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## How Successful is the Institute of Nursing, Kuwait, in Reducing Dependence on Expatriates?

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**Abstract.** Imparting knowledge, skills and positive attitude is the core component of technical and vocational education. It is a dual system that permit students, if well organized and monitored, to transfer what they have learned in classroom, laboratories, and workshops into real work environment. It is an opportunity to overcome the shortage of skills in labour market and reduce the rate of unemployment, particularly between youth graduates. Technical and vocational education would not only contribute in reducing the level of unemployment, especially in developing countries, but also in increasing and diversifying productivity, reducing poverty level, maintaining social security and prosperity, decreasing crime rate, and maintaining a stable economic and political status. In the gulf states (e.g., Kuwait, Qatar, Oman), the shortage of indigenous skilled and semi-skilled manpower is highly marked in essential sectors of the economy (oil, electricity and water, infrastructure, health care). As a result, key figures have thoroughly realized the importance of forging technical and vocational institutions to respond to the needs of local industries and business. Kuwait, has realized and appreciate the urgent need of the health sector of highly qualified indigenous specialist and thus established the Institute of Nursing, IN, with the aim to overcome or reduce the level of dependence on expatriates in major hospitals and clinics. The research focuses on identifying and examining the perception of the head of nurses at the health sector towards the standard of the filed training program, and the quality of the Institute of Nursing, IN, graduates. The research is based on extensive field work that encompasses a review of the related literature, interviews with a sample of heads of nurses at the health sector. Finally, the research will argue that unless the IN recognize and appreciate the value of building a strong linkage with the health sector, its contribution in tackling the shortage of skilled and semi-skilled indigenous health care specialist will be below the government expectations, thus continuing relaying on expatriates for years ahead.

**Keywords.** Vocational and technical Education, developing, Indigenous Manpower, Interaction between technical and vocational education and the health sector, quality of the Institute of Nursing, Kuwait

### 1. Introduction

There is a common understanding that technical and vocational education is the ultimate solution for lowering the rate of poverty, reducing unemployment rate, enhancing human resource development, and overall improving the quality of people life. Technical and vocational education focuses on the acquisition of the appropriate knowledge, skills, and attitude that are compatible with industrial needs and requirements. It is considered as a

comprising education, training and skills development in respect to a wide spectrum of occupational areas, production, services, and livelihoods. (UNESCO, 2015). Technical and vocational education comprising of apprenticeships which permit students to spend a considerable time in work place. Employers benefits from apprenticeships by receiving skilled-based education manpower for good-pay career. (U.S. Department of Labor) The combination of workplace training and education is viewed to be the reason behind the success of labour market of apprentices. (Guglielmo, 2020) There is a recent evidence revealing that young apprentices earn higher income in their early years in labour market comparing to other vocational students qualified at the same level. (Cavaglia et. al., 2020) Technical and vocational specialist considered apprenticeships as a “boundary crossing approach” to the real world of work. It can help in forging connection between students practices in vocational schools and those at the training company. (Caruso, et., al., 2020, Sappa, et., al., 2018) Technical and vocational education is a dual system that connect theory to practice. A dual system type of education implies two learning locations, vocational education and training companies. (Gurtner, et., al., 2012) A mutual interest and necessity must exist between both parties, technical and vocational education and local industries and business, so that fruitful outcomes can be generated. In most developed countries the participation of stakeholders would contribute in strengthening the collaboration between vocational education and industries and companies. Vocational education would be interested in improving the standard of learning and teaching, while industries and companies would be focusing on diversifying and improving productivity. The role of teachers in technical and vocational education is clearly marked in related literature. Vocational education teachers obtained both pedagogical and industry and business knowledge to prepare young students and adults for the career market. (OECD, 2021).

A survey of more than 10,000 teachers showed that 92.8% of teachers suffered emotional exhaustion, depression, stress, anguish, or anxiety as a result of the use of distant learning. Excessive bureaucratic duties, unclear instructions and rules, lack of support in internet facilities, and lack of technical means were the main issues raised pointed out by teachers. The success of teachers in achieving their course objectives would strongly depend of management support in facilitating the transmission from school-to -work. The management skills that are highly needed to succeed in vocational education would include innovation, marketing skills, negotiation skills, and ability to close the gap between vocational education and the recipients of vocational graduates. It is a management responsibility to ensure a suitable learning environment for both students and teachers to maintain high standard of vocational graduates. (Ruiz-Valenzuela, 2017) The Covid-19 health crisis is indeed having significant consequences on technical and vocational education, particularly apprentices. It has affected the employers and providers of technical and vocational graduates and has limited their boundaries to collaborate in an efficient manner. The outbreak of Covid-19 in the world cause interruptions to economic, political, and social status. Governments has to close university colleges, and schools to prevent, to some extent, the spread of Covid-19 and to reduce the rate of death and infection cases. A survey of firms employing apprentices showed that, on overage, only 40% of apprenticeship are still continuing as normal whereas the rest confronting learning disruptions or being furloughed or made redundant. (Sutton, 2020) Apprentices themselves left with an unbitable and hidden enemy that forced vocational education schools and colleges to close. This was worsening by the inability of students to work from home due to the unsuitable learning environment, the absent of machines and tools, and ineffective intern connections. Governments in the world have adapted different emergency policy and rules initiatives and abundant of classes and closures of educational colleges and schools to control, to some extent, the spread of infectives. An alternative teaching method from homes telemetrically through the

use of communications technology has been applied to prevent the continuing spread of Covid-19. (Zhang, et., al., 2020)

