

**DEVELOPING LIBYAN ACADEMIC STAFF TEACHING
SKILLS**

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Abstract:

This paper is aiming to analyze the areas of development for Libyan academic staff lecturing skills to increase productivity. The paper argues that promoting Libyan academic staff should primarily depend highly on their positive publications and lecturing qualities. Also the small group sample of Libyan academic staff agreed upon developing their Flipped Learning, ICT and Blended Lecturing skills, also to display this improvement on the University website to promote publicity and networking among scholars worldwide. The paper also pointed out challenges such as poor higher education infrastructure, bad internet and electricity services and low standard publications. Despite of these challenges, the final results proved that quality researchers and lecturers can be maintained if we are to build well-functioning Universities for both institutional and society development in Libya on a regional and global levels.

Keywords: Blended Lecturing, Quality Assurance, Academic Staff, Libya.

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2. Introduction

As new educational technologies are developing and evolving very fast all over the world, Libyan university lecturers are not an exception as they are facing critical challenges for learning and accessing them in order to present the content in a smarter, faster and better way for their self-improvement (Tetty Wisdom J. 2002). As well as, the rapidly increased usage of new educational technologies and research methods fortunately offered new and original development opportunities for improving Libyan tutors/ educators to engage and ameliorate different Libyan university students. These new technologies that we are trying to focus on right now, gave no choice to Libyan universities other than facing a multiple of development barriers and challenges ranging from policy design to implementation, monitoring and assessment of the learning outcomes in relation to resources invested and service delivery in the higher education sector which requires quality academic staff. Moreover, the Libyan government investment in all public Universities is nowadays dwindling and yet research is critical for understanding and designing appropriate policies and legislations for responding to the existing internal and external academic challenges. For quality research and teaching, Libyan universities are in need for recruiting and retaining quality academic staff for better higher education productivity. But the question is how do Libyan Universities responded to this dilemma in the wake of decreasing financing in public universities? On the other hand, what should be quickly done to recreate a high quality and research Universities in Libya with good quality academic staff capable of carrying out quality lecturing methods and productive research abilities not only generating knowledge but also for consumption of policy makers and implementers on the continent by using documentary evidence from published works, University data bases available on the Internet. Furthermore, this paper carries out a thematic analysis of the University of Derna in Libya, the challenges it has faced in recruiting and retaining quality academic staff and the necessary interventions that would strategically recreate quality lecturing methods for producing better graduates and for better academic service delivery and development (Bergmann, J., & Sams, A.. 2014).

3. Study Research Hypotheses / Problems

This study concerns mainly with the new lecturing areas of development that Libyan academic staff are requiring at the University of Derna in order to design a creative way for improving the academic functioning process, in which the authors realized the importance of continues development that Libyan lecturers and researchers desperately need for self-development and academic knowledge/ skills progression. As well as, to guarantee the final academic achievement and learning outcomes can be analyzed and evaluated once students and graduates are equipped with necessary employability skills in preparation for joining the labor market after graduation with the opportunity of making them up to the standard and quality professional academic staff. On the other hand, there is a serious demand for clear and original quality teaching development plans and strategies to improve the ranking of the University of Derna and move it up to the next level by becoming more productive in scientific research and through combining theory and practice in a well-designed teaching standards. In this project of analyzing teaching areas of developments in Libya, and that must

be periodically implemented for better academic results. Moreover, the authors involved two groups of academics (male and female) from the faculty of Economics and Political Science, taking into account all critical teaching and learning areas of development issues that caused lack of good educational achievement by previous graduates, so they can be quickly dealt with accordingly at present and in future. Furthermore, the authors realized the valuable opportunity for drawing a clear vision for leading university academic staff to proactively engage with new Information and Communication Technology (ICT) blended lecturing and flipped learning in order to overcome all barriers preventing merging specific and generic competencies within the demanded learning outcomes in all BA and BS university programs, furthermore, it seems that there were no enough serious policies from the Libyan Ministry of Higher Education regarding this important area of development which makes this study as a stepping stone for other researchers, and policy makers to pay more attention to the direct benefits of teaching quality training programs for academics, tutors, lecturers and researchers for better achievement and quality assurance purposes. The two groups of thirty (30) lecturers stated that there's a huge need for periodic and strategic academic staff training programs and workshops for the following reasons:

- 1- To Improve Research Writing Techniques and Contribution.
- 2- To Develop all Libyan Lecturers Blended Teaching Skills.
- 3- To Replace the Old Teaching Way with the New (FLM) Methods.
- 4- Helping the Libyan HE Policy Makers to be More Quality Centered.
- 5- To Secure Libyan Academics' Continual Self-Awareness/ Development.

