from <https://www.tamimi.com/law-update-articles/ksa-vision-2030-update-in-relation-to-healthcare/>
- [5] Alameri, H., Hamdy, H., & Sims, D. (2021). Medical education in the United Arab Emirates: Challenges and opportunities. *Medical Teacher*, 43(6), 625-632.
- [6] Al-Asfour, A., Tlaiss, H. A., Khan, S. A., & Rajasekar, J. (2017). Saudi women's work challenges and barriers to career advancement. *Career Development International*.
- [7] Aldossari, A. S. (2020). Vision 2030 and reducing the stigma of vocational and technical training among Saudi Arabian students. *Empirical Research in Vocational Education and Training*, 12(1), 1-24.
- [8] Alghabashi, M. T., & Sayed, H. Y. (2022). Assessment of Male and Female Nursing Students' Perception of Male Nurses Role at Makkah, KSA. *Pakistan Journal of Medical & Health Sciences*, 16(05), 861-861.
- [9] Alhazmi, A. H., & Kamarudin, S. (2021). An overview of the current educational

- strategies for women: A prospective from Saudi Arabian vision 2030. *Review of International Geographical Education Online*, 11(5), 2728-2738.
- [10] Aljohani, K. A. S. (2020). Nursing education in Saudi Arabia: History and development. *Cureus*, 12(4).
- [11] Alotaibi, T., & Al Anizi, A. (2019). Literature review on comparisons of advanced clinical nurse practitioner role in Saudi Arabia and United Kingdom. *Journal of Radiology Nursing*, 38(4), 264-271.
- [12] Alreshidi, N. M., Livesley, J., Al-Kalaldehy, M., & Long, T. (2022). The Impact of a School-based, Nurse-delivered Asthma Health Education Program on Quality of Life, Knowledge, and Attitudes of Saudi Children with Asthma. *Comprehensive Child and Adolescent Nursing*, 45(1), 43-57.
- [13] Alsadaan, N., Jones, L. K., Kimpton, A., & DaCosta, C. (2021). Challenges facing the nursing profession in Saudi Arabia: An integrative review. *Nursing Reports*, 11(2), 395-403.
- [14] Alsubaie, A., & Jones, K. (2017). An overview of the current state of women's leadership in higher education in Saudi Arabia and a proposal for future research directions. *Administrative Sciences*, 7(4), 36.
- [15] Al-Yateem, N., Almarzouqi, A., Dias, J., Saifan, A., & Timmins, F. (2020). Nursing in the United Arab Emirates: current challenges and opportunities. *J Nurs Manag*, 29(2), 109-112.
- [16] Al-Yateem, N., AlYateem, S., & Rossiter, R. (2015). Cultural and religious educational needs of overseas nurses working in the Kingdom of Saudi Arabia and the United Arab Emirates. *Holistic nursing practice*, 29(4), 205-215.
- [17] Assad, S. G. B., Valente, G. S. C., Santos, S. C. P. D., & Cortez, E. A. (2021). Training and practice of nurses in Primary Care management: perspectives of Schön's Theory. *Revista Brasileira de Enfermagem*, 74.
- [18] Avelino, C. C. V., Costa, L. C. S. D., Buchhorn, S. M. M., Nogueira, D. A., & Goyatá, S. L. T. (2017). Teaching-learning evaluation on the ICNP® using virtual learning environment. *Revista brasileira de enfermagem*, 70, 602-609.
- [19] Basbas, A. C. (2021). EDUCATIONAL PRACTICES IN THE PHILIPPINE SCHOOL IN DUBAI, UNITED ARAB EMIRATES: AN ASSESSMENT BASED ON PAASCU ACCREDITATION STANDARDS. *Asian journal of management sciences & education*, 10(2), 46-56.
- [20] Chinn, P. L., Kramer, M. K., & Sitzman, K. (2021). *Knowledge development in nursing e-book: Theory and process*. Elsevier Health Sciences.
- [21] Egenes, K. J. (2017). History of nursing. *Issues and trends in nursing: Essential knowledge for today and tomorrow*, 1-26.
- [22] Fehn, A. C., Alves, T. D. S. G., & Poz, M. R. D. (2021). Higher education privatization in Nursing in Brazil: profile, challenges, and trends. *Revista Latino-Americana de Enfermagem*, 29.
- [23] Harhara, T., & Ibrahim, H. (2021). Undergraduate palliative care education in the United Arab Emirates: a nationwide assessment of medical school deans. *BMC medical education*, 21(1), 1-8.
- [24] Jack, K., Hamshire, C., & Chambers, A. (2017). The influence of role models in undergraduate nurse education. *Journal of clinical nursing*, 26(23-24), 4707-4715.
