

**THE ROLE OF GARYOUNIS UNIVERSITY IN ACHIEVING
SOCIAL DEVELOPMENT OBJECTIVES**

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By

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Abstract

The overall aim of this study was to investigate the extent and the nature of Garyounis University's role in achieving the goals of social development in Libya based on the project termed "Libya 2025" by the National Office of Planning (2007). This purpose highlights a concern for the reality of Garyounis University's role in society within the Libyan context in terms of achieving social development aims in Libya including the dissemination of: health awareness; knowledge; environmental awareness; vocational awareness; and political awareness. The research also sought to identify the most important difficulties which challenge the university in carrying out this role.

Data collection methods consisted of two main approaches including both quantitative and qualitative elements. Firstly, a questionnaire was designed in order to gather data that could assist in investigating the seven fields of the university role searched in this study. The researcher based the construction of this questionnaire on a number of previous studies related to this topic and 225 completed questionnaires were received out of 367 items that were distributed. Secondly, 16 semi-structured interviews were conducted in order to collect more extensive data and to overcome any limitations of the questionnaire. Both research tools were administered to a sample of the academic staff of the University of Benghazi in order to discover their perceptions of the issue under scrutiny.

The findings of the study suggest that all the staff at Garyounis University are aware of the content of the law which outlines the societal goals of the institution and they acknowledge the importance of these aspirational goals. However, respondents indicated a wide range of difficulties in fulfilling this role and it was notable that it was perceived that the least attention was paid to health awareness.

It is suggested that this study can contribute to the understanding of university – community engagement in Libya in theory and in practice and a series of recommendations are made including suggestions that further investment and training is required if these important goals are to be achieved.

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Chapter one

Introduction

1.1 Setting the scene

In this chapter an outline of the thesis has been presented, and the significance of the study including its research objectives, has been highlighted. In addition, a brief overview of the context of this study is offered including the social, political and economic conditions that exist in Libya.

Higher education, as the final stage of the education system in all countries, is an instrument of change in all spheres of life among nations and peoples both in the past and at the present time. It is clear that higher education is an instrument of change and reform in all fields of life among different countries and nations, and it is one of the key drivers of change and development in modern societies (Ibrahim, 2008; Albadri, 2007). Based on its significance, much controversy and debate has been promulgated around, especially in relation to the university in the contemporary world, in terms of its definition, aims and roles in society. More specifically, the necessity for higher education institutions to better adapt to the demands of the rapid transformation and transition of societies is recognized in different countries; particularly in developing countries such as Libya (Albaddri, 2002).

The increasing significance of education in people's lives is due to the explosion of knowledge and scientific revolution in various fields, which has made higher education one of the main pillars in nations with regard to the building and the achievement of development goals. Indeed, higher education is considered as an important sector in its own right because its fundamental goal is the advancement of people's capabilities. Moreover, higher education is seen as a key to the intellectual leadership of the community, drawing on cultural heritage in order to be responsible for developing and

preparing technical and administrative cadres, as well as the training of a wide range of professions.

Universities, as the main higher education institutions, were founded in the medieval ages (Mihai, 2000, p. 45); and many such as Oxford, Cambridge, Bologna, and Paris date from this period (Macfarlane, 2007; Denman, 2005). However, some scholars think that the Islamic University of Al-Azhar (972 AD) in Egypt is the oldest university in the world (<http://www.muslimheritage.com/topics/default.cfm>, 2005).

Over time, universities have been involved in contributing to the development of knowledge, which has assisted in providing the labour market with a highly skilled labour force. For this reason, one basic function of the university is teaching; however, in addition to this function, universities have been pioneer organizations as they perform research, discover and publish knowledge, and participate in applying its results. In short, universities were traditionally supposed to perform both knowledge creation and knowledge dissemination.

Thus, modern universities play a key role for society and not just for individual students. A university, according to its location, has a regional and sometimes national and international role (Karlsen, 2007). However, the university must also serve the wider needs of society. Thus, effective university community engagement is based on the capacity of the university to meet the needs of its host society's social and economic development; therefore, universities are subject to external pressures and demands for changes.

Since higher education sustains the production of cohorts of graduates and scholars, it will, or should, have a sustained impact on the social and economic life of society.

Indeed, modern universities across the world offer important services that contribute to the social, economic, and cultural development of wider society. These areas are considered central to cultural development as they perform an important role in achieving developmental projects. In addition, Barnett (1999) has gone further by suggesting that higher education cannot be understood if separated from its relationship with the labour market and its pattern of employment. In this scenario, it is expected that universities will perform a role for customers of higher education. This role can be subdivided into two main elements, first, students, and second, business, which can benefit from both educated manpower and research results conducted at universities. According to Newman's seminal series of lectures entitled "The business of the university" a university has to serve society in all its stages, nationally and internationally (Elhini, 2001).

