Research Article

The Role of Naseej Academy in Enabling Digital Transformation for Professional Development in the Arab World: A Case Study

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About Article

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ABSTRACT

The study identified the seminars presented by the Naseej Academy during a specific period (January 2024 – October 2025). As a result, 64 seminars representing the study community were monitored and statistically analyzed to evaluate and classify them, identify their diversity in terms of topic and timing, and introduce the presenters and their contributions. The study relied on an integrated research methodology that combines quantitative analysis and qualitative evaluation of the characteristics of these seminars. The results of the study showed that the seminars focused on multiple areas, with topics related to digital transformation in education accounting for the largest share at 34.37%. Female participation exceeded male participation by 63.63% to 36.37%. The linguistic treatment of the study seminars was divided between Arabic, which accounted for 68.75%, and English, which accounted for 31.25%. Finally, the study mentions to important result which is Digital platforms have become an essential partner in professional development and capacity building efforts by facilitating communication and knowledge exchange, particularly in the Arab region.

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1. INTRODUCTION

Today, digital platforms are a fundamental component of various education systems. They have contributed to facilitating access to knowledge, diversifying communication methods between the two sides of the educational process, and increasing interactivity between them, which has helped develop educational systems and methods. and introduced new learning strategies, including cooperative learning, active learning, and peer learning, which indicates a qualitative shift from traditional learning environments to more attractive and positive learning environments (Hafez, 2023).

Online digital learning platforms have played a key role in developing the educational process and knowledge exchange by providing training programs and workshops on modern technical systems in education management. These aim to make the learning process flexible and interactive, in addition to developing the professional capabilities of those responsible for these processes and systems (Decuypere *et al.*, 2021).

Founded in 1989 in Saudi Arabia, Naseej Academy is an interactive, non-profit platform dedicated to enabling digital transformation in education and knowledge management. By employing technology and working to improve services and user experience, which allows achieving goals and enhancing capabilities, and plays a pivotal role in promoting the dissemination of knowledge and information, supporting the development of specialists in the field of knowledge, transforming Arab societies into knowledge-based economies through cultural activities and professional development programs, and enhancing awareness of challenges, technologies, solutions and innovations in the education and knowledge sectors in the Arab knowledge society (Naseej Academy, n.d.).

1.1. Study objectives

The objective of the current study as follows:

1. To identify the efforts of Naseej Academy in providing seminars and lectures that support education systems and digital transformation.

2. To monitor the thematic, linguistic, and temporal distribution of the lectures provided by the academy.

3. To introduce the participants from among the lecturers and seminar presenters and their productivity therein.

1.2. Study Problem

Digital platforms have become an essential partner in professional development and capacity building efforts by facilitating communication and knowledge exchange, particularly in the Arab region. Among these efforts are those of Naseej Academy, which offers seminars and lectures in various fields. However, there is a need to raise awareness of these platforms and guide users to their importance, while indicating their characteristics and distribution. This study seeks to fill this gap by statistically analyzing Naseej Academy seminars to better present them to the Arab public.

1.3. Study Questions

1. Do digital platforms help with professional development and capacity building in the fields of education and digital transformation?

2. Are there specific features of the seminars offered by the academy?

3. Have the academy's seminar presenters been introduced?

1.4. Significance of the Study

The seminars offered by Naseej Academy, as a digital platform focused on education and capacity building for digital transformation, represent a fundamental pillar in efforts to develop the capabilities of workers and researchers in these fields. These seminars cover various topics from different perspectives through experts and professors with diverse experiences and cultures from Arab countries and beyond to achieve openness and communication, forming a bridge for professional and research cooperation and introducing modern technologies and research concerns on the scene, which contributes significantly to digital transformation.

2. LITERATURE REVIEW

Previous studies on the subject of the study included five studies in the form of articles published in peer-reviewed scientific journals, arranged chronologically according to publication date from the most recent to the oldest in the period from 2020 to 2024. Previous studies have highlighted a research gap in that no previous studies have addressed Naseej academy seminars before.