- [25] Kalu, F. A., & Bwalya, J. C. (2017). What makes qualitative research good research? An exploratory analysis of critical elements. *International Journal of Social Science Research*, 5(2), 43-56.
- [26] Keshk, L. I., Qalawa, S. A. A., & Abd El-Azim, S. (2016). Efficiency of Problem Based Learning Course at College of Nursing in Egypt and KSA: Comparative Study. *American Journal of Educational Research*, 4(6), 450-458.
- [27] Khalaf, H. A., El-Hassan, W. S., Aldossari, A. T., & Alrasheed, H. S. (2021). TOWARD A FEMALE ENTREPRENEURSHIP EDUCATION CURRICULUM IN SAUDI ARABIA. *Journal of Entrepreneurship Education*, 24(5), 1-22.
- [28] Khan, F., Aradi, W., Schwalje, W., Buckner, E., & Fernandez-Carag, M. (2017). Women's

- participation in technical and vocational education and training in the Gulf States. *International Journal of training research*, 15(3), 229-244.
- [29] Le Ha, P., & Barnawi, O. Z. (2015). Where English, neoliberalism, desire, and internationalization are alive and kicking: Higher education in Saudi Arabia today. *Language and Education*, 29(6), 545-565.
- [30] Lima, F. J. D., Dorneles, L. L., Pereira, M. C. A., Gatto Júnior, J. R., Góes, F. D. S. N. D., & Camargo, R. A. A. D. (2022). Permanent health education in a nursing technician course. *Revista da Escola de Enfermagem da USP*, 56.
- [31] Mahsoon, A. N., & Dolansky, M. (2021). Safety culture and systems thinking for predicting safety competence and safety performance among registered nurses in Saudi Arabia: a cross-sectional study. *Journal of Research in Nursing*, 26(1- 2), 19-32.
- [32] Mitchell, B., & Alfuraih, A. (2018). The Kingdom of Saudi Arabia: Achieving the aspirations of the National Transformation Program 2020 and Saudi vision 2030 through education. *Journal of Education and Development*, 2(3), 36.
- [33] Mohammed, H. M., & Hassane, A. E. S. (2018). *International Journal of Nursing Research (IJNR)*.
- [34] Noshili, A. I., Shahbal, S., Khan, A., Hamdi, A., Amri, Y., Kariri, M. Q., ... & Althawwabi, R. B. (2022). Global health during the past and present pandemic and community health nursing.
- [35] Phillips, A. (1989). Nursing education in Saudi Arabia. *Annals of Saudi medicine*, 9(2), 195-197.
- [36] Qidwai, W., & Wajid, G. (2018). Current status of family medicine education and training in the Eastern Mediterranean Region. *Family Practice in The Eastern Mediterranean Region*, 97-108.
- [37] Rahman, R., & Al-Borie, H. M. (2021). Strengthening the Saudi Arabian healthcare system: role of vision 2030. *International Journal of Healthcare Management*, 14(4), 1483-1491.
- [38] Rahman, R., & Alsharqi, O. Z. (2019). What drove the health system reforms in the Kingdom of Saudi Arabia? An analysis. *The International journal of health planning and management*, 34(1), 100-110.
- [39] Safari, K., McKenna, L., & Davis, J. (2021). Midwifery in Middle Eastern and North African countries: A scoping review. *Women and Birth*, 34(6), 503-513.
- [40] Saleh, W., & Malibari, A. (2021). Saudi women and vision 2030: bridging the gap? *Behavioral Sciences*, 11(10), 132.
- [41] Shahbal, S., Noshili, A. I., Hamdi, A. M., Zammar, A. M. A., Bahari, W. A., Al Faisal, H. T., ... & Buraik, L. M. (2022). Nursing profession in the light of Social Perception in the Middle East. *Journal of Positive Psychology and Wellbeing*, 6(1), 3970-3976.
- [42] Shahin, M. A. H. (2019). Critical Care Nurses' Perceptions about the Continuing Nursing Education at Saudi Hospitals: Educational Needs and Universities' Role. *Merit Research Journal of Medicine and Medical Sciences*, 7(4), 155-165.
- [43] Sheikh, J. I., Cheema, S., Chaabna, K., Lowenfels, A. B., & Mamtani, R. (2019). Capacity building in health care professions within the Gulf cooperation council countries: paving the way forward. *BMC medical education*, 19(1), 1-10.
- [44] Tubaishat, A., Habiballah, L., Aljohani, K., & Aljohani, M. S. (2022). The Nurse Practitioner in Saudi Arabia: Potentials and Threats. *The Journal for Nurse Practitioners*, 18(1), 121-122.
- [45] Yeganeh, H. (2019). An analysis of emerging trends and transformations in global healthcare. *International Journal of Health Governance*.