The importance of this idea has increased since, in today's economy, success in achieving development requires a highly skilled manpower resource allied to a strategy for social change in order to enable society to accept the desired future. Therefore, higher education is increasingly being incorporated into the mainstream of society (Barnett, 1999), and universities are considered as pioneer organizations, since one of their roles is to adopt, maintain and develop society culture, and then transfer it to students to prepare them for life in their society.

Universities throughout the world are subjected to pressure of changing demands; and in this sense, cannot stand apart thinking that change will not affect them. Indeed, a university, according to its location, has a regional role. This role, as Karlsen (2007) has pointed out, varies from the indirect impact of a university being located in a region, such as increasing the size and the variety of the local labour market, enhancing the social and cultural environment of the region, and offering new employment opportunities, in addition to the expenditure of the students and the staff. The fact is that the regional role is a kind of cooperation between a university and regional activities.

Different names have been given to this role, such as the *third role* of the university, the *regional responsibility role*, or the *regional development role*. However, whatever the role is called, universities are requested to contribute more directly and effectively to society throughout the new epoch of transformation and rapid transition because of the rate of progress and renewal in technology and information. The new demands are that universities are expected to improve their capacity for innovation and competitiveness in order for them to cooperate with local and national activities such as industry and business and various fields of the economic and social structures of society. They are also required to participate in developing social networks and human capital resources, in addition to encouraging a culture of change, innovation, and trust (Kim, 2008).

Nevertheless, as Karlsen (2007) has stated, there is a debate about this regional role, which is that universities are not very beneficial to their local areas. This debate arouses a large degree of discussion, and argument revolves around how higher education's contribution to social and economic development can be more effective, based on the importance of knowledge and people in national growth and development. Indeed, universities cannot and should not isolate themselves from society.

In 2002 the United Nations declared 2005-2014 the “*Decade for Education for sustainable Development*” (Venkataraman, 2009). This has been emphasized by other international institutions. The United Nations University Rector Ginkel comments, as cited in Haigh (2006 p. 339):

Universities are increasingly called upon to play a leading role in developing an inter-trans-disciplinary and ethically-oriented form of education in order to devise solutions for the problems linked with sustainable development. They must, therefore, commit themselves to an on-going process of informing, educating, and mobilizing all the relevant parts of society concerning the consequences of ecological degradation, including its impact on global development and the conditions needed to ensure a sustainable and just world.

The *Beirut Declaration* (8) in March 1998, has also confirmed that higher education is essential for any country to achieve development (Elhini, 2001), in addition to the conviction of *GHESP* partners, "*Global Higher Education for Sustainability Partnership*" who have stressed the importance of higher education's role within the development process (Editorial, 2002).

Based on these facts, Arabic universities are supposed to be an important factor in economic and social development. Arabic university education is required to achieve many aims such as: improving public culture, evolving the common sense of local and global problems, and meeting the needs of national development (Elhini, 2001, Altathbity and Alreeh, 1990). Accordingly, Garyounis University, as a large and deep-rooted university in Libya, is considered to be effective in achieving the development aims. As Elhawat (2005) has mentioned, the aims of higher education in Libya include: participating in meeting the demands of different specialists in society, and producing knowledge necessary for the development of society, in addition to serving the community and the provision of scientific advice and expertise in various fields. This can be understood from decree number 22 of the year 2008 by the Ministry of Higher Education with regard to the organizational structure of Libyan universities and higher education institutions. According to this decree, participation in achieving the economic and social development is one of the main goals of Libyan universities.

Libyan universities, at the present time, are required to achieve various aims related to different aspects of society. Universities, according to decree number 22 mentioned above, are scientific institutions that specialize in university education, postgraduate studies, and research through faculties, scientific departments and research centres in different fields. They aim to:

- Participate in achieving economic and social development.

- Prepare experts and skilled people in different subjects.
- Perform pieces of research and different studies to participate in scientific and technical progress.
- Improve the methods of research and education.
- Pay attention to the Arabic Language and literature and use it in all subjects.
- Corroborate the authority of people (according to Gaddafi's regime)
- Consolidate relations with notional and international scientific organizations.
- Offer scientific consultations to organizations and companies.
- Promote ethics and develop sciences and arts.

Libyan universities are considered a very important instrument to achieve the plans of social and economic development and, in light of these wide-ranging roles, the researcher in this study intends to investigate Garyounis University's role in developing its society as it is the largest university in Benghazi.

1.2 Statement of the problem

In this information-led era, universities are considered as a national symbol since they are regarded as the origin of knowledge; and they must perform an effective role in producing, disseminating, and transferring knowledge from one generation to another. Therefore, a better comprehension of what activities and aims universities could undertake to assist them in acting more effectively is required, since the positive relationship between universities and society highly depends on the capacity of the university to meet and participate in achieving economic and social development (El-Fadil, 2009). Insight into this role could be an aid to the people in charge of the higher education system to help them to improve policy and practice.