Also working on external literature sources review and focused on work-field and experimental part results because this academic study is looked at as both qualitative and quantitative research based. Accordingly, the authors arranged for open discussions with graduates and lecturers with consulting the mentioned two main groups of (male & Female) lecturers to examine the scopes and barriers for the Libyan academic staff development and how can academics be best trained now and in future.

4. Study Aims and Objectives

4.1 The main objective of this study concerns with investigating the lecturing areas of developments for Libyan academic staff to improve their overall performance and achievement at the college of Economics and Political Science in the university of Derna. And this important area mostly refers to the level of support and training, as well as, the mental and communicative algorithms applied during educational process and interactions in order to reach the aimed and final results not only for the University of Derna fellows, but also for all Libyan and Arab universities.

4.2 The other purpose of this study also to introduce the new blended teaching method, the importance of information and communication technology (ICT) and the flipped learning / teaching methodology and the authors are aiming to draw a clear vision leading to a convenient academic training strategy in order to overcome the problems facing the lecturing and research process improvement and to investigate if there are opportunities to be well utilized for the sake of better improving our students, organizations and local community. Furthermore; it seems that there were no enough previous studies nor serious policies from

the Libyan Ministry of Higher Education regarding strategically funding periodic academic conferences, teaching programs and workshops in response to the fast and growing new technologies which are representing threats and opportunities for our academic staff and the higher education overall performance. Thus, there's no specific excuse or justification for not implementing such programs.

4.3 The other aim of this study is to open the door for other academics and researchers to pay real attention and write further articles for improving Libyan universities academic staff understanding, knowledge, skills and acceptance towards implying new technologies for better teaching skills, results and learning outcomes according to each area of specialization so the University of Derna would be able to lead the revolution of Higher Education Quality Assurance in Libya. Moreover, the authors have worked hard through academic literature, previous studies and consulted that economics lecturers, tutors, researchers, graduates and employers in the experimental part to decide the most important opportunities and barriers that may affect the overall academic performance conducted by Libyan lecturers and researchers.

5. Study Methodology

A qualitative and qualitative data collection approaches were used in this article to gather the require information and to critically analyze, discuss, evaluate and interpret the required data (Khalid, A.. 2017). The qualitative and qualitative research approaches are dominant in this academic study to analyze the effects of the current barriers on Libyan academics' overall achievement? Also, the college of Economics Meeting Results (EMR) tool was used and adopted in the final phases of this research by consulting thirty (30) lecturers (male and female) in the treatment group samples and crucial questions were opened about the scopes and challenges facing them during training programs and workshops and what is the best model to be followed for their training program taking into account that this research methodology will help to address and achieve the final goals.

6. Research Reasons and Motivations

The below factors are the main reasons and justifications to explain in numbers why this article is important and why carrying out the responsibility for doing this research? Nevertheless, other authors, academics or readers may link the research motivations to the article aims and objectives section which is understandable but they are purposely different as follows:

- 1- The importance of blended teaching, flipped learning and ICT for Libyan staff development in teaching/ learning and research career progression .
- 2- This study is important to Libyan policy makers for future higher education strategic planning to improve their teaching competencies.
- 3- This academic work will enlighten curriculum designers to improve the literature textbooks and academics quality of teaching.
- 4- This article is a direct response to the need of Academic Training Strategies to use modern and promising methods including video recording of different teaching practices, new higher educational technology and using interactive cases in teaching.

5- This study is important to light the way well for other academics and decision makers to address and analyze the critical barriers and scopes that may affect Libyan lecturers' quality and contribution.

6-To Help the Higher Education System when analyzing and evaluating the curriculum in light of the 21st century which requires new competencies and using more up to date IT.

7- To contribute to the body of knowledge for minimizing the gap between Libyan academics' quality performance and achievement.