Kuwait as one of the gulf states has realized the importance of technical and vocational education in reducing the dependence on expatriates, especially in essential sectors on the country's economy (e.g., oil, electricity and water, health care, constructions). It is the believe of the Kuwaiti government that technical and vocational education would accelerate the country's economic and social growth as well as preparing students to take over expatriate in the most crucial sector in the economy. The Kuwaiti government has forged the Public Authority for Applied Education and Training, PAAE&T, to respond to the urgent of essential sectors of the economy from semi and skilled indigenous manpower. The PAAE&T aims include interaction with major institutions in the labour market, training national manpower, joint research with local industries, and linking programs to society's needs and requirements. In other word, the Kuwaiti government attention is not only to prepare students to the world of work but also to close the gap between technical and vocational institutions and local industries. The PAAE&T has five colleges and eight training centers. The Institute of Nursing, IN, was forged on October 27, 1962, under the name of the College of Nursing, and it is the first educational institution to teach nursing in Kuwait. The Institute of Nursing used to accept female students who obtained a middle school certificate, and the study duration was three years to receive general nursing certificate. In 1982 the Institute of Nursing has been transferred to be under the umbrella of the PAAE&T. Among the main objectives of the IN, is **"The program aims to rehabilitate technical nurses who are able to carry out the comprehensive basic nursing work and participate with the rest of the health team members to provide health services by applying the information and skills they have studied and trained on, while using the steps of the nursing process as a basis for meeting the preventive, curative and rehabilitative needs of the individual, family and community in various stages of life"**. (Institute of Nursing, The Public Authority for Applied Education and Training, Website.) The current population of Kuwait in 2021 is 4,328,550 a 1.36% increase from 2020. Expatriates account for about 70% of Kuwaiti population, among which 1.1 million Arab expatriates and 1.4 million Asian expatriates. (World Population Review, 2021) The health sector in Kuwait relies heavily on expatriate's manpower. The government policy so called "Kuwaitization" which stipulates that Kuwaiti will be the dominate nationality in the health care over the coming years seems to be unrealistic and unattainable. For instance, the number of indigenous nursing is declining at an average decrement rate of 3.3% per annum. The gap between national nurses and expatriates is widening and unfortunately will continue to overcome the number of national nurses for years ahead. The number of Kuwaiti nurses is 1120 compare to 24960 non-Kuwaiti. The number of Kuwaiti pharmacists is 1402 compare to 3069 non-Kuwaiti. Other para-medica staff, the Kuwaiti staff is 201 compare to 1201 non-Kuwaiti. (Ministry of Planning, 2019) Therefor, the focus of this research is to examine how successful is the Institute of Nursing, IN, in reducing dependence on expatriates in the health sector. The Institute of Nursing consists of the flowing training departments: General Materials Department, School Nursing Department, Subspecialities Department, and General Nursing Departments. The IN accept students who completed first year high school and offer, after attending three years courses, a nursing high school degree. In addition to, offering a nursing diploma degree for those students who completed a high school and enroll in a two years training at the IN. It hopes that the results of this research would guide the management of the IN in setting and implementing an appropriate and an efficient plan that would contribute significantly in enhancing the quality of the IN graduates. Thus, reducing the level of dependence on expatriates in the health sector.

### **3. Research Objectives:**

- a. To identify and examine the level of interaction between the Institute of Nursing, IN, and the recipients of the IN graduates (hospitals and medical clinics).
- b. To identify and examine the perception of selected heads of nurses in major hospitals at the health sector towards the quality of the field training program.
- c. To identify and examine the perception of selected heads of nurses in major hospitals at the health sector towards the quality of the IN graduates.
- d. To identify and examine those obstacles (if any) that might affect the quality of the CN graduates.
- e. Discussions and Recommendations.

The outcomes of the research would indeed guide the management of the Institute of Nursing, IN, to improve the quality of their graduates. In addition, enhancing the standard of academic staff and enrich their knowledge, skills and attitudes towards strong collaboration with the recipients of the IN graduates. Overall, achieving the IN objectives in providing the recipients of the IN graduates with skilled and semi-skilled indigenous manpower. Thus, reducing dependence on expatriates at the health sector.

## **4. Materials and Methods**

### **4.1 Design**

This research consisted of a descriptive survey designed to identify and examine the type of interaction between the IN and the recipient of the IN graduates. The research focused on whether the students acquired the necessary knowledge, skills and attitudes that are suitable to the recipients of the IN graduates (hospitals and clinics at the health sector). In addition to, examining the perception of the recipients of the IN graduates towards the quality of the Institute of Nursing, IN, who were employed at the health sector five years ago until now. The research focused on the requirements as well as the obstacles that may hinder the enhancement of the quality of teaching and learning at the IN as well as the methods for strengthen the linkage with the health sector.