As previously stated, the review of the literature, derived from a number of previous studies has revealed the importance of the role that universities should perform in the service of community development. Nevertheless, some of the results of these studies have shown that there are deficiencies in the performance of this role. For example, studies by Ghanayim (1987), Arabshehani and Manfor, (2001), Mohammed (1996), Abed Rabbo, (1999), and Kim (2008) have reached the conclusion that the role played by the university has not achieved the expected level. Also Badawi (1992) has noted that the university had not contributed to any environmental activities or campaigns. This is due to many reasons, including the absence of a particular budget for the university's community service, or a lack of clarity in the objectives of this role, which might be due to a lack of awareness of its importance among members of staff and university leaders, as indicated by studies of Abu Saada, (1982), Alsunbl, (1993), Mohammed, (1996), Abdul Hamid, (1996) and Murci, (1998).

These causes may, in some cases, be grounded in the university system, or in society and its institutions since, as Kim (2008) has argued, the role of universities is influenced by four types of factors: university specific factors, regional factors, common factors, and environmental factors. These results aroused the interest of the researcher to investigate this aspect at the University of Garyounis, which is, as already mentioned, one of the largest universities in Libya. This area, as far as the researcher knows, has not been previously researched. As has been shown, there are various studies analysing the role of universities in society in Europe, the United States, and Arab States; however, there is no literature about the role of Libyan universities in society.

In addition, the relationship between university and society is considered one of the major difficulties that can face the leaders and policy makers at the university level, since any mismatching between these two can result in detrimental consequences, and disparities between what the university is doing and what the society is aiming for and,

in turn, can lead to social and economic problems (El-Fadil, 2009). The current problem facing the leaders of Higher Education institutions and the higher administrative authorities is the lack of information and data about what should be and is done by universities in terms of achieving society's development aims.

The researcher believes that the current lack of information about the levels of performance of Libyan universities with regard to societal objectives may result from a lack of university activities about how to participate and serve society, and an inability to contribute to the implementation of these goals. Those responsible for Higher Education in Libya, alongside other institutions interested in developing and improving society, must address these issues and provide information about the current status. This will be the first and the most important step in planning for the future.

Based on this framework, the current research can be considered as an attempt to shed light on the circumstances of the relationship between the university and society in terms of what the university is doing in order to assist achieving social development goals, and to explore university activities regarding these aims.

1.3 Purpose, question and aims of the study

1.3.1 *The purpose of the study*

Based on the above-mentioned information, the overall aim of this thesis is to investigate the extent and nature of Garyounis University's role in achieving the goals of social development in Libya, based on staff perspectives. This purpose highlights a concern to portray the reality of the university's role in society within the Libyan context in terms of achieving social development aims.

This main objective is allied to subsidiary aims relating to the goals of social development according to the project termed "Libya 2025" by the *National Office of Planning* (2007). This project was motivated by many factors, including increasing

recognition of the importance of raising public awareness and development of culture; since as Shita (2005) has pointed out, in order to achieve development, there is an urgent necessity to provide a political, social and cultural climate which allows adequate opportunity for an individual to achieve their creative capabilities, and to launch their energies and ability; then illiteracy disappears and knowledge becomes common. In developing countries, education at the highest level of the educational system is most functionally linked to development (El-Fadil, 2009).

1.3.2 Question and aims of the study

The main aims of current social development plans in Libya that relate to this project are to disseminate health, environmental, vocational and political awareness and knowledge. Thus, the purpose of this research highlights a concern for the reality of the social developmental role being performed by Garyounis University within the Libyan context in terms of what service Garyounis University offers in order to propagate health, knowledge, environmental, vocational, and political awareness, and what the main obstacles to this role are. Therefore, the major question of this study is:

To what extent and how does the educative role of Garyounis University serve to enhance the social development plans for improved notions of community at the beginning of the 21st century?

The subsidiary aims of this thesis are:

1. to examine the extent and nature of activities at Garyounis university relating to the development of:
 - Health awareness dissemination.
 - Knowledge dissemination.
 - Environmental awareness dissemination.
 - Vocational awareness dissemination.

- Political awareness dissemination.
2. To identify the most important difficulties which challenge the university in carrying out this role.

This study is important for several reasons. One of these is that this study, as mentioned above, is unprecedented in terms of its aims and scope. Thus, it may contribute to the detection of some of the dimensions of the mutual relationship between the university and society. In addition, this study can participate in drawing the attention of university leaders to the effectiveness of this role and its necessity for society and can identify the main constraints that limit its success, which may influence the development of future ideas of what should be done by the university, and identify its strengths and weaknesses in this role.

1.4 Justification for the research

The researcher was motivated by several factors; the first one being personal motivation. The researcher has been a member of staff at the University of Garyounis for five years and has a sense of loyalty to this university. The researcher observed that other academic and administrative staff had little awareness of the university's important societal role, and that there was a belief that the university's primary and only function was teaching. Therefore, the researcher felt it was important to investigate the role that the university may perform in society, and assess the current extent of activities provided by the university in this area, according to the point of view of other staff, in order to provide a base of this part of the university's role to be a database for future work.

