

The most important challenges facing higher education in Libya, Al-mergib University as a model

Done by

Dr Naser M A Zarzah

Academic member at faculty of arts and sciences=messalata

ملخص الدراسة

(هدفت الدراسة للتعرف على التحديات التي تواجه عمداء الكليات بجامعة المرقب من خلال تعاملهم اليومي مع الطلاب والموظفين واعضاء هيئة التدريس ، كما هدفت الدراسة لايجاد حلول لتحسين العملية التعليمية بالجامعة وتلبية حاجات سوق العمل من الخريجين واستخدم الباحث المنهج الوصفي المسحي التحليلي على مجتمع عمداء كليات جامعة المرقب البالغ عددهم (20) عميداً واستخدم الباحث الاستبانة كأداة لتحقيق هدف الدراسة وبعد استخراج التحقق من الخصائص السيكومترية للاستبانة من حيث الصدق والثبات تحصل الباحث على معامل ثبات قدره (.88). بطريقة الفاكرونباخ وهذا يعتبر ثبات عالي وموثوق وتوصلت الدراسة الى مجموعة من النتائج: اهمها عدم وجود ميزانيات خاصة بالكليات اثر على عمل عمداء الكليات ، عدم وجود حافز للبحث العلمي اثر على إنتاجية أعضاء هيئة التدريس ، هناك فروق في التحديات المتعلقة بأعضاء هيئة التدريس والطلاب والاداريين حسب الخبرة والدرجة العلمية وعدد الطلاب بالنسبة لأعضاء هيئة التدريس، وتوصي الدراسة بإيجاد معايير واضحة للتقييم الأداء الأكاديمي لعضو هيئة التدريس، ووضع سياسة خاصة لكل كلية في قبول الطلاب الجدد ، وإعداد خطة استراتيجية ذات أهداف واضحة).

(Kay words : (challenges - faculty deans -university).

1. Introduction

It is clear that the most important issues in developing countries are the excellence and quality of the national education Several escalating challenges are those which are relating to the faculties administrations. These are responsible for poor administrative and academic performance. In addressing those challenges, faculty deans and administrators are expected to take full accountability for the implementations of the education policies into practice efficiently. Thus, management in education relates to the operations of the educational organizations. It includes three aspects: planning, organizing, and directing the activities in an institution effectively. It also means the use of humans and different resources in order to make the institutions achieve its goal. Thus, to make the university achieve its objectives, it should have these departments. They are:(1) Human Resource Management (HRM), (2) Operation Management (OM), (3) Strategic Management(SM),(4) Marketing Management(MM),(5) Financial Management (FM),(6) and Information Technology(IT). So this paper will shed light on Education in Libya and its importance for developing and sustaining human being. However, Education in Libyan faces massive problems especially in funding. This is simply because education is free for every Libyan person from primary school which is compulsory to university. This causes big burden on the budget. This of course leads to make the ranking go up and down depending on the amount of funding the government give to these institutions.

2.The limitation of the study

This case is limited to investigate the deans' leadership experiences, their challenges, and their plans to develop the colleges they manage at EMU and how such challenges affect negatively on learning and teaching process. These can be summarized as: the absence of strategic plan, long and short, the higher number of the secondary school outputs, poor infrastructure, out date syllabuses, poor financial support as well as poor teaching staff members and using traditional teaching methodologies. In this study, the researcher will focus on the challenges and obstacles that the deans at EMU may face

3 . The Objectives of the Study

It is clear that administrators at Elmergib university (hereafter EMU) encounter challenges and difficulties in managing and running this essential institution. Some of these difficulties which the deans and the administrators of the faculties are the poor infrastructure, the higher number of the secondary output as well as the poor financial support and poor teaching staff members. Thus, this study is an attempt to achieve the following objectives:

- To identify the major challenges that faculty deans at EMU face in running and managing the faculties of this university.
- To investigate the source of these challenges that the university face.
- To explore the potential solutions to develop this institution which of course lead to improve and produce successful graduates.

4.Elmergib University (EMU)

EMU was established in 1991. The first name of the university was AL-Ntifada University (Uprising University). Then it was given another name which was Naser University . Then the university Council suggested EL- Mergib university which has been producing graduates since the first students enrolled. Although times have changed and the country is not stable since 2011, the university works hard in order not to lower its national standard. Thus, its ranking varies from six to eight in Libya.