7. Study Literature Review

In terms of the Libyan academics, lecturers and researchers development in the twenty-first century, we have recently witnessed a tremendous progress and improvement of different sorts of technologies in various academic fields, one of which is Economics and Management Science at the University of Derna which required more up to date IT knowledge, electronic devices and to be very keen on social contexts and related collaborative activities (Blaxter, & Tight, 2010). Moreover, stable financial support and intense training programs will definitely help Libyan academics, researchers and higher education institutions to improve and sustain lecturing quality success factors to be more teacher and student centered in an advanced way that will provide a realistic opportunity for Libyan academics to develop the needed knowledge and skills from different perspectives whilst illustrating their generic nature. However, to be a successful as an academic you should also include a range of more qualitative learning outcomes, including critical thinking, analysis and evaluation skills and vital generic competencies that Jack and McCartney (2007) have encapsulated in their arguments for the importance of developing university lecturers. Libyan educators and academics must work hard to find out how to proactively integrate this new and more up to date information and communication technology (ICT) in order to be more influencing on the educational teaching, learning and research process. This is to enhance blended lecturing blended learning models and to utilize this important tool/ opportunity for redesigning lecturing and instructional systems (Karimi, & Hamzavi, 2017). Other researchers added that the integration of technology as a facility in the process of teaching today resulted to a successful teaching and learning of scientific subjects.

7.1 Libyan Academic Staff Development Purposes

Libyan academic staff development and training serve three main purposes: The first is that it equips all university lecturers with new knowledge, skills and attitudes to cope with curricula periodic changes such as the recent changes in the Economic Management Theories, emerging issues such as democracy, human rights after the Arab Spring and other studies revealed that although university lecturers have the basic qualifications to teach in universities, they do not have the right competencies to tackle the new lecturing and research improvement problems. This is because the new BA and BS programs created many changes including incorporating literature in terms of the designed learning outcomes. Therefore, Refresher Training Programs are critical elements in implementing new subjects as they

expose lectures to the new content and the required pedagogical approaches, (Black, T. R. 2002).

Secondly, academic staff development and training will equip the teachers with new lecturing methodologies and the necessary skills for effective teaching and for performing other duties. Libyan lecturers at the university of Derna are the implementers of the curriculum with translating policy aims and statements into the actual activities, practices and outcomes in classrooms for lecturing and students training. Previous authors noted that in-service training which is a form of staff development program, can be carried out to inform, train and expand lecturing capabilities or to up- grade and re-orient academic staff. It is these new capabilities that will enable college lecturers and tutors to effectively discharge their duties in a very dynamic higher education system.

The third purpose of higher education staff development programs is that they serve to inspire Libyan academics and keep them highly motivated teachers to be more effective and highly productive. Okumbe, in his book "Education Theory and Practice" says that: "Academic Staff development and training is an important investment in human resource since it increases staff and employees productivity. Acquisition of new skills and knowledge through continuous training helps employees to increase both quantity and quality of work output" (Thewlis Michael. 2003).

7.2 The Provision of Quality Higher Education

One of the Libyan Ministry of Higher Education biggest challenges is the provision of quality education to all that can justify the huge expenditure that goes to the higher education sector each year. Towards this end, the University of Derna and the college of Economics and Political Science has to initiate number of measures such as the free higher education (FHE), introduction of subsidized higher education and education grants for laboratories and science equipment. But despite these positive measures, the quality of education as noted in various reports is still low. One factor that has been cited is academic staff training especially after teachers have started working and the most important success factor in any higher education program is the quality of lecturers and tutors. Wherever we have good academic staff, there are good Universities regardless of the kind of buildings or equipment. Poor University lecturers and researchers mean low ranking universities and poor graduates, meanwhile good lecturers and tutors will soon improve producing good quality graduates despite of poor higher education infrastructure and equipment.

Like any other Arab state, Higher education in Libya is widely dynamic. Previous studies observe that "changes do occur within higher education institutes in all communities, and for Libyan academic staff to be more effective in such a dynamic environment there is a serious need for strategic and continuous training and academic staff development to cope with unexpected changes." (Adeyemo, S. A. 2010). Recently for example, there have been much complaints about the Libyan higher education system with graduates and employers alike complaining that the higher education system outcomes are overloaded but do not really respond to the market needs. Furthermore, in order to address the emerging issues and challenges among society, the curriculum and the Libyan higher education system has also

undergone changes to re-orient it to the present internal and external demands and in such a dynamic environment, Libyan academic staff development and training should be part of a continuous process of the higher education system.