### **4.2 Sample**

The research encompassed interviews with (4) heads of nurses in four major hospitals, in four districts out of six districts, at the health sector. The selected heads of nurses have more than 26 years of working experience as nurses and have a direct contact with either the IN students who are attending field training programs and/or the IN graduates who are officially employed at the health sector five years ago until now. Among the issues that were discussed are: students attitudes towards attending field training program, level of knowledge and skills, ability to use medical apparatus, understanding medical terms, communications skills, and attitudes towards working in the health sector. The research also focuses on examining the perceptions of selected heads of nurses in four major health districts towards the quality of the IN graduates who already working at the health sector. Among the issues that were discussed are: attitudes towards working at the health sector, level of knowledge and skills, communication skills, ability to deal properly with patients, work ethics, work loyalty, understanding medical terms, and the ability to conduct procedures.

### **4.3 Instrumentation**

The target population for this research consists of interviews with four heads of nurses in four major hospitals, in four districts out of six districts, at the health sector. The selected heads of nurses have more that 26 years of working experience as nurses and have either direct

contact with the IN students who attend field training program and/or the IN graduates who are officially working at the health sector. The aim is to obtain an in-depth information on the quality of the IN graduates and the level of work readiness.

#### **4.4 Statistics and Parameters**

The statistics pertain to the sample. The parameters pertain to an entire population.

#### **4.5 The research parameters/sample are as follows:**

(a) Interviews with selected heads of nurses in four major hospitals, in four districts out of six districts, at the health sector.

### **5. Research Findings:**

#### **5.1 The Characteristic of the Research Sample**

Interview were conducted with four heads of nurses in four major hospitals, in four districts out of six districts, at the health sector. The selected heads of nurses have either direct contact with the IN students who attend field training program and/or the IN graduates who are officially employed at the health sector five years ago until now. The selected heads of nurses have more than 26 years of working experience as nurses and have a direct contact with either the IN students who are attending field training programs and/or the in graduates who are officially employed at the health sector. The objective was to examine their perception towards several issues related to field training program (e.g., students' attitudes towards participating in field training program, ability to use medical apparatus), and evaluating the quality of the IN graduates (e.g., ability to deal with patients, communication skills, work loyalty and ethics).

#### **5.2 Measuring the level of collaboration between the IN and the health sector.**

Technical and Vocational education provides a solution to two of the most pressing labour market aspects of our times: high rates of youth worklessness combined with a shortage of skills in fast-growing technical and professional career (OECD, 2017). The rapid change in science and technology force technical and vocational education institutions to adapt new learning and teaching techniques to respond to industrial needs and requirements. On other hand, industries and business have to strengthen their relationship with technical and vocational education institutions in order to close the gap and thus enhance students and graduates' competencies in various field of production methods and techniques. The dynamics of relationship between technical and vocational education institutions and industries and business is highly stressed in related literature. (OECD, 2018, Australian Government Productivity Commission, 2021, Triki, 2008, Yorke and Knight, 2019) The contribution of a strong linkage between technical and vocational education and local industries and business is manifest itself in reducing rate of unemployment, particularly in youth unemployment (Simone 2020), enhancing students' knowledge and skills (The World Bank, 2017), and strengthening teachers' competencies and personality (OECD, 2021, Gabriela, 2016), reviewing and monitoring curriculum to respond to industrial needs (Bohmann, 2007), forming proper policy and strategy for future manpower needs analysis (Khawla 2011, Ministry of Education and Sports, 2019), enhancing and upgrading the learning process to be compatible with industrial requirements (OECD, 2021), and maintaining a strong partnership for ensuring a continuing future successful collaboration (Florinda, 2021). An attempt has been made to identify and examine the types of collaboration with between the IN and the heath sector. The findings are clearly showed below.

*Identifying types of collaboration with the health sector.*

Elements	Available	Not-Available
Data Bank		✓
Curriculum Development		✓
Evaluation Scheme		✓
Assessing the Quality of Graduates		✓
Joint Research		✓
Joint Seminars		✓
Updating Laboratories		✓

Elements	Available	Not-Available
Safety and Health Protocols		✓
Needs Analysis		✓
Determining Level of Knowledge		✓
Determining Level of Skills		✓
Determining of Graduates Attitudes		✓
Joint Meetings		✓
Consultancy Committee		✓

Selected heads of heads of nurses at the health have been interviewed and questioned on the type of linkage with the Institute of Nursing. The research revealed no tangible evidence of an effective collaboration with the health sector in various academic activities. Among the absent of essential aspects of collaboration was as follows:

a) The lack of data bank.

An attempt has been made to investigate whether the selected heads of nurses have been approached by staff from the Institute of Nursing for forging a data based. It is a crucial to established a data bank that would include names and contact numbers of those staff at the IN who are responsible for teaching and training students to be a specialised nurse at the health sector. In addition to, gathering and storing information regarding the number of students who are expected to be graduates from the IN and the number of IN graduates who are already working at the health sector. It is highly advisable that the IN have an access to the names and contact numbers of those who are supervising the IN graduates at the health sector to allow for a free access to information and data regarding the quality of the IN graduates. Regrettably, the findings of this research revealed that no data base or data bank have been allocated nor in the process of completion.

b) The lack of a plan.

An attempt has been made to investigate whether the selected heads of nurses have a mutual plan set with the IN to ensure high quality of nurse's performance at the health sector. Indeed, it is considered highly significant to set a professional plan that embedded objectives that are focusing on how to improve the standard of students at the IN as well as on how to enhance graduates' competencies at the health sector. A plan that consists of objectives that are realistic and measurable to allow both parties (health a sector and the IN), to jointly review, monitor, and evaluate the standard of the IN graduates. Unfortunately, the findings of this research revealed that no indication of a professional joint plan that encompasses essential and realist objectives or aims that are related to reducing dependence on expatriates, especially in the health sector, nor a plan that focuses on monitoring and assessing the quality of the IN graduates.

c) The lack of joint efforts in curriculum development.