As we know EMU is established on a big area including five cities: Alkoms ,Souk Alqamees, Mislatta Qaser AlKhiar and Al-Garbuly. This means that there is no specific campus for this institution. There are more than three faculties in every mentioned city, however, the majority of the faculties are in Alkhoms city. The headquarter of the university is located in the center city of AlKhoms and the chancellor office and the other offices of the administrators are also in this building which is called University building. The university has thousands of knowledgeable students, and it offers Bachelor's , Master's and PhD's degrees in different aspects: technical, business ,and humanities fields. The following table explains the numbers of the faculties, students, branches, departments, teaching staff, as well as the administrators and students

‘University	Elmergib (EMU)
Faculties	20
Branches	2
The number of Scientific Departments	163
The number of Teaching staff(National& Foreigners)	1536
The number of administrators	1383
The number of the students	16151

Table(1) A report Issued by Quality assurance in Public Libyan Universities and Academies (2019)

5. Literature Review

There are many studies conducted by the scholars on the problems and difficulties that universities in Libya face. For example El-Fakri,M. and A Bukhatwa,S. (2016) investigate the challenges and future plans in the higher education in Libya. They classify these challenges into two types: Internal and external challenges. These challenges are poor academic staff performance

performance, lack of a national strategic plan, poor fundamental school output, excessive students' admission, poor infrastructure, poor financial resources ,and outdated syllabuses as well as teaching methodology. Also Alkhouly, A. et al (2021) conducted a research on the higher education challenges in Libya. Their study was a descriptive one . Data collected from different researches .Thus, according to Bukhatowaet 2010 as quoted by Alkhouly these challenges include the provision of better teacher training and qualifications, finding mechanism for adopting e-technologies, providing professional development and overcoming culture influences.

In the same vein Tamtam.et al ,2011 suggested that new technologies, updated syllabuses and quality assurance must be implemented and according the researcher view points such possibilities are easy and achievable. achieve these goal

Elkhaseh et al. 2014 provided some other challenges which are teaching and learning methodology, lack of unqualified technical staff, lack of efficient educational programs and inefficient buildings that help to accommodate all the students.

In order to explore and understand these challenges and obstacles, this study seeks to investigate the majority problems faced by faculty deans at EMU and suggest how these problems could better be met and solved.

Albukbak, O. (2008:25) provided a survey study on higher education in Libya. He stated that higher education in Libya worked on extending this field to achieve Libya's need for well-qualified people in different specializations. Therefore, "universities have spread widely all over the country and there are fourteen of them giving affiliation to more than eighty-six colleges and faculties totaling five hundred and fifty-three departments in1999."He also added that the system study in these universities are not the same. Some For example, some faculties implement the whole academic year system and after a successful four-year study, students are awarded a bachelor or licentiate's degree. Others such as the scientific colleges implement the semester system. students are awarded a bachelor degree after passing 130 units successfully. However, the medical colleges have a different system which consists of six-year study.

In the same vein, Alkhouly, A. et al 2021 in their study stated that European Commission statistics published in 2016 under Tempus program in their report revealed that the number of universities in the higher education in Libya was 13 public universities whereas in2021 the higher education system in Libya is consisted of 24 public universities. This is because the Board of Ministers as well as the Minister of higher education increase the establishment of universities and faculties in Libya.

It should be noted that the present study is different from the previous studies regarding the population and the methodology. This study is limited on EMU while the previous studies based on the survey taken from the statistical studies and international reports led by local and global organizations.

The Definition of management 6.

According to White and et al 2008 management is something which is fundamental. For Garratt (2000:51) the word" manager" derives from the Latin word for" hand "and it is used in English during Tudor times via the Italian" manegiare". Two century later, the word "management" had additional meaning in French" meneger" which concerns the domestic economy of the kitchen. Thus, Garratt contrasts between these two terms of management,' the former prioritizing control, the latter more emotionally nurturing'. In this case prioritizing means things are getting done and tasks are also achieved without losing direction or get confused. White, R. et al (2008) classify management into four points. They are:

- Planning (what has to happen in the future: short or long
- Organizing(make optimum use of the resources required to enable the successful carrying out of the plans)
- Leading motivating employing skills
- Controlling checking progress against plans

An organization is defined by Dawson 1986 as "a collection of people joining together in order to achieve group or individual objectives. "To make the organization achieves its goals, it should have the following structure:

1. The owner
2. The academic director
3. The administrator's director

There are many offices which go under the academic director and the administrator's director. Any organization manager has to consider changes both in the present and the future. For example in the present, the manager has to keep the institution performing by ensuring that day to day operations are successfully achieved. A manager should also be concerned with future. Drucker (1973:43)

For White, R. et al (2008)"change occurs regardless of managerial interventions. Any differences between a state of affairs at different times can be thought of as a change".