The second motivation was the large gap seen in Arabic literature, specifically in Libyan literature, in terms of studies related to this topic. In reviewing the educational literature on this aspect, the researcher noticed that there are severe shortages regarding this subject in the Libyan universities at the time universities were accused, as Karlson

(2007) has pointed out, of not being effective and constructive in serving the community. Therefore, the case for the University of Garyounis had to be discovered, since recent research findings have shown that there is a weak link between Arab universities and society production institutions in terms of lack of access to universities' research results (Fahmi, 2003). In addition, Arab universities, according to Abdo (2001), constitute a manifestation of backwardness in the Arab States. Indeed, Abdo has argued that, in the area stretching from the Atlantic Ocean to the Arab Gulf, there is not one institution that can properly be described as a university in the modern sense of that term, since Arab universities are no more than schools of higher education (Abdo, 2001).

Moreover, the exploration of this issue is new since all previous studies the researcher has reviewed examined different experiences and contexts, as no one country can have the same conditions as Libya. In spite of the fact that Arab countries in general have similar development levels, they vary in their locations, resources and populations and, consequently, in their demands from universities.

In addition to the above, the theme of development in Libya is one of the important topics addressed by many studies and research. Economic and social development is one of the main issues which occupy a special place at the national, regional and global levels. In order to achieve development, according to Shita (2005) the appropriate political and social climate must be available, and the awareness of this development has to be published. Therefore some cultural characteristics which may be resistant to or anti-change need to be ameliorated or removed through awareness dissemination programmes.

Libya, as a developing country, is going through a transitional stage, and then it is in dire need of condensing the efforts of all institutions, including universities, in order to achieve development goals and plans. It is already known that awareness is the first developmental stage, as Useckiene and Targamade (2005) have stated; raising public awareness is one of the main aims of development. Scot and Gough (2006) have added

that promoting the building of public awareness is a main target of higher education; even more, it constitutes the first step for the achievement of development plans goals, especially in light of the changes taking place in Libyan society. Libyans have lived for forty-two years in the world of Gaddafi, having no reference but to him. Since a large proportion of the population is at a very young age they have gained ideas and trends from Gaddafi and his slogans. Consequently, in light of the drastic changes that have occurred in Libyan society at this time, the demands of awareness dissemination studies and the importance of intensified efforts for publishing awareness have significantly increased.

In light of the previously stated motivations, the researcher has realized the extreme need for such a study in Libya in this changeable era.

1.5 Libya: the context

In the following sections an overview of Libya will be presented in terms of its location, population, economic, political and historical background in addition to a brief overview of Libyan higher education:

1.5.1 Location

Libya is an Arabic country located in North Africa on the southern coast of the Mediterranean Sea. It is bounded by the Mediterranean Sea to the north, the Arab Republic of Egypt to the east, Tunisia and Algeria to the West, as well as Chad, Niger and Sudan to the south and south-east. The capital and the largest cities in Libya are Tripoli on the North West coast with population of 1,095,000 in 2009 (The World Fact Book, 2009) following by Benghazi on the north east and then Misurata to the east of Tripoli as shown on the following maps:

Map (1)

Libya



<http://www.google.co.uk/imgres?imgurl=http://www.alumniiceni.com/prin>

Map (2)

Location of Libya on the North of Africa



<http://www.google.co.uk/imgres?imgurl=http://mapphotos.tk/wp-content/uploads/2011/04/north-africa-map>

Libya has an area of about 1,761,000 square kilometres (680,000 square miles). It takes the sixteenth position of the world largest countries. The vast bulk of this area is located within the Sahara, with about 1% of this area is suitable for agriculture and this small percentage is located on the coastline. This huge proportion in Sahara resulted in aridity in the most parts of the country (Vandewalle, 2006). Libya has the longest coastline on the Mediterranean Sea with a range of 1955 km.

The site of Libya has given the country great importance as it constitutes a middle position to connect the continent of Africa and the continent of Europe, which has been facilitated by the long coastline of the country. This coast has allowed communication and trade between Europe and sub - Saharan African countries such as Chad, Mali and Niger through Libyan ports.

Libya is a member of a number of organizations and some regional and international groupings including the United Nations, African Union, Arab Maghreb Union, Arab League, Non - Aligned Movement, the Organization of Islamic Conference and the Organization of Petroleum Exporting Countries.

1.5.2 Population

The population of Libya is about 6,597,960. The proportion of those who are less than fifteen years old is about 32.8 % while the proportion of those between 15 and 64 about 62.7 %. The rest are elderly over the age of 64. Females have accounted for a 48.83 % while the male rate is about 51.16 % of the population. Population growth rate in Libya is about 2.064 %. The median age is 24.4 year old. Most people are based in the urban areas where the percentage of population in these areas reaches about 78 % of total population in the country (<https://www.cia.gov/library/publications/the-world-factbook/geos/ly.html>).