It is well acknowledged that curriculum design and contents in technical and vocational education is different from its counterpart in formal education. Technical and vocational education is described as a dual system type of education that comprises of theory and practical work at employer premises. There is no doubt that the contents of technical and vocational curriculum focus on determining the level of knowledge, skills, and attitude that are mostly needed by industries and business. Therefore, the contribution of industrial and business in reviewing, updating, and monitoring curriculum in technical and vocational education is one of most priority of those who are running technical and vocational institution. In another word, industrial and business have to be involved in assessing the quality of curriculum, particularly those skills and attitude which are in current practice at industrial and business work place. The success of technical and vocational education graduates would depend, to great extent, on the degree of industrial and business involvement in setting practical and measurable criteria's in judging the quality of vocational graduates' competencies. The findings of this research indicated without doubt, that there are no efforts have been noted by both parties (health sector and the IN) to review, monitor, and update curriculum.

d) The lack of joint efforts in update the IN laboratories.

No doubt, that science and technology in a rapid change and efforts to cope with the advancement of medical apparatus and tool is exerted by the health care to ensure a well-being life for patients, relatives, communities, and societies. When heads of nurses questioned whether the IN staff have contacted them for an advice on assessing the types and quality of



medical apparatus, the reply was negative “no”. It is essential that students at the IN to practice on medical apparatus and tools that are compatible with the health sector medical facilities. Indeed, this would encourage students to practice what they have been learned at the IN premises into the health care real working environment. In addition to, strengthen the quality of the IN graduates since they are totally familiar with the use of the same medical apparatus and tools that are available at the health sector.

e) The lack of joint efforts in setting student’s evaluation scheme.

The student’s evaluation scheme would contribute successful in ensuring that students receive the right and relevant level of knowledge, skills, and positive attitudes that are in need by industrials and business. A joint effort to establish student’s assessment performance scheme must be one of most importance priorities of the IN. The involvement of the health sector in setting those criteria related to the enhancement of the quality of the IN students would significantly ease the way to a high quality of graduates. The joint efforts in monitoring and adjusting student’s performance criteria to respond to the advancement of medial apparatus and techniques would overcome any deficiencies that occur when the IN graduates officially employed at the health sector. When heads of nurses asked to indicate if there is a joint effort with the IN to forge student’s evaluation scheme, the answer was negative “no”.

f) The lack of joint efforts in assessing the quality of graduates.

The need to a joint committee to assess the quality of the IN graduates is very essential to maintain a continuing high standard of graduates. It is through such committee the heads of nurses can provide a sincere feedback on the performance of the IN graduates while they are officially employed at the health sector. In addition to, providing a useful information on the quality and accuracy of the level of knowledge, skills, and attitude that are acquired by the IN graduates. A more useful information and data can be also provided by the health sector on the performance and attitudes of the IN students while there are on on-the-job training program. Despite the importance of such committee, no evidence has been allocated in respect to the existence of a joint committee between both parties (the health sector and the IN) to evaluate the quality of the IN graduates who are already employed at the health sector. The absent of a joint committee would, indeed, hinder the improvements of the standard of the graduates at the health sector.

g) The lack of joint efforts in conducting joint research.

The importance of research and development is crucial in tackling various aspects related to the quality of nurses at the health sector. A constant measuring and monitoring of the performance of the IN nurses through research would prevent and overcome an escalation or deficiencies that might occur during their present at the health sector. The joint research between both parties (the health sector and the IN) would allow a free flow of information and data and permit a fruitful exchange of experiences. However, the findings of this research revealed a clear absent of joint research activities that would have, if well organised and implemented, a significant positive impact on the quality of teaching, learning, and training of nurses at both the health sector and the IN.

h) The lack of joint efforts in conducting joint seminars.

A joint seminar is considered one of most academic activities where both parties (the health sector and the IN staff) attend a seminar to discuss various issues related to students on-the-job training program or assessing the standard of the IN graduates. Other aspects of

strengthen collaboration can be also investigated to ensure free exchange of information and set a realistic recommendation for upgrading the standard of the IN graduates.

i) The lack of joint efforts in enhancing safety and health protocol.

The issue of safety and health procedures and rules, particularly in hospital where the possibility of infected with virus and bacteria is high and a life threatening matter. Therefore, students and graduates who attend the health sector must be aware of the risk involved when working in hospitals and safety and health procedures must be applied and monitored. It is highly recommended that the IN cooperate with the health sector to form a safety and health protocol. This would strength the relationship between both parties and protect the life of students and those who are already working at the health sector.

j) The lack of joint efforts in determining needs analysis.

The objective of determining need analysis is to help both the health sector and the IN in identifying the number of nurses required by each hospital and medical clinics in the six districts of the country. It can be used also to determine the expected number of nurses needed by the health sector in the foreseeable future. Unfortunately, no sign of a collaboration between the health sector and the IN in a joint effort to perform a proper manpower needs analysis at the health sector nor on determining the number of graduate's that are required by the health sector in the forthcoming years.

k) The lack of joint efforts in determining the level of knowledge, skills, and attitudes.