Although many aspects of management and leadership of most institutions and organizations are common, colleges and universities have special challenges in" both their fundamental character and in practice". (Rowley&Sherman,2003). According to Otara (2015)the academic deanship is the most misunderstood in the academy. He adds that most of the faculty deans are in charge of the positions "without training, without prior experience, without a clear understanding of the ambiguity of their new roles".

7.Teaching Materials, Aids and Resources

It is noticeable that many faculties of EMU are not well-equipped with relevant teaching resources, such as, flash cards, charts, posters, audio and visual aids, laboratories, computers and other up to date equipment. Internet is also important tool in teaching and learning. It can play a vital role especially in foreign language learning as well as research projects. This is simply because teachers can encourage their students to use web sites and YouTube films in their learning process. As mentioned in the literature review, most the university in Libya face challenges in running the institutions. These challenges are due to the poor infrastructure, low government funding, lack of equipment and materials and absence of teaching staff training.

8.Methodology

A descriptive approach is one that examines a phenomenon or issue that currently exists from which information can be obtained that answers research questions without the intervention of the researcher. (Al-Agha and Al-USTAD, 2002, 83), so the researcher rely on the descriptive approach to analyze the data of the phenomenon, to reach responses that reveal the most important challenges facing higher education in Libya. Faculty deans of EMU is used as a model in order to come up with recommendations that would address the challenges facing higher education. This can be achieved by applying a questionnaire to the deans of the faculties of EMU.

8.1 The Community of the Study

The research community consisted of 21 faculty deans of EMU for the academic year 2022. A qualitative method and case study technique were designed for this study. The questionnaire was presented in Arabic language, which is mother language of the target participants. Then it is translated into English for presentation. The questionnaire includes two parts: the former is about participants background information including experience, academic degree, teaching staff numbers, students' number, and employees' number, whereas; the latter consists of 29 close items on a five-point Likert type scale: agree, strongly agree, disagree and strongly disagree and neutral. These 29 items were tabulated. The first table includes 10 items which measures challenges related to teaching staff. The second table comprises 10 items which measures challenges related to students. The third table includes 9 items which measures challenges related to administration. Each table ends with an open question asking the dean about the recommendation he can provide to treat such challenges. The data were then collected, tabulated and analyzed.

8.2 Why Deans?

The reason behind choosing this sample is that the deans play a crucial role connecting academic, administrative operations and structure. They are also essential members of university decision making and they serve as extensions of the Presidency and faculty departments.

8.3 The Tools of the Study

A quantitative method and case study technique were designed for this study. The questionnaire was presented in Arabic language, which is mother language of the target participants. Then it is translated into English for presentation. The questionnaire includes two parts: the former is about participants background information including experience, academic degree, teaching staff numbers, students' numbers, and employees' number, whereas; the latter consists of 29 close items on a five-point Likert type scale: agree, strongly agree, disagree and strongly disagree and neutral. These 29 items were tabulated and analyzed. The first table includes 10 items which measures challenges related to teaching staff. The second table comprises 10 items which measures challenges related to students. The third table includes 9 items which measures challenges related to administration. Each table ends with an open question asking the dean about the recommendation he can provide to treat such challenges. The data were then collected, tabulated and analyzed. The process of preparing the questionnaire went through the following stages:

1. The researcher have reviewed the literature of the subject from previous books and studies.

2. Determine the objective of the questionnaire according to the objectives of the study, represented in "The most important challenges facing higher education in Libya, EMU as a model?"
3. The questionnaire was divided the challenges facing higher education into three sections, namely "challenges related to faculty members", "challenges related to students" and "challenges related to management"
 - a. The questionnaire was presented in its initial form to some specialists in the field of administration and educational planning; to ensure its validity, and then make the necessary modification until it is in its final form.

8.4 Validity of the study tool

To confirm the validity of the study tool, the questionnaire was presented in its initial form to some specialists in the field of educational management and planning. They were asked to provide their opinions, observations, the clarity of the wording of the phrases, and the linguistic integrity on the study tool. The views of the arbitrators indicated the validity and clarity of the instrument, and some modifications were requested from the reformulation of some phrases or the addition of other phrases, so that the questionnaire was in its final form.