El-Fadil (2009, p. 29) has stated the annual growth rate of population in Libya since the Italian occupation till 2006 as in table (1):

Table (1)
The annual growth rate of population in Libya

Year	Total population	Annual Growth Rate
1933	655,000	-
1936	733,000	2.3
1954	1,089,000	1.9
1964	1,564,000	3.3
1973	2,257,000	4.3
1984	3,643,000	4.5
1995	4,799,000	2.5
2006	5,670,688	2.2

The previous table has shown that the growth rate of population in Libya was slow before the independence and during the period of the Italian occupation and the second world war this may due to the poor circumstances of Libya during that time since Libya was considered as one of the poorest countries in the world in addition to the military engagement. Nevertheless, the population growth rate has considerably increased after the independence. This may due to the improving of the country conditions resulted from the discovery and exploitation of oil. The development of social, economic and health services have resulted in better health conditions (El-Mehdawi, 1995). It can be also noted from the table that this rate has decreased during the two previous decades. According to El-Kikhia (1995) this decline may due to the improvement in education and the participation of women in the work world.

Having scanned the population growth rate and the percentages of age groups in Libya, it can be noticed that there is a large proportion of young people within the population profile. This is obvious from the rate of those who are less than fifteen years old; which about 32.8 % of the population. It can be also noted from the median age of Libyans which is 24.4 year old. This means that there are large numbers relatively of youthful people who should be in schools and universities. These large numbers put great pressure on the government to provide adequate opportunities for those children and youth. These demands take us forward to the considerable need of social development

plans and its importance to provide sufficient programmes for these people and the role of universities and education institutions to participate in finding appropriate programmes for them and for other people who have missed the opportunity to continue their studies at universities. We should not also ignore the need for these new generations of awareness programmes as a step to social development especially in the light of the circumstances of fundamental changes taking place in the country.

1.5.3 Economic, political and historical background

Libya has been subjected to various governments in its long history. It was controlled at different times by Carthage, Rome, Arabia and Spain, the area was also a part of Ottoman Empire from 1551 to 1911 when it was subsequently occupied by Italy and became an Italian colony since 1911 until its independence as a kingdom in 1951 (El-Fadil, 2009).

On 24 December 1951, *King Idris al-Sanusi* announced the creation of the *United Kingdom of Libya* in *Benghazi*. Although it was a beginning of political stability after long years of conflict and occupation, the country faced enormous political and economic challenges (Vandewalle, 2006). After about twenty years, in 1969, *Colonel Muammar Gaddafi* came to power, establishing the Libyan Arab Republic. This new regime continued until the second of March 1977 when *Gaddafi* announced that the “*Era of Masses*” had arrived and he renamed Libya “*Al-Jamahiriyya al-arabiyya al-Libiyya al-sha’abiyya al-ishtirakiyya*” (*The Socialist People’s Libyan Arab Jamahiriyya*) (Vandewalle, 2006). It has been *claimed* that this regime is based on *absolute democracy* in which all administrations and managements in different departments and even in the political aspects were to be controlled by popular congresses across the country.

At the time of independence (1951), the Libyan economy was mainly based on agriculture, which employed more than 70 % of the labour force; and contributed about 30 % of the GDP, depending on climatic conditions (World Bank, 2006).

Before the discovery of oil, in the 1950s Libya was considered one of the poorest countries in the world. *Mr Bhutanese*; Secretary - General of the United Nations during that period had pointed out after a visit to Libya, “*achieving development in Libya during that century would be a miracle*” (Ibrahim, 2008) (World Bank, 2006). These challenges and their consequences had made considerable struggles facing the government of Libya in the first days of independence. Nevertheless, the oil discovered in 1959, has moved the country from impoverished desert country to oil exporter and allowed huge amounts of revenues. These substantial discovered quantities of oil greatly supported the country’s socio - economic development.

The sector of oil represented 56 % of GDP in the period of time from 2000 to 2005, whereas the other economic activities represented the following; services; 28 % of GDP, agriculture, industry, transport and construction represented about 4 to 5 % of GDP. Therefore, it can be said that Libyan economy is greatly dependent on the oil sector (Al-Haj et al, 2006).

As can be seen, the oil has formed the major source of foreign exchange. Much of the country’s income has been spent on establishing modern infrastructure, making purchases of conventional armaments for the armed forces, projects to boost the agriculture sector; such as the Libyan Man - Made River Scheme, as well as large donations to developing countries in Africa and elsewhere (El-Fadil, 2009).

In spite of Libya’s high per - capita GDP, government policies have resulted in high inflation and increased import prices, so, declining living standards (World Bank, 2006). This inflation has considerably risen in the last few months due to the recent events of 17th of February revolution in Libya.

1.5.4 Higher education in Libya

Higher education in the Arab world in general can be traced several centuries back to the rich Arab culture and the recognised contributions of the Arabs in the various fields of science, medicine, astronomy, art and literature (Za'rour, 1988). However, Arab

modern higher education has been recently founded Compared to European universities with the exception of Al-Azhar University, which for many years exercised an active role in the transfer and dissemination of knowledge in the Islamic world. This delay may be due to the dark age of Ottoman control. According to Za'rour, Ottoman Turks dominated Arab states for four centuries spanning from 1517 to 1917, an age of educational calamity to the Arabs (Za'rour, 1988).

