

Original Research

Exploring the professional development needs of nurse educators in Saudi Arabia: A cross-sectional survey

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Abstract

Background: Professional development for nurse educators is essential to ensure that nursing students receive high-quality education and can provide effective patient care. However, nurse educators in Saudi Arabia encounter numerous challenges, emphasizing the need for tailored career development opportunities.

Objective: This study aimed to identify the professional development needs of nurse educators within Saudi university nursing programs.

Methods: A quantitative cross-sectional survey was employed in April 2023, involving 121 nurse educators selected through convenience sampling. The study consisted of nursing colleges and departments at 15 government-operated Saudi universities. Data were collected on April 2023 through questionnaires and analyzed using descriptive statistics and correlational analysis.

Results: Among participants, 45 (37.2%) had 6 to 10 years of teaching experience. Evaluating learning (76.9%) was the most frequently identified Professional Faculty Development Need in teaching skills. Writing articles and abstracts (73.6%) were commonly identified in scholarly development, while presentation software for teaching (79.3%) dominated technology use development. The most preferred method for taking a development program was 1-2-hour sessions (81%). Significant differences in professional needs based on years of academic experience and academic rank were observed ($p < 0.05$).

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Conclusion: The study identified various terms related to nurse educators' perceived development needs. Educator development and educational specialists must consider both overlapping and unique requirements of different health science schools in planning professional development. Crucial skills highlighted in the study include cross-cultural teaching strategies, course design, large group teaching, conflict management, negotiation, and team-building for administrative work and career development.

Keywords

Saudi Arabia; teaching; professional development; nurse educators; nurse education

Background

The ongoing development of nurse educators plays a pivotal role in ensuring high-quality education for nursing students and their preparedness for delivering exceptional patient care. Continuous learning through engagement in professional organizations, pursuing advanced degrees and certifications, mentoring, and collaboration among colleagues is essential. Staying updated with the latest trends and best practices in nursing education is critical for nurse educators to equip their students with the necessary skills and knowledge (Oermann & Gaberson, 2016).

The roles and responsibilities of faculty members in health profession education are rapidly evolving in response to shifts in healthcare, medical education, research, and society. Today's health faculty must excel as instructors, researchers, clinicians, administrators, and academic leaders (Abdelkreem et al., 2020). However, adapting to the ever-changing landscape poses challenges for nurse educators, especially with unforeseen changes that can significantly alter job requirements. The sudden transition to remote learning during the COVID-19 outbreak in March 2020 highlighted the need for swift adjustments in teaching and educational environments. To uphold the quality of nursing education, nurse educators must continuously advance their education and standards in the field (Smith et al., 2023).

To foster professional growth, educators should create environments of mutual respect and trust, offering guidance, experience, and insight. Understanding the student experience through mentorship enhances faculty understanding. However, the international shortage of nurse educators and the specific needs for promoting their productivity and dedication remain unclear (Clark, 2023).

Addressing these challenges requires accessible professional development programs that enhance education and career competence for nurse educators. Despite recent research on registered nurses' career development, specific initiatives for nurse educators are essential ([Andrewes et al., 2023](#)).

Furthermore, nurse educators can assist graduate students specializing in various nursing fields. Regardless of their setting, nurse educators serve as scholars, engaging in knowledge sharing, critique, and creation through independent research or by inspiring students in their research pursuits ([Oprescu et al., 2017](#)). Balancing teaching and research without ample support can be challenging, impacting the quality of skilled personnel. Conferences and workshops serve as valuable platforms for nurse educators, providing insights into professional conduct and hands-on experiences, especially in simulated learning environments ([Cole, 2023](#)). Enhancing scientific skills like research and intervention design is also crucial for nurse educators, promoting a positive outlook on research-based learning. Various methodologies, from action research to hybrid techniques, contribute to their professional development ([Sharma et al., 2022](#)).

Nurse educators encounter challenges in their interactions with students, including communication issues and the need to foster resilience. While understanding these issues is vital, the focus must also be on practical solutions, employing strategies like transformative learning and evaluating their impact through systematic research studies ([Schnitzler, 2019](#)). Efforts to enable interprofessional education (IPE) necessitate comprehensive faculty development. This includes cultivating competencies such as leadership, intercultural skills, and effective communication within an accommodating institutional framework that supports collaboration ([Hall & Zierler, 2015](#)).