8.5 The reliability of the study tool

The reliability of the questionnaire was verified by using the calculation of Cronbach's Alpha. The results indicate that the overall Cronbach's alpha is 0.876 are sufficiently consistent to indicate the measure is reliable and it enables the researcher to rely on .

Reliability Statistics

Cronbach's Alpha	N of Items
.876	29

After confirming the validity and reliability of the study tool, the researcher applied the questionnaire to the community of study from the deans of the faculties of EMU.

8.6 Methods of statistical analysis

1. Descriptive analysis was used. Percentages, arithmetic averages, and standard deviations for each of the questionnaire statements were tabulated and analysed.
2. The five-point Likert scale was used and the options encoded as follows: Strongly disagree "1", Disagree "2", Neutral "3", Agree "4" and Strongly agree "5", the

verbal connotation of the average of each of the questionnaire statements as well as the general average of each section of the questionnaire will be determined by the following:

- If the value of the average is between 1 and 1.79, the verbal connotation is very low.
 - If the value of the average is between 1.80 and 2.59, the verbal connotation is low.
 - If the value of the average is between 2.60 and 3.39, the verbal connotation is average.
 - If the value of the average is between 3.40 and 4.19, the verbal connotation is high.
 - If the value of the average is between 4.20 and 5, the verbal connotation is very high.
3. Chi-square test, to test whether there are differences in the challenges facing deans of colleges.

Based on the following variables (Experience – Academic degree – the number of students – the number of Teaching Staff Members), the test was applied at a significance level of 5%.

8.9 Study variables

The research included the following variables:

- Independent variables: Experience, Academic degree, the number of students and the number of teaching staff members.
- Dependent variables: represented in the responses of the research sample to the statements of the questionnaire sections.

9. Results and Discussion

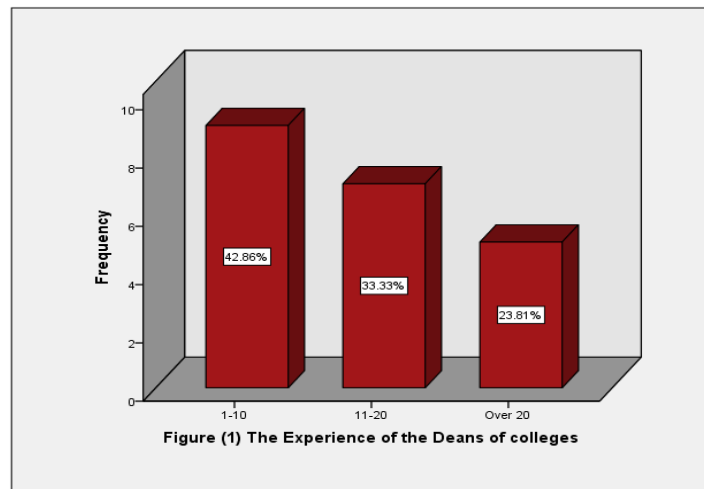
In this section the questionnaire will be analyzed and discussed. It is divided into two parts. The first part includes participants background information as: experience, academic degree, teaching staff numbers, students' numbers, and employees' number, whereas; the second part consists of 29 close items on a five-point Likert type scale: agree, strongly agree, disagree and strongly disagree and neutral. These 29 items were tabulated and analyzed.

9.1 The First Part of the Questionnaire

It is clear that the distribution of sample of the study in terms of experience was very close, where 42.9% of those with experience under 11 years and 33.3% of their experience

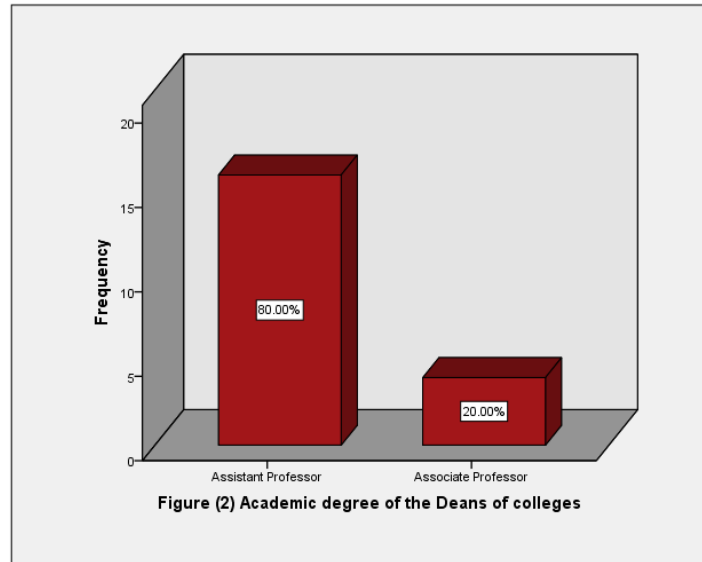
period ranged from 11 to 20 years and 23.8% of the sample of study were those who enjoyed experience period exceeding 20 years.