7.3 The Scope of Enhancing Pedagogical Skills

As one of the best training courses and workshops are those to enhance the subject mastery and pedagogical skills of academic staff at all levels, because there is a serious need to develop comprehensive training programs for university academics, and institutionalize continuous in-service training as a methodology of enhancing Libyan academic staff effectiveness and improving the quality of higher education (Khalid, A., 2017). In view of the stated observations, the question then is: to what extent are the Libyan existing university academic staff development and training programs suitable or adequate in preparing them to handle the challenges brought about by the changes? Thus, Libyan lecturers require more training to enable them perform effectively in their roles and duties with identifying the relevance of the existing training programs for the educators of the college of economics at the university of Derna. It is also hoped that more developed and up to date training programs, meetings and workshops will help in the strengthening of in-service training and the overall performance for the academic staff of Economics and Political Science and this is because continuous training and participation in staff development strategic programs are important for improving the teaching quality of Libyan higher education and lecturers professional growth.

7.4 The New Technique of Flipped Learning

A new academic and lecturing technique is the Flipped Learning Model that according to COVID-19 crises is considered to be very active learning approach that positively incorporate technology into homes and classrooms to create better development opportunities for Libyan lecturers professional skills (Basal, 2015). Also, Flipped learning tips focuses on switching in-class instruction time with at-home practicing time using technology, especially videos (Khalid, A., 2017). As well as, according to Obari & Lambacher, (2015) Flipped Classroom Model is seen as a distinctive educational environment, which is rapidly growing in popularity among educators worldwide in the higher education sectors. It is literally a pedagogical model in which classroom lectures and homework elements are reversed. In a flipped classroom, students learn the course lectures before they come to class, and spend most of the classroom time in interactive discussions and workshops asking and answering valuable questions. Moreover, FLM helps Libyan academics to shift from the control group way to experimental group teaching methodology as shown the below Flipped Learning Model:

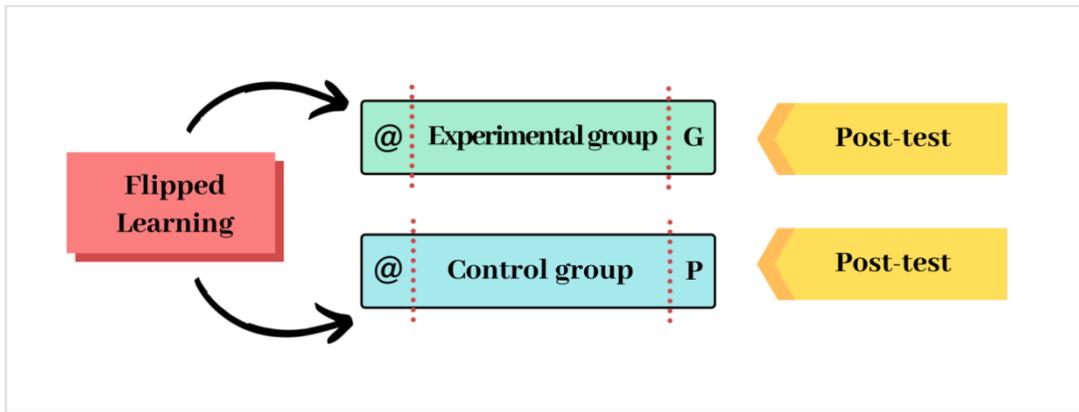


Figure 1.1 Flipped learning group model.

(Source: Flipped Learning Network 2014)

Another important feature of this new higher education lecturing methodology of flipped learning that it can also lead to the inclusion of a wide range of exercises to help university lecturers to review and monitor their own work, identify areas for improvement and practice new ways of relating to others while teaching at Libyan Universities

7.4.1 Flipped Learning Barriers and Challenges

Libyan FLM lecturers do not have the opportunity to practice their teaching skills or to engage in professional use outside of the classroom because of the lack of communicative competences (Bergmann, J. & Sams, 2014b). And the same case is repeating itself with our Economics students at the university of Derna which means that one of the reasons behind this is the absence of meaningful interaction, also due to the traditional Economics teaching methods applied in Libyan colleges and universities. Borg, (2009) stated that many teachers still use traditional teaching methods because they see these methods as more useful and even beneficial for their typical students.