Brugliera (2024) examined the factors affecting the efficiency and effectiveness of digital learning platforms and their ability to support student participants and their academic performance. These factors include the level of digital infrastructure availability, the role of educators, and student characteristics. The study relied on several case studies that pointed to the positive role played by digital learning platforms in the development of the modern

Noor (2022) examined the mechanisms for evaluating students' educational behaviour, highlighting the positive effects of various programs and applications offered by digital learning platforms in terms of motivating students and developing their cognitive abilities. According to the study's objectives, a questionnaire survey was conducted to gather the primary data. The participants were students of universities in Lahore city of Pakistan. For this study, the sample size was N = 300, carefully chosen using the purposive sampling technique. Of the respondents, there were 146 male and 154 female students, and the sample consisted of individuals aged 25–35 years. Smart-PLS-Bootstrapping, T-Values (PLS) 3.2.9 and the structural equation model (SEM) were applied to get the appropriate outcomes from the proposed study framework. Results shows that all proposed hypotheses [Animated Movies (AM) –> Student Motivation (SM), Educational Apps (EA) –> Knowledge Development (KD), Learning Behaviour (LB) –> Animated Movies, Learning Behaviour –> Educational Apps, Learning Behaviour –> Knowledge Development, Learning Behaviour –> Virtual Classrooms (VCr), Virtual Classrooms –> Knowledge Development, Virtual Classrooms –> Student Motivation] are confirmed while Learning Behavior –> Student Motivation is not confirmed.

Rasheer (2021) stated that the educational platforms are considered one of the important matters at the present time,

the purpose of which is to provide an electronic learning environment that attracts students' interest and urges them to exchange information. The research aimed to identify the reality of the application of electronic learning platforms (the Edmodo platform as a model) from the viewpoint of the students of the College of Education of the Iraqi University and to achieve the research goal. It consisted of (43) paragraphs distributed in four fields and made sure of their validity and consistency, and then applied them to the basic research sample of (300) male and female students from the University College of Education. The findings of the research indicated the reality of applying the e-learning platforms to the Edmodo platform in the Iraqi University College of Education. High in the first area: the extent of using the Adamodo platform, meaning that students were able to use the platform and learn about its components and how to obtain the scientific material, while the second area is the advantages of the Edodo platform and the third area is the disadvantages of the Edmodo platform. The students have faced many difficulties, one of which is the poor availability of internet networks throughout the country in general and the villages and countryside regions in pictures.

Shutikova (2020) explored that the modern information society makes new demands on education. It should provide social mobility of citizens, their activity, the ability to make decisions, to extract knowledge independently, using distributed systems of digital educational content, in particular on the basis of educational platforms. In this context, media education is becoming an important component in the formation of competencies required by a member of the digital economy society. Theoretical and methodological approaches formed within the framework of media education are a necessary component of an updated education system created on the basis of a digital educational environment. The creation and implementation of the Digital Education Environment (DEE) model, as a platform for organizing and supporting various forms of training and full-fledged training activities of an educational organization for the digital economy, is a unique process simulation that should take into account many factors, such as scientific and technological achievements, socio-economic conditions, modern information and methodological and didactic and educational tools based on digital technologies.

Ahmad (2020) aimed to evaluate Syrian Educational Platform and Jordanian Edraak Platform according to some standards. To achieve the research objectives the descriptive method was used, and an instrument has been used for the standards. This list in its final form, consists of (35) items. The list was viewed by a group of experts and its reliability and stability were found. The study arrived at the following results: 1. 2. Syrian Educational Platform achieved (62.86%) of the established standards. Jordanian Edraak Platform achieved (91.43%) of the established standards.

Previous studies, published between 2020 and 2024, point to the importance of digital educational platforms and their positive role in providing a more flexible and interactive learning environment. They also highlight the importance of digital educational platforms and their positive role in providing a more flexible and interactive learning environment. and 2024, point to the importance of digital educational platforms and

their positive role in providing a more flexible and interactive learning environment. They also highlight the importance of providing a good technical infrastructure that helps implement programs and applications efficiently and effectively. The current study benefited from previous studies in drawing up the theoretical framework and providing practical models for digital educational platforms.

3. METHODOLOGY

This study used a mixed research methodology combining quantitative (statistical measures) and qualitative methods of analysis. It aimed to study the results and impact of the seminars held by the Naseej Academy between January 2024 and October 2025, which numbered 64 seminars, representing 51% of the total number of seminars held by the academy since the end of 2021, which were characterized by intervals between seminars, which became regular in October 2023. In addition, the experts and professors who gave presentations at the seminars, their personal data, and their scientific output were studied. Through analyzing the statistical effects resulting from quantitative analysis and interpreting them and their effects through qualitative analysis of various aspects of these seminars, which helps to determine the correct path for seminar topics and fill gaps in topics that aid in professional development, In addition, it provides supporting indicators regarding the nationalities of seminar presenters and their various scientific specializations, which helps in developing a new administrative policy for these seminars.