Experience		
	Frequency	Percent
1-10	9	42.9
11-20	7	33.3
Over 20	5	23.8
Total	21	100.0



From the table below, the study showed that 80% of the deans of the faculties have their degree as an assistant professor, while the rest of the sample which is 20% with degree of an associate professor. and one dean did not answer.

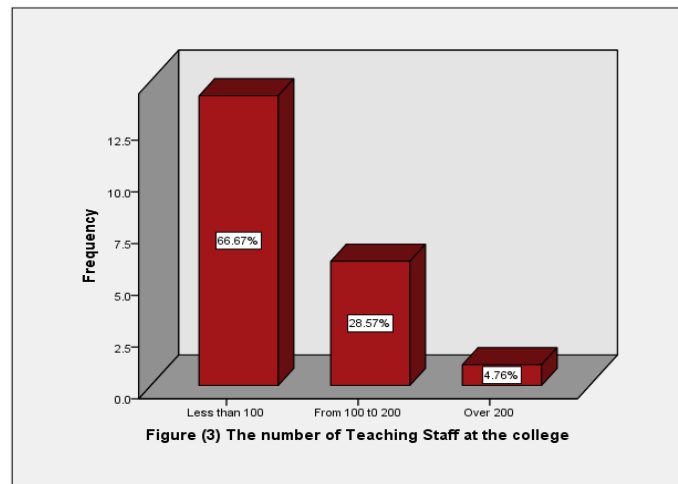
Academic degree		
	Frequency	Valid Percent
Assistant Professor	16	80.0
Associate Professor	4	20.0
Total	20	100.0



The study showed that 66.7% of the colleges have less than 100 teaching staff members, and 28.6% of them have the number of teaching staff member between 100 and 200. Only 4.8% of colleges have more than 200 teaching staff members. The table below shows this result.

The number of Teaching Staff

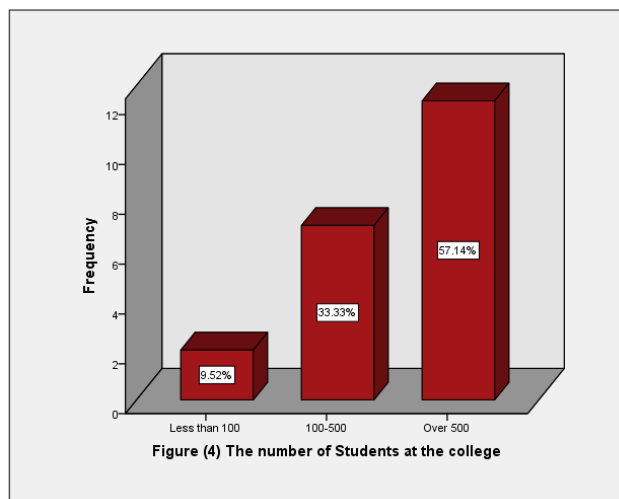
	Frequency	Percent
Less than 100	14	66.7
From 100 to 200	6	28.6
Over 200	1	4.8
Total	21	100.0



The study showed that 57.1% of the colleges have over 500 Students, and 33.3% of them have the number of the students between 100 and 500, however, only 9.5% of colleges have less than 100 students. The table below shows this result:

The number of Students

	Frequency	Percent
Less than 100	2	9.5
100-500	7	33.3
Over 500	12	57.1
Total	21	100.0



9.2 The Second Part of the Questionnaire

The First main Question is: “What are the most important challenges facing the Deans of faculties at EMU related to Teaching Staff Members”

The Frequency, Percent, Mean and Std. Deviation for the Challenges related to Teaching Staff Members were computed to know which is the most important challenges related to the TSM that facing the Deans of the faculties at the EMU in the table (5). The following table shows these results:

Table (5) Frequency, Percent, Mean and Std. Deviation for Challenges related to Teaching Staff Members