In Saudi Arabia, nursing plays a vital role in healthcare, but challenges persist due to a shortage of educated nurses and cultural factors. The success of nursing transformation in Saudi Arabia depends on robust reforms and ongoing assessment of policies to align with the evolving landscape ([Alluhidan et al., 2020](#)). Understanding and addressing the specific needs and challenges faced by nurse educators in Saudi Arabia is crucial. Tailored professional development opportunities can bridge gaps in teaching skills, technology integration, and practical teaching methods. However, there's a lack of in-depth research focusing on the professional development needs of Saudi nurse educators, highlighting the necessity for more extensive studies to understand their unique requirements within the Saudi context. Therefore, this study aimed to investigate the nurse educators' needs for professional development within Saudi university nursing programs.

Methods

Study Design

This cross-sectional survey study was conducted across 15 Saudi government-operated universities offering diverse nursing programs in terms of size, location, and student demographics.

Samples/Participants

A total of 121 nurse educators from these universities were conveniently selected based on inclusion criteria, including Saudis and non-Saudis, both genders, with at least two years of teaching experience and willingness to participate. Exclusion criteria included educators with less than two years of experience, those not actively instructing, and those who refused to be involved. Nurse educators from private institutions were also not included.

Instruments

The researchers employed an adapted version of the Faculty Development Needs Assessment Individual 2012 survey developed by [Schönwetter et al. \(2015\)](#). Permission to utilize the questionnaire was secured from the original authors through email. The questionnaire comprised two parts: The first section gathered socio-demographic data, including education, gender, academic rank, academic tenure, and institution name. The second part was structured into distinct sections: the first focused on teaching skills with 24 questions, the second assessed scholarly activity with eight questions, the third explored technology proficiency with ten questions related to its integration into education, and the final section, containing 12 questions, evaluated management and career development aspects ([Schönwetter et al., 2015](#)).

The questionnaire consisted of two classifications and point choices for workshop structure and schedule. Each category was rated on a three-point scale to gauge the perceived importance of skill development, with an option for participants to indicate a lack of understanding ("I don't know what it is").

To ensure content validity, three experts, guided by [Schönwetter et al. \(2015\)](#), utilized a modified Delphi methodology until a 90% consensus was achieved on each item. The study's tools underwent an internal reliability check using Cronbach's alpha coefficient. An independent pilot study involving ten respondents, separate from the main study, was conducted to validate and establish the instrument's reliability.

Data Collection

Data were collected on April 2023 using an electronic questionnaire distributed via Google Forms through email, messaging, and social media platforms. The survey took approximately 10-15 minutes to complete and was administered over two months.

Data Analysis

The data were input into SPSS version 23 for analysis, presenting numerical and percentage data for categorical variables and mean values with standard deviation for continuous data. Pearson correlation was employed to determine correlations among variables.

Ethical Considerations

Approval from the Research Ethics Committee at King Faisal University, identified by the reference number KFU-REC-2023-MAY-ETHICS878, was secured to conduct the study and collect necessary data. The study's purpose was outlined at the beginning of the survey, and participants were assured that all provided information would be exclusively used for research purposes. Participants were informed of their right to decline participation or withdraw from the study at any point before completing the study tools without facing any adverse consequences. A comprehensive consent document detailing the research and ensuring privacy and confidentiality was presented to participants before they entered the online survey. Subsequently, participating faculty members were asked to click "agree" before proceeding with the online questionnaires, and no rewards were offered to maintain the integrity of the research. Anonymity was a priority and duly respected throughout the study.

Results

Based on the demographic data in [Table 1](#), the study comprised 89 (81%) female faculty members and 23 (19%) male faculty members, constituting the entire participant pool. Among the participants, 58 (47.9%) held PhD degrees. Regarding academic positions, 38 (31.4%) served as lecturers. Regarding teaching experience, 45 (37.2%) participants had between 6 and 10 years of teaching experience.

In the context of teaching skills, [Table 2](#) shows the most frequently recognized PFDNs, with over 65% of participants identifying them as highly essential, evaluating learning (76.9%), and designing a course or educational program (76%). Additionally, faculty members expressed the importance of elements such as Objective Structured Clinical Examinations (OSCEs), teaching clinical

reasoning and critical thinking, teaching communication skills, effective teaching plans for student-centered learning, evaluating courses and programs, and providing feedback, with a reported significance of 73.6%.