4. RESULTS AND DISCUSSION

This study attempts to define Naseej Academy as one of the most important digital platforms concerned with developing professional capabilities and supporting scientific research in the Arab region. This is done by reviewing the seminars it holds online and identifying their characteristics in terms of the topics covered and the timing of these seminars during the active period covered by the study. in addition to the languages in which these seminars are presented, as well as identifying the presenters of these seminars in terms of their nationalities and participation in the productivity of these seminars, and indicating the extent of participation of both female and male researchers in contributing to the presentation of these seminars. This is supported by the fact that, as previous studies have pointed out, there has been no previous study addressing the academic efforts of Naseej and the seminars it offers. Therefore, the objectives of this study are clear from the presentation of its findings in the following points:

4.1. Thematic Trends in Naseej Academy Seminars
Thematic Trends in Naseej Academy Seminars
Table 1 shows the topics covered in the academy's seminars, with digital transformation coming first at 34.37%, followed by artificial intelligence, augmented reality, cybersecurity, followed by topics related to libraries, information, and electronic archiving with 31.25%, then topics related to quality assurance and academic accreditation in higher education institutions with 15.62%, and topics related to scientific research and publishing with 7.83%.

Table 1. Thematic Trends in Naseej Academy Seminars

Topics	Number	%
Libraries, Information, and Archiving Libraries, restoration, knowledge management, digital identity, digital libraries, archives	20	%31.25
Higher Education, Quality Assurance, and Academic Accreditation Evaluation, review, accreditation, performance, and quality	10	%15.62
Digital Transformation and Modern Technologies in Education Artificial intelligence, augmented reality, e-learning, cybersecurity	22	%34.37
Scientific Research, Writing, and Publishing Research, scientific writing, international publishing, ethics, researcher's personal branding	5	%7.83
Societal Transformation and Digital Communication Digital transformation, leadership, empowerment, sustainability, privacy	7	%10.93
Total	64	100%

4.2. Distribution of participants in Naseej Academy meetings based on gender

Table 2 shows the gender of participants in the academic seminars (male and female), with women accounting for 63.63% of participants and men accounting for 36.37%. This indicates the active participation of female researchers.

Table 2. Distribution of participants in Naseej Academy webinars based on gender

Gender	Number	%
Female	28	%63.63
Male	16	%36.37
Total	44	100%

4.3. Distribution of Naseej Academy Seminars based on languages

Table 3 shows the languages in which the academic seminars were presented, with Arabic accounting for the largest share at 68.75%, followed by English at 31.25%, which indicates the diversity of cultures and backgrounds of the seminar presenters.

Table 3. Distribution of Naseej Academy Seminars based on languages

Languages	Number	%
Arabic Language	44	%68.75
English Language	20	%31.25
Total	64	100%

4.4. Nationalities of Naseej Academy Seminars Presenters

Table 4 and Figure 1 show the countries and nationalities of participants in presenting academic seminars at Naseej, which varied between several countries, led by Egypt (20.45%), Saudi Arabia (18.18%), Jordan (15.91%), Non-Arab nationalities also participated, including the United States (15.91%) and the United Kingdom (11.36%).