The IN must consider a collaboration with the health sector to determine the level of knowledge they are required for those graduates employed at the health sector. In fact, technical and vocational education is a dual system type of education that concentrate on specific knowledge that students and graduates must acquire before enrolling at the health sector as nurses. It is the responsibility of the IN to open the window for effective interaction with the health sector to agree on the specific current and future skills that graduates must obtained and able to practical in a real working environment. Attention must be also paid to students and graduates' attitudes since the health care require sincere and honest nurses who are truly eager to help patients, relatives, and communities.

l) The lack of joint efforts in conducting joint meetings.

A joint meeting that brings the health sector and the IN together is so essential to express views and exchange of information and data that are crucial and at the end it is in the befit of both parties. It is through such joint meetings the IN can be familiar and socialised with the concerned staff at the health sector. This would contribute positively in the favour of both parties and tackle any obstacles that occur during students learning and teaching. As well as when assessing the quality of the IN graduates at the health sector.

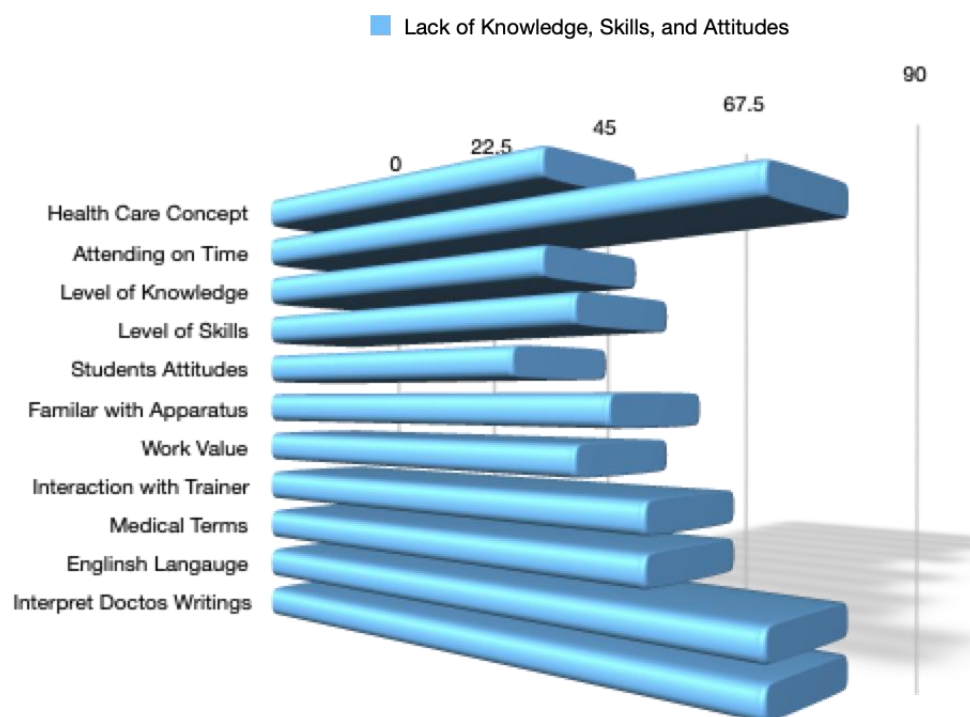
m) The lack of joint efforts in forging a consultancy committee.

Technical and vocational education require a constant review and evaluation. Thus, a joint consultancy committee is important and allow staff, particularly senior staff from both parties (the health sector and the IN) to provide a realistic and a mensural recommendation the adjust any deviation in the plan. In addition to, setting a strategy for the expected number of nurses in the future and the competencies that are expected to be compatible with the rapid change in medical science and technology in the world of health care.

An attempt has been made to identify whether the selected heads of nurses in major hospitals at the health sector have met, face-to-face, with the heads of department at the IN or meeting those direct supervisors at the health sector who are responsible for monitoring and assessing the quality of the IN graduates. The findings of this research showed no concrete evidence of an efforts to meet, face-to-face, with those heads of nurses at the selected major hospitals at the health sector. When asked to provide the names and contact numbers of the heads of IN departments, no useful information is provided. An effort has been made to investigate the availability of a professional and reliable report for either assessing the quality of the IN graduates who are currently working at the health sector five years ago until now, as expected the answer was and without hesitation is “not available”. The findings of this research also showed that the selected heads of nurses are unaware of the numbers of nurses that are expected to be graduated in the foreseeable future nor the future requirements for reducing dependence on expatriates at the health sector.

### 5.3 Examining the perception of the health sector regarding the quality of IN field training program.

An attempt has been made to examine the heads nurse’s perception towards various aspects related to field training program. The findings are clearly showed below.



Note: The above percentages are an approximate estimation obtained from the selected senior supervisors at the health sector.

Several writers and observers agree that technical and vocational education is viewed as a dual system. This implies that students spend certain time in industrial and business workplace to transfer what has been learned in classroom, workshops, and laboratories in real work place.