Notably, within the scholarly development category, the PFDNs most frequently recognized as highly important, with over two-thirds of respondents emphasizing their significance, were writing articles and abstracts (73.6%), closely followed by creating a research project (71.9%) (Table 3).

Table 1 Demographic characteristics of the participants

| Characteristics | f | % |
|--|----|------|
| Gender | | |
| Female | 98 | 81.0 |
| Male | 23 | 19.0 |
| Educational Level | | |
| Bachelor of Nursing | 18 | 14.9 |
| Higher Diploma after Baccalaureate | 4 | 3.3 |
| Master's Degree | 41 | 33.9 |
| PhD | 58 | 47.9 |
| Academic Position | | |
| Assistant Lecturer | 6 | 5.0 |
| Assistant Professor | 22 | 18.2 |
| Associate professor | 34 | 28.1 |
| Demonstrator | 8 | 6.6 |
| Lecturer | 38 | 31.4 |
| Practical guides | 12 | 9.9 |
| Professor | 1 | .8 |
| Years of Experience | | |
| 0 to 5 years | 36 | 29.8 |
| 6 to 10 years | 45 | 37.2 |
| More than 10 years | 40 | 33 |
| University | | |
| Hafr Al Batin University | 7 | 5.8 |
| Imam Abdulrahman Bin Faisal University | 12 | 9.9 |
| Jazan University | 6 | 5.0 |
| Jouf University | 5 | 4.1 |
| King Abdulaziz University | 8 | 6.6 |
| king Faisal University | 9 | 7.4 |
| King Saud bin Abdulaziz University for Health Sciences | 2 | 1.6 |
| King Saud University | 11 | 9.1 |
| Najran University | 14 | 11.6 |
| Norah university | 7 | 5.8 |
| Northern Border University | 5 | 4.1 |
| Prince Sattam Bin Abdulaziz University | 4 | 3.3 |
| Qassim University | 9 | 7.4 |
| Rutgers University | 1 | .8 |
| Shaqra University | 4 | 3.3 |
| Taif University | 9 | 7.4 |
| Umm Al-Qura University | 5 | 4.1 |
| University of Bisha | 2 | 1.7 |
| University of Hail | 1 | .8 |

Table 2 Faculty development needs in all health professions by number and percentage of participants in teaching skills