University education in Libya was founded in recent times and it is, by international standards, young. In fact, public education system in Libya did not begin its path till after Libya's independence in the early fifties of the last century (Albadri, 2007). At that time, as pointed out by Altir (2005), only 14 people held a university degree, which they had achieved from other countries such as Egypt, in addition to approximately 5000 people received some form of education at different levels. Before the independence, there was what was called "Kuttab", a kind of Koranic schools focusing on teaching Arabic language and Koran Sciences in addition to religious studies (Arabshehani and Manfor, 2001) beside a small number of Italian schools in large cities such as Tripoli and Benghazi. However, the Italian Government did not allow Libyan children to attend Italian preparatory schools except for a small number of families who were linked to the government (Altir, 2005). Koran schools continue to exist at the present time as branches of mosques; however, they are not a component of the official education system.

The education system, including the university sector, faced in its infancy a large degree of financial, social, and human constraints and predicaments due to economic and social conditions of the country, which then had an impact on all stages of education and it was the reason for the limited spread of literacy.

The first constitution of Libya in 1951 included three articles related to education, namely:

- Article 28: Education is a right for all Libyans and the State publicizes it through state and private schools.
- Article 29: Education is liberal unless it is prejudice and contrary to the rules of morality.
- Article 30: primary education is free and compulsory for all Libyan boys and girls.

In spite of this constitution, in 1963 almost 81 % of the population was illiterate. After discovering oil in 1959, which started to be produced and exported in 1963, educational expenditure increased. Therefore, the education system's conditions started to improve, resulting in raising literacy rates. The percentage of illiteracy fell to 21.3 % in 1995 (Arabsheibani and Manfor, 2001).

The pre - university education system in Libya consists of two stages starting at 6 year old. The first stage, which lasting for 9 years, is compulsory for all Libyans. Achieving the certificate of the first level, students can enter secondary or technical schools if they obtain sufficiently high marks.

University and higher education in Libya, as mentioned earlier, was instituted in 1955. Prior to that date, no university or higher education institutes had existed. Some studies attribute the reasons for this delay to the country's political, economic and social conditions since Libya was suffering from a large extent of physical and human constraints due to political, economic and social circumstances (Albadri, 2004). The first Libyan university was established in *Benghazi* in 1955 by a royal decree and was called the *Libyan university*. Subsequently, a branch of this university was established in the

city of *Tripoli* in 1957. The university commenced with a faculty of Arts and Education in *Benghazi*, which was followed by a faculty of Science in *Tripoli* and faculty of Economics in *Benghazi* in 1957, then Law faculty in *Benghazi* in 1962, and a faculty of Agriculture in *Tripoli* in 1966. A succession of faculties and institutions has been set up over the following years.

At the commencement of the Libyan university system, its aims were unclear since its focus was on only one goal, to produce educational cadres for public education in schools, as well as, the composition of functional administrative staff for various government posts. At that time, the university depended on the Arab and foreign expertise, Egyptian in particular. There were not then in the country sufficient Libyan professors or expertise (Albadri, 2002).

In 1973, the Libyan University divided into two independent universities. The first one is the *University of Tripoli*, based in the city of *Tripoli*, comprising of the faculties existing in Tripoli. The second is the *University of Benghazi*, located in the city of *Benghazi*, consisting of Benghazi's branch in addition to the faculties in the city of Baidda. In 1976, the name of Benghazi branch changed to Garyounis University and the other branch to Alfateh University and many other universities have been founded later on.

The structure of universities in the Arab world is a product of their individual historical evolution, the conditions under which they were established, and environmental impact (Za'rour, 1988). Thus, Libyan Universities follow the Egyptian University pattern in its organizational structure and educational techniques (Qubain, 1979) particularly that of the University of Alexandria (Za'rour, 1988). According to Za'rour, it is similar to traditional European model where the individual faculties exercised a considerable measure of autonomy with little coordination. Thus specialization started early and there

was practically no possibility for transfer of academic credit from one field of specialization to another (Za'rour, 1988). As Qubain (1979) has stated, in Egyptian universities lectures given in large halls and attended by a very large number of students , 500 or more in colleges of Arts, law, and commerce. Although the lecture sections are much smaller in science faculties, there is little, if any, of class disuction. This is considerably similar to Libyan universities teaching.

Universities in Libya are subject to the governance of the Higher Education Ministry and they are supported financially by the central government. However, they have their own policies. The Rector of the university is appointed by the government as well as the deans of the faculties who are also appointed rather than elected by the faculty whereas the heads of the academic departments are elected by the staff. These heads must be Libyan unless there is no a Libyan member available. State universities in Libya are free of charge for Libyan students and the universities are funded by the government through the ministry of higher education. They are financed by the public budget (El-Hawat, 2003).