Also, it is because of that these methods are easier to use and do not require much efforts, and other tutors use traditional teaching methods because they are influenced by their own experience as students that they tend to repeat the role of their former educators. As well as, Elabbar (2011) points out that a lot of Libyan lecturers are affected by learning beliefs of traditional Libyan classroom methodology in which teachers are the authority in their classroom and has more control over students' interaction and participation as they are the only source of knowledge. According to other scholars, many Libyan teachers in the higher education sector still believe that the most important teacher's role is to explain segments in a traditional structures to students without taking into consideration their students integration and feedback. Libyan classes are teacher-centered and students are passive recipients. The interaction in the classroom is teacher to students and it's a one way communication process. So the outcome of these traditional method are students who are unable to communicate effectively in real life (Sawani, 2009). This may be one of the most problematic aspects that resulted of teacher-centered methods and pointed out that Libyan lecturers usually avoid using the Communicative Lecturing Teaching Approach because it does not provide

enough guidance to the tutor and because lecturers and learners are affected by the typical silent culture of learning, that may restrict the use of this approach. Moreover, literature in the Libyan context shows that students pay most of their attention to develop their knowledge and skills in their exams at the expense of the communicative value of learning the subject (Aloreibi & Carey, 2016). Aloreibi and Carey (2016) state that FLM college students in many of the Libyan universities have low achievement. Rajendran (2010) adds that Libyan "university students fail to understand the meaning of even the commonly used Economics terms like supply chain, demand, inflation, income, macroeconomics, microeconomics, econometrics, economic system, customers' expectations and economic resources.

7.5 Training Programs Leads to Understanding Professional Duties

For better understanding, using a good example for development and solid training programs to help academics and head of departments to understand their main daily task and duties. Furthermore, previous authors carried out a research on the training needs of the heads of departments in the higher education sector and the findings were shocking because the majority of them did not fully comprehend their daily tasks, roles and duties which has led them not to be performing as expected in their duties (Aina, J. K, 2013). The research also found out that there was a huge discrepancy between the actual and desired professional skills and practices by different academic staff and lecturers in all the departments under study. All the macro- competencies under study among them departmental management and coordination, human resource management and teaching subject specialization had shortfalls in their practice by team leaders and head of departments. These demonstrated an urgent training need to deal with this area of development. The authors recommended regular in-service training programs of all lecturers and university management to enable them perform in the best duties effect.

However, related studies to academic staff in higher education found out that lecturers participated in staff development and training programs for many reasons. These reasons included the desire to ascend to a higher University Status and Recognition in Society, while other academics reported that it motivated them into taking their work more seriously particularly for those taking quality higher education and other lecturers reported that participation in staff development and training programs gave them confidence to manage different, difficult topics and teaching roles, while others averred that it assisted them to get better jobs in other sectors, that is, participation in academic staff development and training programs facilitated the inter-occupational mobility. The study concluded that staff development impacted positively on university lecturers' effectiveness and they recommended that serving lecturers, head of departments and educational managers should allocate more resources, efforts and time for academic staff development and training programs (Kember D and Leung DYP 2005).