| Teaching skills | Very important | | Somewhat important | | Unimportant | | Not applicable to me | | Don't know | |
|--|----------------|------|--------------------|------|-------------|-----|----------------------|-----|------------|-----|
| | f | % | f | % | f | % | f | % | f | % |
| Community-based teaching | 86 | 71.1 | 29 | 24.0 | 3 | 2.5 | 1 | 0.8 | 2 | 1.7 |
| Concept centered teaching | 82 | 67.8 | 31 | 25.6 | 5 | 4.1 | 1 | 0.8 | 2 | 1.7 |
| Creating an (OSCE) | 89 | 73.6 | 27 | 22.3 | 3 | 2.5 | 0 | 0.0 | 2 | 1.7 |
| Cross-cultural teaching | 85 | 70.2 | 31 | 25.6 | 2 | 1.7 | 2 | 1.7 | 1 | 0.8 |
| Designing a course or educational program | 92 | 76.0 | 24 | 19.8 | 2 | 1.7 | 2 | 1.7 | 1 | 0.8 |
| Effective teaching strategies for student-centered learning/evaluating a course or program | 89 | 73.6 | 27 | 22.3 | 3 | 2.5 | 1 | 0.8 | 1 | 0.8 |
| Evaluating learning | 93 | 76.9 | 25 | 20.7 | 1 | 0.8 | 1 | 0.8 | 1 | 0.8 |
| Interprofessional education | 85 | 70.2 | 31 | 25.6 | 3 | 2.5 | 1 | 0.8 | 1 | 0.8 |
| Large group teaching | 77 | 63.6 | 37 | 30.6 | 4 | 3.3 | 2 | 1.7 | 1 | 0.8 |
| Managing the learning environment | 85 | 70.2 | 33 | 27.3 | 1 | 0.8 | 1 | 0.8 | 1 | 0.8 |
| Mentoring students and peers | 87 | 71.9 | 30 | 24.8 | 2 | 1.7 | 1 | 0.8 | 1 | 0.8 |
| Mentoring in a cross-cultural context | 83 | 68.6 | 32 | 26.4 | 4 | 3.3 | 1 | 0.8 | 1 | 0.8 |
| Motivating learners | 87 | 71.9 | 27 | 22.3 | 5 | 4.1 | 1 | 0.8 | 1 | 0.8 |
| One-to-one teaching | 83 | 68.6 | 30 | 24.8 | 5 | 4.1 | 2 | 1.7 | 1 | 0.8 |
| PBL (problem-based learning)] | 86 | 71.1 | 30 | 24.8 | 3 | 2.5 | 1 | 0.8 | 1 | 0.8 |
| Portfolios for learning | 86 | 71.1 | 30 | 24.8 | 2 | 1.7 | 2 | 1.7 | 1 | 0.8 |
| Providing feedback | 89 | 73.6 | 28 | 23.1 | 2 | 1.7 | 1 | 0.8 | 1 | 0.8 |
| Small group teaching | 88 | 72.7 | 29 | 24.0 | 2 | 1.7 | 1 | 0.8 | 1 | 0.8 |
| Teaching tips (for novice teachers) | 81 | 66.9 | 31 | 25.6 | 7 | 5.8 | 0 | 0.0 | 2 | 1.7 |
| Teaching clinical reasoning/ critical thinking skills/ teaching communication skills | 89 | 73.6 | 28 | 23.1 | 2 | 1.7 | 1 | 0.8 | 1 | 0.8 |
| Teaching evidence-based/research-based practice/teaching professionalism | 88 | 72.7 | 29 | 24.0 | 2 | 1.7 | 1 | 0.8 | 1 | 0.8 |
| Teaching psychomotor skills | 87 | 71.9 | 30 | 24.8 | 2 | 1.7 | 1 | 0.8 | 1 | 0.8 |
| Teaching the “problem” student/resident Teaching/evaluating International Learners | 86 | 71.1 | 31 | 25.6 | 1 | 0.8 | 1 | 0.8 | 2 | 1.7 |
| Using learning theories in the classroom | 87 | 71.9 | 29 | 24.0 | 3 | 2.5 | 1 | 0.8 | 1 | 0.8 |

Table 3 Faculty development needs in all health professions, by number and percentage of participants in scholarship

| Scholarship | Very important | | Somewhat important | | Unimportant | | Not applicable to me | | Don't know | |
|-------------------------------------|----------------|------|--------------------|------|-------------|-----|----------------------|-----|------------|-----|
| | f | % | f | % | f | % | f | % | f | % |
| Writing articles and abstracts | 89 | 73.6 | 29 | 24.0 | 0 | 0.0 | 1 | 0.8 | 2 | 1.7 |
| Critiquing research articles | 82 | 67.8 | 32 | 26.4 | 4 | 3.3 | 1 | 0.8 | 2 | 1.7 |
| Writing an ethics proposal | 83 | 68.6 | 30 | 24.8 | 4 | 3.3 | 2 | 1.7 | 2 | 1.7 |
| Grant writing | 82 | 67.8 | 33 | 27.3 | 2 | 1.7 | 2 | 1.7 | 2 | 1.7 |
| Engaging in scholarly activities | 85 | 70.2 | 29 | 24.0 | 4 | 3.3 | 2 | 1.7 | 1 | 0.8 |
| Understanding teaching and learning | 85 | 70.2 | 30 | 24.8 | 2 | 1.7 | 2 | 1.7 | 2 | 1.7 |
| Presenting work at conferences | 85 | 70.2 | 29 | 24.0 | 4 | 3.3 | 1 | 0.8 | 2 | 1.7 |
| Creating a Research Project | 87 | 71.9 | 27 | 22.3 | 5 | 4.1 | 0 | 0.0 | 2 | 1.7 |

Within the technology category, the PFDNs most frequently recognized as highly important, with over two-thirds of participants emphasizing their significance, were presentation software for coaching (79.3%), closely followed by creating virtual teaching resources or courses (77.7%) (Table 4).