The main characteristic of a dual system is an apprenticeship which links technical and vocational institutions with workplace. It is an opportunity that allow closing the gap between both parties (the health sector and the Institute of Nurses) in order to facilitate the transfer of students from colleges and institutions to work place. Interviews have been made with selected heads of nurses at four major hospitals in four districts out of six districts, in order to evaluate the efficiency of field training program. No doubt that, selected heads of nurses who have more than 26 years of working experience as nurses would provide a significant information regarding the quality of field training program. In addition to, providing recommendations related to the enhancement of field training program and overcoming those obstacles that might hinder the achievement of the assigned embedded objectives. The findings of the research stress on the needs to enhance the concept of health care, since 55% of graduates are either unaware of the importance of the health care or neglected dedicating efforts to sincerely service at the health care after graduation. The majority of students (85%), attend field training program on time since there is an assessment and scores allocated for student's attendance. The selected heads of nurses have questioned to assess the level of students' knowledge, skills, and attitudes during field training program. They agreed that the majority of students (50%-60%), have an acceptable level of knowledge, skills, and attitudes. However, 65% of those attending field training program seem unfamiliar with the types of medical apparatus and tools available at the hospital medical facilities. The majority of students (70%) also showed active interest and participation with the trainers. The selected heads of nurses recommend that the Institute of Nursing exert a considerable effort on stressing on the issue of work value since 60% of students constantly asking about the salary and which hospital wards, they offer more allowance. It was notable that students lack basic medical terms (70%), and a clear weakness in speaking and writing in English language (85%). The was worsening be student's inability to understand or interpret doctors writing (85%).

#### **5.4 Examining the perception of the health sector regarding the quality of graduates from the Institute of Nursing, IN.**

An attempt has been made to evaluate the standard of the IN graduates who are already working at the health sector five years ago until now. As a result, interviews have been conducted with four heads of nurses in four major hospitals at the health sector to evaluate the actual standard of the quality of the IN graduates.

**Quality of Graduates**

Elements	%	Comments
Lack of Health Care Concept	65%	Patients Care
Lack of Primary Care	70%	Lack of Skills
Irresponsibility	65%	Lack of Work Value
Lack of Medical Terms	70%	Hypotension, Cephalalgia
Lack of Effective Communication	80%	English Language Skills
Inability to Perform Basic Procedures	65%	Blood Test & Fitting Drip
Unfamiliar with Medical Apparatus	65%	Lack Of Interaction With The Health Sector

Note: The above percentages are an approximate estimation obtained from the selected senior supervisors at the health sector.

The concept of health care must be thoroughly absorbing by those students attending the Institute of Nursing, IN. The absent of sincere willingness to provide health care to patients, relatives, community, and society would damage the reputation of the health care. The research revealed that 65% of students showed negative attitudes towards working at the health sector. The majority of students (70%) are using mobile phone while working and sometimes during conversation with patients, irresponsible behaviour (65%) towards patients waiting for treatments. As stated by two senior heads of nurses that “there are who tend to keep patients waiting for medical treatment and instead spending time for drinking coffee, having a snack, and chatting while gathering outside the building”. The lack of medical terms is noted among 70%, and heads of nurses stressed on the need to enhance students’ medical terms while attending the IN. The IN must ensure that graduates are acquired with patient’s primary care skills since 70% are showed unproficiency in developing a relationship with patients, relative, community, and society. Indeed, communication in English either speaking or writing and both is highly significant and need exerted efforts to improve graduates’ English skills since 80% of graduates have encounter difficulties in dealing with foreign doctors, nurses, and physicians. Regrettably, 65% of graduates unable to accurately to conduct basic medical procedures and 65% found to be unfamiliar with the medical apparatus and tools available at the health sector.

**Quality Graduates**

Elements	%	Comments
Inability to Conduct Physical Exams	70%	Lack of Skills
Inability to Record Patients History	65%	Lack of Knowledge & Skills
Inability to Listen Carefully to Patients	50%	Attitudes Manner
Constant Inquiry on Job Allowance	70%	Motive Analysis
Lack of Work Ethics	55%	Dismissed Work Duties
Lack of Patients Counseling	70%	Lack of Knowledge, Skills, and Attitude

Note: The above percentages are an approximate estimation obtained from the selected senior supervisors at the health sector.

It was noted by heads of nurses that 70% of the IN graduates are not capable of conducting a precise and accurate physical examination. It is essential that graduates are able to retrieve and recorded patient past and current health condition, since 65% of graduates seems incompetent in in investigating and recording patient health history condition. Communication and careful listening to patient is crucial to gather the right information and data that would assist doctors to take the appropriate medical action. However, 50% of graduates lack the ability to listen carefully to patient while describing medical past and current status. The selected heads of nurses observed the lack of graduates of patients counseling skills (70%) which is significant to provide a careful answer and information that are being asked by patients and relatives. The constant query from graduates about salary and allowance while being at hospital wards and medical services seem annoying supervisors and heads of nurses, since 70% of graduates eager to know which hospital wards if offering more allowance. The IN must stress of work ethics in the health care since 55% of graduates showed negative attitudes towards working at the health sector.



**Quality of Graduates**

Elements	%	Comments
Lack of Interpersonal Skills	70%	Building Trust With Patients
Refusing to Work in Intensive Care Unit	75%	Attitude
Lack of Skills in Dealing with Critical Situation	70%	Doctors, Patients, and Colleagues
Constant Sick Leave Permission	65%	Attitude
Inability to Prepare Patients for Examination	65%	Lack Of Skills

Note: The above percentages are an approximate estimation obtained from the selected senior supervisors at the health sector.