7.6 Technological Imperative Training Programs

There is growing interest among developing countries universities in the use of the Internet and the World Wide Web for academic needs, research, teaching and learning. As well as, both advantages and disadvantages have been identified for a number of interest groups, ranging from university administrators to academics to students themselves and one major benefit of online lecturing often identified for the cash strapped university system is the potential for entering new markets opened up by the ability to communicate easily with students from around the world. There is also a belief that the use of new technologies for course delivery would in itself, attract Libyan University students. Furthermore, some university administrators see online course delivery as potentially cheaper than traditional face to face and distance education as significantly less expensive to produce academic materials electronically than in printed forms, while in the longer term, the virtual campus may lead to savings in both real estate and teaching costs and from a pedagogical perspective, the effectiveness of online teaching and learning is still debatable as many educators see the advent of online education as an opportunity for implementing more student centered approaches to learning, as well as, if we compare 'traditional instruction' (teacher centered, face to face approaches) with their definition of Web based instruction as the "implementation of a repertoire of cognitively oriented instructional strategies adopted within a constructivist and collaborative environment. While some of the example activities they present suggest improvements to 'traditional instruction', it would seem self-evident that Web based strategies have the potential to be just as inflexible and inappropriate as any other form of poor instruction. In simple English words it is not the technology that is important, it is how Libyan lecturers and academics will use it to create new experiences for all different types of learners. Furthermore, many authors argue that rather than online instruction making teachers redundant, as some have suggested, academic staff play an essential role in the success of online education. And some other researchers sees new roles for tutors in encouraging students involvement, blending communication methods and fostering a sense of community amongst learners. On the other hand, because electricity supply and internet service are very poor in Libya, this painful fact remain as critical failure barriers preventing the modern online quality lecturing and learning methodology (Simsim, M. T. 2011).

7.7 Academics Staff ICT Development

In the 21st century, Information and Communication Technology (ICT) is considered as significant part of our daily needs and plays an important role in academic staff development in the important higher education sector which requires a strategic training plan because we can only have good graduates through having quality academic staff. For example, Saudi Arabia is considered to be the largest ICT market in the Middle East and consequently, the Saudi government has taken fundamental steps to enlarge the use of ICT within the country and already well-designed intensive offline and online training programs and workshops, as well as, for better staff quality assurance the Ministry of Communications and Information Technology launched the National Plan for ICT1 in 2008 which keenly sets out the vision of ICT in Saudi and how to utilize it in the best possible way. As a result the Libyan Ministry of Higher Education can take the same step forward and design a strategic

ICT development plan for academics, lecturers and researchers best performance so the Libyan higher education sector can have a strong ICT network infrastructure, capable of providing all modern services and accommodating the high data flow resulting from the use of these services and applications, thus supporting a knowledge-based education, and achieving our universities goals of building an information society. In addition, the Libyan Ministry of Higher Education must conduct similar training projects that aim to build adequate ICT infrastructure. And such academic staff training programs should be able to improve the quality and extent of learning among universities by encouraging e-learning and distance education. ICT academic staff development model (Figure 1.2) was developed during this study, which is designed especially to gain experience about information and communication technology and it's expected to be one of the most frequently cited models of ICT interaction training programs in Libya, it posits that ICT effectiveness may increase in the light of the reactions of Libyan academic staff strategic improvement.

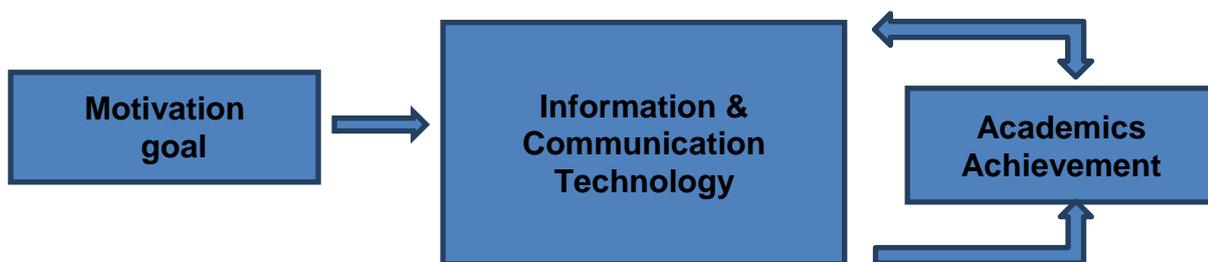


Figure 1.2 ICT Academic Staff Development model.

(Source: the figure was inspired from Lobdell, 2013)

Despite of the bright site and direct impact of the revolution of Information and Communication Technology on most societies around the globe, still there are disadvantages as the new information and communication technology has a negative impact on our social daily life as it keeps people busy 24\7 beside the fact that it's hard for a developing country like Libya which has very poor internet infrastructure to go 100% online and create solid and concrete E-Government System (Agommuoh, P, & Ifeanacho, A. 2012).