Table 4 Faculty development needs in all health professions by number and percentage of participants in technology

| Technology | Very important | | Somewhat important | | Unimportant | | Not applicable to me | | Don't know | |
|---|----------------|------|--------------------|------|-------------|-----|----------------------|-----|------------|-----|
| | f | % | f | % | f | % | f | % | f | % |
| Presentation software for teaching | 96 | 79.3 | 21 | 17.4 | 1 | 0.8 | 2 | 1.7 | 1 | 0.8 |
| Developing online teaching materials or courses | 94 | 77.7 | 24 | 19.8 | 0 | 0.0 | 2 | 1.7 | 1 | 0.8 |
| Developing a course web page | 92 | 76.0 | 27 | 22.3 | 0 | 0.0 | 1 | 0.8 | 1 | 0.8 |
| Video conferencing and webcasting skills | 87 | 71.9 | 30 | 24.8 | 1 | 0.8 | 2 | 1.7 | 1 | 0.8 |
| Accessing relevant health information online | 90 | 74.4 | 27 | 22.3 | 1 | 0.8 | 2 | 1.7 | 1 | 0.8 |
| Audience response systems | 88 | 72.7 | 27 | 22.3 | 2 | 1.7 | 2 | 1.7 | 2 | 1.7 |
| Simulation for teaching and learning | 90 | 74.4 | 25 | 20.7 | 2 | 1.7 | 3 | 2.5 | 1 | 0.8 |
| Mobile devices use | 92 | 76.0 | 23 | 19.0 | 2 | 1.7 | 3 | 2.5 | 1 | 0.8 |
| Reference resources | 89 | 73.6 | 28 | 23.1 | 1 | 0.8 | 2 | 1.7 | 1 | 0.8 |
| Using learning management systems | 92 | 76.0 | 24 | 19.8 | 2 | 1.7 | 2 | 1.7 | 1 | 0.8 |

Table 5 Faculty development needs in all health professions by number and percentage of participants in administration and career development

| Administration and Career Development | Very important | | Somewhat important | | Unimportant | | Not applicable to me | | Don't know | |
|--|----------------|------|--------------------|------|-------------|-----|----------------------|-----|------------|-----|
| | f | % | f | % | f | % | f | % | f | % |
| Giving media interviews | 85 | 70.2 | 29 | 24.0 | 5 | 4.1 | 0 | 0.0 | 2 | 1.7 |
| Conflict management and negotiation | 92 | 76.0 | 25 | 20.7 | 1 | 0.8 | 2 | 1.7 | 1 | 0.8 |
| Team building skills | 90 | 74.4 | 27 | 22.3 | 1 | 0.8 | 2 | 1.7 | 1 | 0.8 |
| Chairing committees | 84 | 69.4 | 32 | 26.4 | 3 | 2.5 | 1 | 0.8 | 1 | 0.8 |
| Leading health professional organizations | 89 | 73.6 | 25 | 20.7 | 4 | 3.3 | 3 | 2.5 | 0 | 0.0 |
| Health advocacy | 87 | 71.9 | 28 | 23.1 | 4 | 3.3 | 1 | 0.8 | 1 | 0.8 |
| Fostering the career development of colleagues | 88 | 72.7 | 28 | 23.1 | 3 | 2.5 | 2 | 1.7 | 0 | 0.0 |
| Career planning and promotions | 87 | 71.9 | 29 | 24.0 | 3 | 2.5 | 2 | 1.7 | 0 | 0.0 |
| Preparing a teaching dossier or creative professional activity dossier | 89 | 73.6 | 28 | 23.1 | 2 | 1.7 | 2 | 1.7 | 0 | 0.0 |
| Sabbatical planning | 84 | 69.4 | 31 | 25.6 | 4 | 3.3 | 2 | 1.7 | 0 | 0.0 |
| Retirement planning | 91 | 75.2 | 26 | 21.5 | 3 | 2.5 | 1 | 0.8 | 0 | 0.0 |
| Wellness (stress reduction, time management, work/life balance) | 89 | 73.6 | 28 | 23.1 | 2 | 1.7 | 2 | 1.7 | 0 | 0.0 |

Table 5 shows the PFDNs related to Administration and Career Development. Conflict management and negotiation secured the highest ranking at 76%, closely followed by team building skills at 74.4%.

As reported by faculty members, **Table 6** illustrates the suitable and preferred methods for engaging in a development program. The most favored methods include 1-2-hour sessions, ranking first at 81%, followed by online courses in a mixed structure (online with face-to-face) and a schedule of 1/2 for one academic year, one working day per week, which received 79.3% preference.