In accordance with university regulations in Libya, all students have to study a minimum of four years to obtain the first degree in most faculties. As mentioned earlier, all students who want to study at the university must have passed the secondary school exam by specific grade depending on each faculty requirements. The faculties are independent from each other and any student who studies in one of them cannot attend courses in another. The educational system in these faculties is yearly in some of them and termly in others; indeed, this varies from one university to another.

As the Libyan ideology guarantees the right of education for all Libyans, every student can study at the university if they fulfil the requirements of the faculty they aim to.

University education is free in the first degree for Libyans; however, all students have to pay for postgraduate studies unless they are sponsored.

1.5.5 A brief overview of Libyan development plans

At the time of independence in 1951 the country faced enormous political and economic challenges. During that era, Libya was considered to be one of the poorest countries in the world. This can be understood from the report of *Mr. Bhutanese*; Secretary - General of the United Nations mentioned earlier, during that period, who pointed out after a visit to Libya, achieving development in Libya during that century would be a 'miracle' (Ibrahim, 2008). However, the discovery of oil in 1959 was a very significant factor in starting development plans in Libya. Indeed, the economic, social, and political challenges raised by Libya's rapid transition from impoverished desert country to oil exporter necessitated the creation of a number of economic development plans. However, these plans were faced by obstructive obstacles as at the time of independence, 90% of the population were illiterate (Vandewalle, 2006). Having recognized that "oil without brains is meaningless", Libyan governments over the time have paid some attention to the plans of human and social development. As *Maatouq*, a former Minister of Higher Education in Libya, referred to, the best investment a country can make is in people and knowledge (Delinda, 2001).

Based on this, the Libyan state started identifying their desires and working to resolve the problems of the past in order to achieve a better future, and adopted approach of planning as an applicative and systematic technique for development that could assist to recognize problems and develop solutions (El-Hawat, 2007). Therefore, Libyan governments have paid attention to social development, through focus on environment and human developing projects such as education, health, housing and roads as well as economic development projects in order to achieve a better standard of living for all members of society and seek to reduce the class differences between them.

One of the most effective foundations on which development plans have been built was to attempt to raise awareness among the citizens in all aspects of health, social, economic, political, environmental and other various features of awareness. Consequently, one of the most important objectives of the various development plans was to achieve the goal of the " *Cultural Revolution*" to create cultural and intellectual awareness as it is an imperative factor for the success of any development plan. Having recognized the special position of the human element which occupies more vital role than any other component of the physical capital, the development plans in Libya have given some importance to human development projects and improving the lives of individuals through investment in public services such as education, health, transportation and housing.

In the field of education, the basic principle of the philosophy of education in Libya is that "*knowledge is a natural right of every human being*" in order to prepare citizens for their role in a modern society, which is a key objective of development plans. In order to implement this aim, many projects were set to enhance the level of educational system through establishing a new educational structure in accordance with the needs of society and development programmes. These projects gave considerable attention to expansion of adult education and literacy in the eighties of the last century in order to enlighten citizens about their rights and duties (El-Hawat, 2003).

In the field of health, development plans sought to develop the health sector and improve the standard of services to address health problems and eliminate them by means of improving the environmental conditions and educating people and raising their awareness of health and environment (Alttir, 2005).

At this point, it can be said that the aim of spreading awareness among society is the basis for most Libyan development plans, as the successful achievement of any

development plan is to a great extent determined by people being aware of its aims and their roles to achieve it.

1.6 Scope and limitations of the study

This study is seeking to explore the relationship between Garyounis University and the development aims in the context of university - community engagement in addition to highlight the major difficulties and obstacles facing this linkage. In other words, it is an attempt to investigate how Garyounis University reacts to the aims and requirements of social development plans in Libya. The focus of this study is Garyounis University in Benghazi.

All the studies the researcher has reviewed have focused on different approaches apart from the approach of social development, which has been considered in the current study. Therefore, this study can be considered the first of its kind to attempt to give an in depth explanation of the link between the university and society in terms of social development aims with focusing on the problems and difficulties obstructing this connection.

The findings of the current study may benefit not only Libyan higher education and social development planners but also other Arab countries since they have similar circumstances in terms of social development needs and educational conditions. It is finally hoped that this study can make an efficacious contribution to higher education strategies and regulations to make more effective participation in development process.

1.7 Overview of this study:

The current study is divided into six chapters. The first chapter which is the current one includes a background of the topic and the aims in addition to an overview of the context of the study, Libya, in order to give the reader an overview of the study and how it is organised. The second chapter provides a review of the literature related to this study. The latest chapter followed by the methodology chapter in which an explanation of the methodology used in this study and how it was employed. The last two chapters are related to the field study. The first one of them provides a presentation of the findings of the quantitative data followed by a discussion in the light of the relevant literature whereas the second of these two chapters covers the qualitative data; its presentation, analysis and discussion.

At the end of the thesis, the researcher has provided a conclusion of the study including a brief of the aims, methodology and literature in addition to the main findings.