Items	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Mean	Std. Deviation	Rank	Verbal connotation
	F	%	F	%	F	%	F	%	F	%				
The academic and scientific programs in the faculty are outdate and need updating.	4	19.0	9	42.9	2	9.5	5	23.8	1	4.8	3.48	1.209	9	High
Teaching staff need rehabilitation in terms of basic	4	19.0	8	38.1	6	28.6	3	14.3	---	---	3.62	0.973	7	High

skills.															
Shortage of teaching staff in some departments.	9	42.9	7	33.3	--	---	4	19.0	1	4.8	3.90	1.300	5	High	
Poor professional and academic performance of some teaching staff.	3	14.3	10	47.6	4	19.0	3	14.3	1	4.8	3.52	1.078	8	High	
Challenges at the level of scientific research for teaching staff.	8	38.1	11	52.4	2	9.5	--	---	---	---	4.29	0.644	1	Very high	
Absence of conferences ,workshops and symposium affect teachers' performance	6	28.6	13	61.9	--	---	2	9.5	---	---	4.10	0.831	3	High	
Absence of sabbatical leave affects on teaching staff performance.	6	28.6	8	38.1	3	14.3	3	14.3	1	4.8	3.71	1.189	6	High	
Lack of clear criteria for evaluating the performance of teaching staff.	6	28.6	13	61.9	2	9.5	--	---	---	---	4.19	0.602	2	High	
Lack of clear course descriptions and curricula	2	9.5	5	23.8	2	9.5	8	38.1	4	19.0	2.67	1.317	10	Average	
Absence of private sector in the development of scientific research.	8	38.1	8	38.1	3	14.3	2	9.5	---	---	4.05	0.973	4	High	

Section 1: challenges related to the Teaching Staff Members

3.75

0.533

High

It is clear from the previous table that the opinions of the respondents on the most important challenges facing higher education related to teaching staff members, were converging with a high response rate to this section as a whole and with Mean 3.75 and a standard deviation of 0.533, ranging from strongly agreed to neutral, with Mean of (4.29-2.67), and the following paragraphs achieved the highest response rate from respondents on this section:

- The challenge "**Challenges at the level of scientific research for teaching staff**" ranks first with a very high response of up to 90.5%, and mean of 4.29, which indicates that the most important challenges facing faculty members are related to the level of scientific research due to the lack of available possibilities in this aspect.
- The challenge "**Lack of clear criteria for evaluating the performance of teaching staff**" came in second place with a high response of up to 90.5%, and mean of 4.19.
- While challenge "**Absence of conferences, workshops and symposium affect teachers' performance**" came in the third place with a high response of 90.5%, with mean of 4.10.

The researcher noted that, the most important challenges related to faculty members were focused on scientific research and ways to develop it from attending workshops and scientific conferences.

- The challenge "**Lack of clear course descriptions and curricula**" came in the last place with neutral response and mean of 2.67.

The Second main Question is: "**What are the most important challenges facing the Deans of faculties at EMU related to the students**"

The Frequency, Percent, Mean and Std. Deviation for the Challenges related to Students were computed to know which is the most important challenges related to the students that the deans of the faculties at EMU. The following table explains the results:

Table (6) Frequency, Percent, Mean and Std. Deviation for Challenges related to Students:

Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean	Std. Deviation	Rank	Verbal connotation
	%								
Lack of scientific policies admission	23.8						1.411		Neutr

for the students			9.0	.5		8.1	.5	.10			al
Lackof equipment, laboratories and teaching aids in the colleges.	33.3	1	2.4	.5		.8	--	--	.14	0.793	High
Lack of Internet services.	47.6	0	8.1	.5		.8	--	--	.29	0.845	Very high
Limited job opportunities for graduates.	9.5	2	7.1	.5		3.8	--	--	.52	0.981	High
Unsuitable current specification for teaching process	9.5		3.8	8.1		8.6	--	--	.14	0.964	Average
Large class in the college	33.3		9.0	4.3		3.3	--	--	.52	1.289	High
Lack of a model library in the college	42.9		3.3	4.3		.5	--	--	.10	0.995	High
The absence of educational guide in the college	47.6	0	3.3	.5		.5	--	--	.19	0.981	High
Absence of scientific mechanism to evaluate students	14.3		3.8	9.0		8.1	.8	.05		1.203	0 Average
Poor faculty campus affecting develop students' personality	57.1	2	8.6	4.3	--	--	--	--	.43	0.746	Very high
Section 2: challenges related to the students									.75	0.609	High

From the results in table (6), it is clear to note that the opinions of the respondents on the most important challenges facing higher education related to students, were converging with a fairly high response rate to this section as a whole and with Mean 3.75 and a standard deviation of 0.609, ranging from strongly agreed to neutral, with Mean of (4.43-3.05), and the following paragraphs achieved the highest response rate from respondents on this section:

- The challenge "**Poor faculty campus affecting the development of the students personality**" came in first place with a high response of up to 85.7%, and Mean of 4.43 and St Deviation 0.746.
- The challenge "**Lack of Internet services**" came in second place with a high response of up to 75.7%, and mean of 4.29 and St Deviation 0.845.
- While challenge "**The absence of educational guide in the college**" came in the third place with a high response of 80.9%, with Mean of 4.19 and St Deviation 0.981.