Table 6 Faculty development program/activity

| Imagine that there is a faculty development program/activity that you would like to participate in. The time and location of this program are both convenient for you. How likely would you be to participate in this program if it was offered in each of the following | Very likely | | Probably | | Somewhat likely | | Very unlikely | | Not at all likely | |
|--|-------------|------|----------|------|-----------------|-----|---------------|-----|-------------------|-----|
| | f | % | f | % | f | % | f | % | f | % |
| Online course | 96 | 79.3 | 20 | 16.5 | 3 | 2.5 | 0 | 0.0 | 2 | 1.7 |
| Blended format (online with face-to-face) | 96 | 79.3 | 22 | 18.2 | 2 | 1.7 | 0 | 0.0 | 1 | 0.8 |
| Videoconference | 95 | 78.5 | 23 | 19.0 | 2 | 1.7 | 0 | 0.0 | 1 | 0.8 |
| Individual or group consultation | 94 | 77.7 | 24 | 19.8 | 1 | 0.8 | 0 | 0.0 | 2 | 1.7 |
| 1-2-hour session | 98 | 81.0 | 19 | 15.7 | 3 | 2.5 | 0 | 0.0 | 1 | 0.8 |
| Half day workshop | 95 | 78.5 | 22 | 18.2 | 3 | 2.5 | 0 | 0.0 | 1 | 0.8 |
| Full day workshop | 88 | 72.7 | 25 | 20.7 | 8 | 6.6 | 0 | 0.0 | 0 | 0.0 |
| A series of 4-5 workshops on a related topic | 89 | 73.6 | 24 | 19.8 | 5 | 4.1 | 2 | 1.7 | 1 | 0.8 |
| 1/2 day a week for one academic year | 96 | 79.3 | 20 | 16.5 | 2 | 1.7 | 2 | 1.7 | 1 | 0.8 |
| 1/2 day a week for two academic years | 90 | 74.4 | 23 | 19.0 | 6 | 5.0 | 1 | 0.8 | 1 | 0.8 |

Observing changes in PFDNs relative to years of experience among faculty members revealed significant differences in ten PFDNs (**Table 7**). The most notable variations were observed in the categories of teaching skills, particularly in creating an OSCE and teaching research-based practice and professionalism ($p = 0.003$). Faculty members particularly emphasized the need for development in creating an OSCE, teaching research-based practice and professionalism, cross-cultural teaching, designing a course or educational program, strategies for student-centered learning, evaluating courses and programs, Interprofessional education, large group teaching, mentoring (students and peers), guiding in a cross-cultural background, and motivating learners.

Additionally, three significant differences were identified concerning responses based on academic rank. Effective teaching strategies for cross-cultural teaching, designing a course or educational performance, and large group teaching were identified as skills requiring development with statistically significant values.

Table 7 Differences in PFDNs according to years of experience within the institution and academic rank

| | | Number of years of experience within the institution | Academic rank |
|--|---------------------|--|---------------|
| Teaching Skills [Creating an (OSCE)] | Pearson Correlation | -0.271** | -0.128 |
| | Sig. (2-tailed) | 0.003 | 0.161 |
| Teaching Skills [Cross-cultural teaching] | Pearson Correlation | -0.236** | -0.183* |
| | Sig. (2-tailed) | 0.009 | 0.045 |
| Teaching Skills [Designing a course or educational program] | Pearson Correlation | -0.255** | -0.186* |
| | Sig. (2-tailed) | 0.005 | 0.041 |
| Teaching Skills [Effective teaching strategies for student-centered learning Evaluating a course or program] | Pearson Correlation | -0.253** | -0.171 |
| | Sig. (2-tailed) | 0.005 | 0.061 |
| Teaching Skills [Interprofessional education] | Pearson Correlation | -0.243** | -0.164 |
| | Sig. (2-tailed) | 0.007 | 0.072 |
| Teaching Skills [Large group teaching] | Pearson Correlation | -0.224* | -0.190* |
| | Sig. (2-tailed) | 0.013 | 0.036 |
| Teaching Skills [Mentoring (students and peers)] | Pearson Correlation | -0.181* | -0.126 |
| | Sig. (2-tailed) | 0.047 | 0.169 |
| Teaching Skills [Mentoring in a cross-cultural context] | Pearson Correlation | -0.200* | -0.153 |
| | Sig. (2-tailed) | 0.028 | 0.093 |
| Teaching Skills [Motivating learners] | Pearson Correlation | -0.205* | -0.111 |
| | Sig. (2-tailed) | 0.024 | 0.224 |
| Teaching Skills [Teaching evidence-based/research-based practice Teaching professionalism] | Pearson Correlation | -0.269** | -0.174 |
| | Sig. (2-tailed) | 0.003 | 0.056 |