7.8 The Need for Blended Teaching Development

Blended learning, is also known as mixed lecturing, which is a broad concept that can be defined differently based on many dimensions. However, Graham (2006, 2008) identified three major categories of blended teaching: enabling blends, improving blends, and transforming blends. Some of the reasons behind the need for developing blended lecturing skills at Libyan universities might be related to the preferred teaching style to achieve the designed learning outcomes, the dominance of traditional lecturing and the changing universal pedagogical need to improve the quality of teaching and learning.

The first reason for adopting this newly developed teaching model is the increasing number of academic staff within the Libyan higher education sector which is a challenge due to their different preferences and lecturing competencies towards quality factors that need to be fulfilled which play a major role in their lecturing performance. Lecturing/ Learning style can be defined as “the composite of characteristic cognitive, affective and physiological factors that serve as relatively stable indicators of how a teacher/ learner perceives, interacts with and responds to the surrounding learning environment. (Tanzania Ministry of Higher Education Science and Technology. 2008).

For most developing countries the literature indicated that lecturing styles have a great impact on students' learning outcomes with respect to some differences based on race, gender social class. The effect of blending lecturing/ learning style on students' achievement was investigated by previous authors, and the results indicated that students who preferred multiple learning styles achieved higher results than those who preferred a single learning style, regardless their age, gender and social which urgently requires academic staff training programs in the preferred and effective multiple lecturing/ learning styles.

It is likely that the lecturing style of each university lecturer tends to be different and, therefore, a single mode of instructional teaching/ delivery may not provide sufficient choices, engagement, social contact, relevance and context needed to facilitate students successful learning and performance. Modifying the teaching styles according to students' preferences of learning styles may enhance the quality of higher education significantly (Utulu, C. C. 2001). In addition, the results from the previous studies of some Arab lecturers and students that addressed lecturing and learning styles indicated that there is a need for blending traditional learning with online learning, which is likely to accommodate teachers and students' differences and enhance students' achievement. Consequently, academic staff members are encouraged to implement blended learning in order to create more effective learning environments.

Another reason for the need for blended teaching and learning is that, in the Libyan higher education traditional learning, lectures seem to be the dominant teaching method, while modern teaching methods are used infrequently. However, Libyan academic staff found that online learning and blended learning contexts make students more active, and that they preferred these methods over traditional learning. The literature review within this context showed that blended learning has a positive effect on students' achievement and satisfaction. For example, university students' achievement was found to be a lot better in blended learning environments than in the classical/ traditional learning environment and even better and more beneficial in the E-learning environment. In addition, students' satisfaction was found to be dramatically higher in blended learning environments than in the traditional learning environment (Berrett, D. 2012).

For the Libyan higher education sector, pedagogically, blended developed teaching style could be the best solution for improving higher education in many different fields. The literature appeared to be undecided regarding the most effective blended lecturing and learning approach, either fully traditional learning or fully online learning, and maybe

blending both environments will produce the most effective courses and university programs. According to previous studies review and analysis of the 28 most frequently cited articles/books from Google Scholar on blended learning that were published from 1999 to 2012, blended learning is perceived as beneficial, comfortable, useful, enjoyable, supportive, flexible and a motivator of university and college students. However, they asserted that planning the implementations of blended learning precisely, and encouraging student participation, are important components for obtaining more positive blended learning environments and the described developments of ICT and Internet use as well as justified the need for blended learning at Libyan universities. It is clear that the Libyan government is in real need of making many efforts to enhance the use of ICT. For example, the Ministry of Education – Higher education are required to lead the country to a better knowledge society.

The determined above reasons behind the need for Libyan academic staff to do more training programs and workshops on blended teaching and learning in the Libyan higher education context and make this pedagogical change an essential issue that needs to be considered seriously by decision/ policy makers, researchers, tutors and academic staff (Adeyemo, S. A. 2010).