The researcher noted that, the most important challenges related to students were focused on the lack of the university buildings of the necessary facilities such as; laboratories and others, and also the lack of Internet services that help students to get varieties of learning web sites.

- The challenge "**Absence of scientific mechanism to evaluate students**" came in the last place with Neutral response and mean of 2.67 and St Deviation 1.203.

The Third main Question is: "**What are the most important challenges facing the Deans of faculties at The University of Almergib related to administrations**"

The Frequency, Percent, Mean and Std. Deviation for the Challenges related to administrations were computed, to know which is the most important challenges related to administrations that facing the Deans of the faculties at EMU. The following table explains the results:

Table (7) Frequency, Percent, Mean and Std. Deviation for Challenges related to administrations:

Items	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Mean	Std. Deviation	Rank	Verbal connotation
Lack of strategic plan and vision in the college,		4.3		9.0		3.8		2.9	--	--	.05	1.117	8	Average
Poor data base for employees in the college		9.0		8.1		.5		3.3	--	--	.43	1.165	7	High
Lack of organizational and administrative		.8		3.3		.5	1	2.4	--	--	.90	1.044	9	Neutral

structures for both scientific and administrative departments														
Absence of professional training courses for administrators in the college.		3.3		2.9		.5		4.3	--	--	.96	1.024	5	High
Absence of budget and financial resources hinder running the college	5	1.4		3.8		.8	--	--	--	--	.67	0.577	1	Very high
Absence of crisis management affects the academic performance.		3.3	2	7.1		.8		.8	--	--	.19	0.750	3	High
Poor awareness of the employees of the importance of the electronic management		8.1	0	7.6		.5		.8	--	--	.19	0.814	4	High
Lack of transparency in the system of motivation for the teaching staff has an effect on creation and innovation.	0	7.6	0	7.6		.8	--	--	--	--	.38	0.740	2	Very high
Absence of authorities in decision making affect developing university		8.1		8.6		3.8		.8		.8	.90	1.136	6	High
Section 3: challenges related to the administrations											.85	0.536	Agree	

From the results in table (7), it is clear to note that the opinions of the respondents on the most important challenges facing higher education related to administrations, were converging with a fairly high response rate to this section as a whole and with Mean 3.85 and a standard deviation of 0.536, ranging from Strongly agreed to Neutral, with Mean of (4.67-2.90), and the following paragraphs achieved the highest response rate from respondents on this section:

- The challenge "**Absence of budget and financial resources hinder running the college**" ranked first with a very high response of up to 95.2%, and Mean of 4.67 and St Deviation 0.577.
- The challenge "**Lack of transparency in the system of motivation for the teaching staff has an effect on creation and innovation**" came in second place with a very high response of up to 95.2%, and Mean of 4.38 and St Deviation 0.740.
- While challenge "**Absence of crisis management affects the academic performance**" came in the third place with a high response of 90.4%, with Mean of 4.19 and St Deviation 0.750.

From these results, it is observed that, the main important challenges related to administrations were due to the absence of the financial resources in the faculty and the lack of transparency in the system of motivation for the teaching staff, the researcher attributed this to the financial system of the university, where there is no special budget for each faculty to finance projects and scientific researches. This is due to the centralization financial system followed by the Ministry of Higher Education, and the absence of the private financial sector.

- In the last, the challenge "**Lack of organizational and administrative structures for both scientific and administrative departments**" came in the last place with Neutral response and Mean of 2.90 and St Deviation 1.044.

The Fourth Question is: "**There is a difference in the challenges related to Teaching Staff Members, Students and administrations according to Experience, Academic degree, the number of Teaching Staff and the number of Students**"

To determine if the relationship between the challenges related to "**Teaching Staff Members, Students and Administrations**" and "**Experience, Academic degree, the number of Teaching Staff and the number of Students**" is significant, the researcher used the Chi-square test, Pearson chi-square tests the hypothesis that the row and column variables are independent.