** . Correlation is highly significant at the 0.01 level (2-tailed) | * . Correlation is significant at the 0.05 level (2-tailed)

Discussion

Summary of the Findings

Faculty development (FD) positively influences students' learning. Conducting needs assessments in FD, as indicated by research (Bigbee et al., 2016; Condon et al., 2016), is common practice to cater to educators effectively. Understanding PFDNs is crucial for delivering development programs to health professionals. This study reveals common PFDN themes across disciplines, highlighting areas for further development, which participants across various demographic groups agree upon (McClure & Black, 2013; Schönwetter & Reynolds, 2013; Schönwetter et al., 2015).

Oprescu et al. (2017) found that positive attitudes toward career progression among faculty members correlate with areas requiring further learning. Teaching roles can transform educators into more proficient practitioners and researchers, aiding nursing teachers in enhancing students' skills and education.

Recognizing common PFDNs across diverse fields in faculty development presents valuable opportunities for mutual learning. Understanding both similarities and differences in PFDNs among health science educators is crucial for successful faculty development programs.

High-quality teaching is a recognized necessity among health educators (Schiekirka-Schwake et al., 2017). This study's findings, consistent with Scarbecz et al. (2011), demonstrate observed differences across ranks, education levels, and years of academic experience. The lack of assessment and feedback on faculty teaching within departments and institutions has been noted (Jolley et al., 2014).

In this study, faculty members prioritize areas such as creating an OSCE, evidence-based teaching, cross-cultural teaching, course design, effective student-centered teaching strategies, interprofessional education, teaching large groups, cross-cultural mentoring, and student motivation. These findings align with qualitative studies emphasizing health science faculty members' interest in further training (Buch et al., 2017; McCullough et al., 2015).

Participants in this study perceived themselves as responsible for enhancing their teaching, echoing findings reported by Buch et al. (2017). Professional development programs based on national and international standards aid nurse educators in addressing simulation challenges and crucial context-specific procedures. Pinilla et al. (2023) discuss how such programs simulate clinical challenges rarely encountered during random clinical placements, covering concepts like nursing threshold concepts and authentic assessment.

Surveys assessing Faculty Development Needs can enhance faculty-student communication with patients, ultimately improving treatment adherence and symptoms. Implementing Faculty Development Programs (FDPs) can reduce medical errors, prevent adverse events, enhance patient satisfaction, and potentially reduce malpractice claims.

Implications

This study highlights vital implications. Faculty development strongly impacts student learning, necessitating an understanding common development needs across health disciplines. Positive attitudes toward career progression among educators benefit both practitioners and students, fostering mutual learning opportunities. However, disparities in teaching assessments persist, emphasizing the need for improvement. Identified development priorities align with educators' interest in further training and proactive teaching enhancement. Standard-based programs aid educators in addressing challenges, ultimately enhancing communication and potentially improving patient outcomes.

Conclusion

In this study, various terms pertaining to perceived needs in nurse educators' development were identified. It is crucial for educators and faculty development specialists to consider both the shared and distinctive requirements of private hospitals and healthcare institutions when planning professional development services. The research highlighted the significance of enhancing skills in effective teaching strategies, cross-cultural teaching, course design, and large-group teaching. Conflict management, negotiation, and team-building skills took precedence in administrative work and career development. Further research is essential to support academic nurse educators better. Evaluating the impact of faculty development programs that emphasize, celebrate, and focus on motivations to teach is crucial for both students and teachers.

Declaration of Conflicting Interest

The authors declared no conflict of interest in this study.

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Authors' Contributions

The authors confirm their contribution to the paper as follows: study conception and design; data collection; analysis and interpretation of results; draft manuscript preparation was made by the first author. All authors reviewed the results and approved the final version of the manuscript. All authors were accountable in each step of the study.

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Data Availability Statement

The data utilized to support the research results are accessible to the corresponding author upon request.

Declaration of the Use of AI in Scientific Writing

None declared.

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