7.9- Academic Staff Quality Assurance Training

Academic quality in higher education is a description of how well the learning opportunities available to students help them to improve their knowledge, professional skills and achieve their award. On the other hand academic staff need to be well aware of how to ensure academic quality at all units not only at the University of Derna, but at all Libyan universities ensuring that appropriate and effective academic lecturing, research, support, assessment and learning opportunities are provided to improve the Libyan higher education sector standards by linking to the European Credit and Accumulation Transfer System (ECTS) because Libyan Universities have to develop good quality assurance offices whose core responsibilities include maintaining the required quality standards of the universities that are commensurate with other international universities. The development of these offices has been re-emphasized by the Ministry for Higher Education (MHE), and must train and prepare Libyan academics to adopt regional and international quality assurance in all academic BA and BS programs to improve the teaching generic competencies for all academic staff at all Libyan universities. The effectiveness of these bodies, training centers in ensuring that the right staff are teaching at various levels at universities needs to be established. This research sought to ascertain the driving factors of quality of the teaching staff at universities in Libya. Notable also, issues of educational quality, rather than mass production, need to move to the forefront of the educational agenda of policy makers at this level of higher education in Libya. Considering this huge public and private investment in university education, there is an urgent need to analyze and evaluate the effectiveness of this investment by examining the quality of the Libyan higher educational infrastructure, the domain of qualified lecturers and teaching facilities in place, and the quality of lecturing and learning. This is necessary in order to determine how universities in Libya translate the resources at their disposal into learning outcomes (Unesco, 2003).

8- Study Experimental Part

During this study ordinary academic staff were randomly selected for small group sample while undertaking the responsibility of doing this academic work, and the this small group was divided to male and female experimental educators (see the below figure 1.3) to examine the importance of academic staff training programs, and what are the required skills for sustainable development, this was the quantitative tool and the qualitative tool were adopted, as well as, asking other ten academics in the treatment group two crucial open questions about the opportunities and challenges when training the Libyan academic staff and to decide what could be the most suitable training Model if it's going to be an offline or online mode of coaching, as well as, the final results were in favor of developing the areas of; research methodology and teaching skills such as FL, blended learning and ICT Tools.

On the other hand, meetings were prepared and demonstrated in several occasions for new and existing lecturers at the University of Derna and the data was collected by the final achievement of the designed meetings and results. The descriptive deep analysis was used for the quantitative data and in terms of areas of developments that must be targeted by advanced training programs, workshops and scientific meetings on regular basis, and eventually it was found that female lecturers were convinced that Flipped Learning is rather to be taken into extra priority for training programs, while male lecturers' results were in favor of improving ICT and blended teaching methodologies, depending on each academic personal experience, interest, area of specialization and self-motivation. And generally speaking this final result was significant for the benefit of Flipped Learning, ICT and blended lecturing methodology for the substantial guaranteed lecturers skills leading to enhancing Libyan university students' knowledge, achievements and final award with the lowest rates of expected threats which means that the selected areas of development will lead to produce better skillful graduates.

Areas of Develop	Male Lecturers	Female Lecturers	% Score
Flipped Learning	19%	81%	100%
Blended Lecturing	91%	9%	100%
ICT Methodology	85%	15%	100%

Figure 1.3 Final Result Percentage Analysis

9. Conclusion and Recommendations

9.1. Conclusion

This study has successfully concluded some lecturing guidelines in relation to Libyan academic staff development at the University of Dena as follows:

1- This paper has established that most of Libyan lecturers fell short of the expected new lecturing competencies and techniques.

2- The indication was clear of the need for more in-service training programs for serving Libyan tutors and researchers.

3- The study also established that there were many factors hindering Libyan lecturers' participation in the existing staff development and training programs.

4- The study proved that in-service training should be structured, regularized, institutionalized and made compulsory for all lecturers in Libya.

5- The study also concluded that staff development impacted positively on university lecturers' effectiveness.

9.2. Recommendations

1- Arranging training programs and workshops for Libyan lecturers on applying the concept of using information and communication technology (ICT) before staff enrolment.

2- Encouraging Libyan teachers to use new flipped classroom instead of traditional teaching techniques while teaching, will benefit students to build a better future for our country.

3- Conducting training programs such as workshops, meetings and conferences on blended lecturing for more effective staff development, productivity and greater achievement.

4- The authors sincerely recommend the use of Zoom meetings and international training programs and conferences at all Libyan Universities for far better academic staff development on a global level.

5- Recommending further articles and academic studies on the effect of using the flipped learning methodology in other Libya universities.

6- The promotion of Libyan academic staff should also depend highly on their positive publications and lecturing qualities.

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