It is important that nurses acquire interpersonal skills such as conflict resolution, good listening, building relationship with patients, relative. However, 70% of the graduates have not yet acquired such essential skills. In fact, 70% unable to deal successfully with critical situation and inability to prepare patients for examination (65%). Again, work ethics must be emphasis since 65% of graduates repeatably asked permission to leave work place or submit sick leave permission to depart from work place. The research revealed that 70% of graduates seems unable to quit using mobile phone while working and this behaviour is totally not accepted especially at the health care.

**Quality of Graduates**

Elements	%	Comments
Using Mobile Phone with Patients Present	70%	Work Ethics
Inability to Cope with Work Stress	65%	Lack of Skills
Inability to Access Patients Information	65%	Computer Skills
Refusing to Work with "Bed" Patients	70%	Attitude
Inability to Understand Doctors Writing	80%	Lack of Skills
Refusing to Work Night Shift	80%	Lack Of Work Value

Note: The above percentages are an approximate estimation obtained from the selected senior supervisors at the health sector.

It is well acknowledged that working at the health sector place a high pressure on medical staff to deal with normal and critical health conditions and working in a highly contaminated area. Therefore, graduates should be aware before enrolling at the IN that coping with work pressure is significant, since 65% of graduates showed inability to adapt to work pressure and stress. It is utterly not an option that graduates refuse to work at Intensive Care Unit (70%), or to reject working night shift (80%). Nurses are supposed to be ready to work under different circumstances to maintain highly quality services at the health sector. The selected heads of nurses stated that "graduate (70%) refusing to work in "bed" patients' wards is totally unacceptable", and inability to understand or interpret doctors hand writing is annoying. The graduates from the IN should have the proper training on how to use medical software's programs in order to access or retrieve patients' information since 65% lack computer skills in dealing with patient's information data.

A significant matter which was discussed and investigated with the selected heads of nurses in major hospitals is the unacceptable attitude from the IN graduates (approximately 55%) who strongly rejecting or dislike receiving advice or orders from a foreign highly expert nurse in the same or other hospital wards. In fact, the health sector would only employ an expatriate nurse who has a highly credible qualification in nursing as well as extensive working experience. The negative attitudes towards rejection or disliking receiving orders or an advice from foreign nurses who spend years in hospitals and have a remarkable achievement in the health care is totally unacceptable. It worth mentioning that, there are 35% of those graduates from the IN who are newly employed at the health sector and at the same time wishes to drop out or joint a new career in completely different sector. Overall, selected heads of nurses unsatisfied with the quality of the majority of graduates from the IN, who employed five years ago until now at the health sector.



## 6. Discussion and Conclusions.

The role of nurses in improving the health of individuals, relatives, and communities is highly discussed in related literature. (National Academy of Medicine, 2020, International Council of Nurses Policy, 2020) Nursing consist of “autonomous and collaborative care of individuals of ages, families, groups and communities, sick or well in all settings”. (International Council of Nurses, 2002) According to Gallup poll, American have rated nurses as the number 1 most ethical and honest professions. (Kathleen, 2021). Nurse’s relationship with patients is highly increasing comparing to relationship with doctors. It seems that patients trust nurses more than doctors. In a study on the time spend with patients, nurses stay 86% of their time with patients in intensive care unit compare to the time spend by physicians (14%). (Rachel et., al. 2018) It is the duty of nurses to promote health care and help patients to cope with illness. They are considered advocates and health educators not only for patients but for his relatives too. The rapid change in medical science and technology has called for Bachelor of Science Nursing (BSN) degree, Associate’s Degree in Nursing (AND), and even a master or a doctorate degree. Nursing career requires specific skills that are unique and essential for maintaining an excellent health care to patients, family, and community.

Technical and vocational education is considered as a dual education system. This implies that students would have the opportunity to transfer what they learned in classroom and laboratories into real work environment. It is an education that would facilitate the transfer of students after graduates into an assigned job in industrials and business. The success of technical and vocational education would depend on the ability of the management to apply proper and efficient criteria in the selection of students who would be enroll in technical and vocational institutions. Nurses as stated earlier is the backbone of the health care industry. Nurses help patients to cope with illness and comfort their family and expose to a high risk while protecting people, community, and society from diseases. Despite considered the least happy careers in the United States, 2.7 out of 5 stars. (Career Explorer, 2021). Indeed, nurses sacrifice their time, efforts, and family obligation to be comfort and help patients in need.

In Kuwait as in many gulf states (e.g., United Arab Emirates, Bahrain, Oman), The shortage of skilled and semi-skilled is highly noted in essential sector of the economy. Expatriate form approximately 88.5% of the United Arab Emirates population, 70% in Kuwait, and 53% in Bahrain. The Kuwaiti government, as in other gulf states, has realized the importance of enhancing indigenous capabilities, particularly in essential sectors of the country’s economy (e.g., oil, electricity and water, health). As a result, the Kuwaiti Government has established the Public Authority for Applied Education and Training, PAAE&T, which has five colleges and eight training centers. The Institute of Nursing, IN, was forged on October 27, 1962, under the name of the College of Nursing, and it is the first educational institution to teach nursing in Kuwait. The Institute of Nursing used to accept female students who obtained a middle school certificate, and the study duration was three years to receive general nursing certificate. In 1982 the institute of Nursing has been transferred to be under the umbrella of the PAAE&T. Among the main objectives of the IN, is **“The program aims to rehabilitate technical nurses who are able to carry out the comprehensive basic nursing work and participate with the rest of the health team members to provide health services by applying the information and skills they have studied and trained on, while using the steps of the nursing process as a basis for meeting the preventive, curative and rehabilitative needs of the individual, family and community in various stages of life”.** (Institute of Nursing, The Public Authority for Applied Education and Training, Website.)