This question is branched out of the following hypothesis:

- "**There is difference in the challenges related to teaching staff members, Students and administrations according to the Experience**"

No	Section	df	Chi-square statistics	Asymptotic Significance (2-sided)	Decision
1	Challenges related to Teaching Staff	24	25.556	0.376	Accept

	Members				
2	Challenges related to Students	26	29.244	0.300	Accept
3	Challenge related to Administrations	22	25.067	0.294	Accept

From the previous table, it is clear that, the significance values are equal to (0.376, 0.300 and 0.294) respectively which greater than 0.05 is considered as "non-significant", so H_0 is accepted. This means that it would appear that the two variables are unrelated.

in other words, there is no difference in the challenges related to Teaching Staff Members, Students and administrations according to the Experience.

- **“There is difference in the challenges related to Teaching Staff Members, Students and administrations according to Academic degree”**

No	Section	Df	Chi-square statistics	Asymptotic Significance (2-sided)	Decision
1	Challenges related to Teaching Staff Members	12	13.750	0.317	nonsignificant
2	Challenges related to Students	13	13.750	0.392	non-significant
3	Challenges related to administrations	11	15.313	0.169	nonsignificant

From the previous table, it is noted that, the significance values are equal to (0.317, 0.392 and 0.169) respectively which greater than 0.05 are considered as "non-significant", so H_0 is accepted. This means that it would appear that the two variables are unrelated.

In other words, there is no difference in the challenges related to Teaching Staff Members, Students and administrations according to the Academic degree.

- **“There is difference in the challenges related to Teaching Staff Members, Students and administrations according to the number of Teaching Staff”**

No	Section	Df	Chi-square statistics	Asymptotic Significance (2-sided)	Decision
1	Challenges related to Teaching Staff Members	24	21.583	0.604	non-significant

2	Challenges related to Students	26	37.000	0.075	non-significant
3	Challenges related to administrations	22	35.750	0.032	Significant

The above table showed that the significance values are equal to (0.604 and 0.075) respectively which greater than 0.05 are considered as "non-significant", so we accept H_0 which mean that it would appear that the two variables are unrelated.

In other words, there is no difference in the challenges related to Teaching Staff Members and Students according to the number of Teaching Staff, whereas, there is a significance value for challenges related to administrations which is 0.032. This result is less than 0.05, thus it is considered as "significant", so H_0 is rejected which means that it would appear that the two variables are, indeed, related.

- **“There is a difference in the challenges related to Teaching Staff Members, Students and administrations according to the number of Students”**

No	Section	Df	Chisquare statistics	Asymptotic Significance (2-sided)	Decision
1	Challenges related to Teaching Staff Members	24	22.958	0.522	nonsignificant
2	Challenges related to Students	26	27.958	0.361	non-significant
3	Challenge related to administrations	22	18.438	0.680	non-significant

Thus, the above table explained that the significance values are equal to (0.522, 0.361 and 0.680) respectively which greater than 0.05 are considered as "non-significant", so we accept H_0 which means that it would appear that the two variables are unrelated.

In other words, there is no difference in the challenges related to Teaching Staff Members, Students and administrations according to the number of Students.

10. Suggestions for Further Research

This case study is limited to investigate the challenges that the deans facing in running these faculties at EMU. The researcher have used a descriptive and a case study as a tool. This research paves the way to a number of researches that might be worth of investigation. For example, a bigger number of participants from other discipline might give clearer results. Another point of view is that this research project can be conducted on head departments as well as teachers and students. This research may also help the

decision makers to establish a center for rehabilitations of the teaching staff members and administrators as well.

11. Recommendations

In the light of the findings obtained from the study, the following recommendations can be suggested to treat these challenges:

11.1 Recommendations suggested to treating challenges related to teaching staff member:

1. Providing offices for teaching staff members and linking them to the Internet.
2. Finding clear criteria to evaluate the academic performance of the teaching staff members.
3. Holding workshops, courses and scientific conferences to raise the level of performance of the teaching staff members.

11.2 Recommendations suggested to treat challenges related to students:

1. Developing a specific policy for each college to admit through which new students are admitted.
2. Introducing new students to the future job market for the field of specialization they wish to enter.
3. Working to direct the outputs of higher education to the compatibility of the labor market.

11.3 Recommendations suggested to treat challenges related to administrations:

1. Preparing a strategic plan with clear objectives.
2. Providing an integrated system for the staff of the college.
3. Assigning staff according to the needs of the colleges away from random appointments.

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