Table 4. Nationalities of Naseej Academy Seminars Presenters

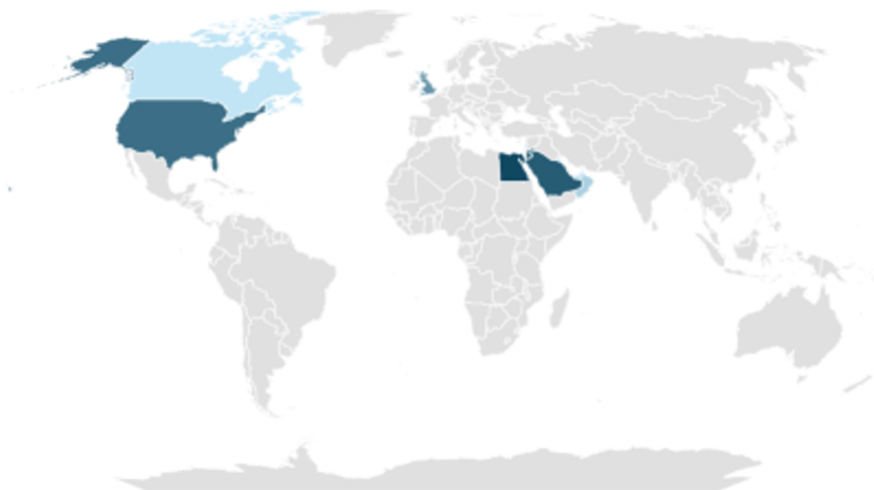| Nationality	Sign	Number	%
United Arab Emirates	AE	1	2.27%
Jordan	JO	7	15.91%
Saudi Arabia	SA	8	18.18%
Kuwait	KU	1	2.27%
United Kingdom	UK	5	11.36%
United States	US	7	15.91%
Sultanate of Oman	OM	2	4.55%
Palestine	PS	1	2.27%
Canada	CA	1	2.27%
Lebanon	LB	2	4.55%
Egypt	EG	9	20.45%
Total		44	100%

Figure 1. Countries of Naseej Academy Seminars Presenters.

4.5. The time distribution of Naseej Academy Webinar

Tables 5 and 6 show the study period (2024, 2025) and the seminars presented during that period, with 2024 accounting for the largest share at 53.12%, while the percentage of seminars presented in 2025 was 46.88%.

Table 5. The time distribution of Naseej Academy Seminars by year

Year	Number	%
2024	34	%53.12
2025	30	%46.88
Total	64	100%

Table 6 shows the time period covered by the study (January 2024 – October 2025) and the seminars presented by the academy, with the largest number of seminars presented during the months of June, August, September, and October, ranging between 12.5% and 10.93%, while the lowest percentage was in January at 4.68%.

Table 6. The time distribution of Naseej Academy Seminars by Month

Month/Year	2024	2025	Number	%
Jan	1	2	3	%4.68
Feb	3	3	6	%9.37
Mar	3	2	5	%7.83
Apr	3	2	5	%7.83
May	2	3	5	%7.83
Jun	4	4	8	%12.5
Jul	2	3	5	%7.83
Aug	4	3	7	%10.93
Sep	3	4	7	%10.93
Oct	3	4	7	%10.93
Nov	4	-	4	%6.25
Dec	2	-	2	%3.09
	34	30	64	100

4.6. The distribution of Naseej Academy Webinar participation

Table 7 shows the percentages of participation of presenters at Naseej academic seminars, with the vast majority presenting at one seminar (65.9%), compared to 18.18% who presented two seminars, while 13.65% presented three seminars. The smallest group was those who presented four seminars, at 2.27%.

Table 7. Distribution of Naseej Academy Seminars participation

Participation	Number	%
4 webinars	1	2.27%
3 webinars	7	13.65%
2 webinars	8	18.18%
1 webinar	28	65.9%
Total	44	100%

4.7. The productivity of Naseej Academy Webinar participation

Table 8 shows the productivity of seminar presenters based on the number of times they participated. Productivity ranged from experts who presented 3-4 seminars, accounting for 39.01%. Alaa Al-Sharaha was the most active presenter of academic seminars.

Table 8. Productivity of Naseej Academy Seminars participation

Participation	Productivity	%
Alaa El-Sharaha	4 Seminars	%6.25
Ayoub Khan	3 Seminars	%4.68
Peggy Nzomo	3 Seminars	%4.68
Chelsea Dowod	3 Seminars	%4.68
Faten Hamed	3 Seminars	%4.68
Ahmed El-Henawy	3 Seminars	%4.68
Faiza Dasuki	3 Seminars	%4.68
Asmaa Al-Werecat	3 Seminars	%4.68
Total	25	%39.01

5. CONCLUSION

Through statistical and qualitative analysis of the seminars offered by the Naseej Academy, the following results were obtained: topics related to digital transformation in education ranked first with 34.37%, followed by topics related to knowledge management with 31.25%. It was also found that the majority of seminar presenters were female, at 63.63%, and that the majority of seminars were presented in Arabic, at 68.75%, with seminar presenters coming from multiple countries, primarily Egypt, Saudi Arabia, and the United States. In general, there were clear indications of Naseej's academic efforts to diversify its topics and expand the scope of its beneficiaries.

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