There is no doubt that the IN is function in a “black box” since no concrete evidence have been allocated for a strong collaboration in various importance aspect of nurses academic

and practical activities. In respect to evaluating the quality of graduates who are already employed, five years ago until now, at the health sector. Interviews were conducted with selected heads of nurses in four major hospitals. The findings of this research revealed that quality of the IN graduates are below the accepted standard. The link between the health sector and the Institute of Nursing is not exist in various essential aspect such as: creating a data bank, setting a plan for enhancing students and graduates' competencies, reviewing and updating curriculum, updating laboratories with medical apparatus and tools, a proper and efficient students evaluation scheme, joint committee for reviewing and assessing field training program and measuring the standard of graduates, joint research and development, joint seminars, joint safety and health protocol, determining needs analysis, defining the level of knowledge, skills, and attitudes mostly required by the health sector, joint meetings to discuss relevant issues regarding the quality of teaching and learning, joint consultancy committee, lack of professional report for assessing the quality of graduates and filed training program.

In respect to field training program, selected heads of nurse's stress on the needs to enhance the concept of health care, since approximately 55% of graduates, while attending field training program, are either unaware of the importance of the health care or neglected dedicating efforts to sincerely service at the health care after graduation. The selected heads of nurses agreed that the majority of students (approximately 50%-60%), have an acceptable level of knowledge, skills, and attitudes. However, approximately 65% of those attending field training program seem unfamiliar with the types of medical apparatus and tools available at the hospital medical facilities. The majority of students (approximately 70%) also showed active interest and participation with the trainers. The selected heads of nurses recommend that the Institute of Nursing exert a considerable effort on stressing on the issue of work value since approximately 60% of students constantly asking about the salary and which hospital wards, they offer more allowance. It was notable that students lack basic medical terms (approximately 70%), and a clear weakness in speaking and writing in English language (approximately 85%). The was worsening be student's inability to understand or interpret doctors writing (approximately 85%).

An attempt has been made to evaluate the standard of the IN graduates who are already working at the health sector five years ago until now. The concept of health care must be thoroughly absorbing by those students attending the Institute of Nursing, IN. The absent of sincere willingness to provide health care to patients, relatives, community, and society would damage the reputation of the health care. The research revealed that approximately 65% of students showed negative attitudes towards working at the health sector. The majority of students (approximately 70%) are using mobile phone while working and sometimes during conversation with patients, irresponsible behaviour (approximately 65%) towards patients waiting for treatments. The lack of medical terms is noted among approximately 70%, and heads of nurses stressed on the need to enhance students' medical terms while attending the IN. The IN must ensure that graduates are acquired with patient's primary care skills since approximately 70% are showed unproficiency in developing a relationship with patients, relative, community, and society. Indeed, communication in English either speaking or writing or both is highly significant and need exerted efforts to improve graduates' English skills since approximately 80% of graduates have encounter difficulties in dealing with foreign doctors, nurses, and physicians. Regrettably, approximately 65% of graduates unable to accurately to conduct basic medical procedures and approximately 65% found to be unfamiliar with the medical apparatus and tools available at the health sector. was noted by heads of nurses that approximately 70% of the IN graduates are not capable of conducting a precise and accurate physical examination. It is essential that graduates are able to retrieve and recorded patient past

and current health condition, since approximately 65% of graduates seems incompetent in investigating and recording patient health history condition. Communication and careful listening to patient is crucial to gather the right information and data that would assist doctors to take the appropriate medical action. It is utterly not an option for graduates to refuse to work at the Intensive Care Unit (approximately 70%), or to reject working night shift (approximately 80%). Nurses are supposed to be ready to work under different circumstances to maintain highly quality services at the health sector. The selected heads of nurses stated that “graduate (approximately 70%) refusing to work in “bed” patients’ wards is totally unacceptable, and inability to understand or interpret doctors hand writing is so annoying”.

A significant matter which was discussed and investigated with the selected heads of nurses in major hospitals is the unacceptable attitude from the IN graduates (approximately 55%) who strongly rejecting or dislike receiving advice or orders from a foreign highly expert nurse in the same or other hospital wards.

The overall research findings confirmed, without any doubt that, the IN is function in a “black box” without concert evidence of a significant participation with the recipients of its graduates (the health sector). The aim of the country is to reduce dependence on expatriates. However, this objective seems be out of reach, for the time being, since the IN is not seriously considering forging a strong and a fruitful collaboration with the health sector in various essential academic and practical activities. The clear lack of graduate’s knowledge, skills, and attitudes is highly notable in this research. The management of the IN must exert efforts to enhance the quality of its graduates and set a strict rules and requirements before accepting those who are willing to service at the health sector. Unless the Institute of Nursing thoroughly realized the importance of forging a link with the health sector, Kuwait would continue, without doubt, relaying on nurses’ expatriates for years ahead.

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