1.8 Summary:

This chapter has provided an introduction to the current study and a general overview the significance of university role in society with a brief explanation of the context of the study; Libya. It has discussed the most common issues related to this topic. This discussion included statement of the problem raised and the main objectives of the study in addition to explanation of the main motivations that pushed the researcher toward this topic and the significance of such studies. Following this, an overview of the context of the study; Libya was presented.

Based on this illustration and the objectives of the study the following chapter presents the relative literature to this study, starting by giving an overview of the history of universities, passing the concept of university and its roles finishing by explaining the most used approaches in this kind of studies and strategies employed to achieve this role in different universities.

Chapter two

Literature Review

2.1. Introduction

As outlined in the last chapter, this study attempts to investigate the relation between the University of Garyounis and the surrounding society in terms of the role Garyounis University performs in order to achieve the aims of the social development plan defined in government legislation. This chapter, the literature review, provides a detailed analysis of the relevant literature on this topic. It is based around three key issues derived from the main aim of the study. Consequently, it has been divided into three main sections.

The first section describes the concept and historical development of universities, how their development has been influenced by society and how the role of the university has been affected by the demands of the community.. The main argument of this section is that universities were established as a response to community demands; therefore, they must be of service to society at all times.

The second section discusses the main roles of the university and the major arguments around them including teaching as the basic function of the university in all societies, research; its importance and its relevance to the university, and finally, engagement with society. It is argued that the failure to address these roles has delayed some universities in some societies from developing the relationship with their surroundings. These three functions are intended to serve society in some way and therefore they should be connected to the demands of society.

The third and final section investigates the main approaches to identifying and developing the role of universities in addressing societal aims in different societies and

more specifically compares approaches in Arab countries and the West. In addition, strategies and policies that are employed at some individual universities are explored.

2.2. Part one: The University, its origins and concept

2.2.1 Introduction

Universities have gone through several stages since their inception, which has had a significant impact on the concept of the university and how they evolve and change from one stage to another since they have been subjected to a number of factors in each of these stages. These factors have varied according to the effects of a variety of forces including ideological, intellectual, political, economic and even military elements. In this section the researcher will offer an analysis of the stages of development of universities and the changing concept of what constitutes a university from one era to another.

2.2.2 Historical overview of the genesis and development of universities

Education, in general, and higher and university education in particular, has become one of the most important social facilities to which each community looks forward in its quest for a high standard of life. Higher education is a stage of specialized education that is responsible for the preparation of leaders and cadres required for social transition. It is also functions to enhance the skills necessary for innovation in various fields.

Historically, universities have existed since the earliest days of civilized life. Indeed, as Denman (2005) has concluded, history has played a significant role in the evolution and development of a university and universities have deep roots in human history. For instance, the school of Heliopolis at the time of the Old Kingdom in Egypt can be considered as a model of an educational institution with high standards, focusing on religious affairs and the preparation of priests to serve the prevalent religious doctrine.

Its students were from the elite and the nobility. This school was associated with the state institutions, as well as its objectives, philosophy, content and modalities, which were influenced by the transitions that occur in the state (El-Borai, 2000).

Since Islam has spread, many educational institutions have been established in the Islamic world. Most of these institutions were established as mosques that included large libraries and offered educational classes for researchers in various fields of science. As El-Borai has stated, the following examples are some of these mosques: Zaytuna Mosque in Tunisia founded in 742 AD; Bait Hikma in Baghdad, which was set up in 830 AD; Kairouan University in Tunisia was established in 859 AD; Kurawieen University in Fez, Morocco, set up in 859 AD; and Al-Azhar University in Egypt, which was established in 972 AD (El-Borai, 2000).

After the earlier establishment of Islamic institutions, Christian universities emerged in Europe (Elhini, 2001). These universities, which originated in the Middle Ages, can be considered as a historical model of the modern universities and historians tend to argue that the University of Bologna in Italy, which was established in the late twelfth century, was the first such university. These universities developed spontaneously and no prior regulations had been issued to found and organize them. As Mursi has pointed out the emergence of universities in the Middle Ages was due to the growing desire for knowledge and of the broadening fields of science and knowledge. It is said that eighty universities had been established in Europe before 1500 AD (Mursi, 1992). In addition to the University of Bologna and Naples in Italy, there was the University of Paris in France (1150) and the University of Oxford (1096) and Cambridge (1209) in England, whilst in Scotland there were the Universities of Glasgow and Aberdeen (Wali, 1990).

In general, the nature and objectives of higher education in the Middle Ages differed considerably from one region to another. In Europe, for example, university education

was subjected to competing forces, each of which sought to impose its control. As Denman has mentioned; the church provided protection and support for a number of scientists and students who were working in accordance with its attitudes, while some secular forces were doing the same with other groups of scientists who had consenting orientations (Denman, 2005).

In this context, it can be argued that universities in the Middle Ages were significantly influenced by the general cultural nature of society that prevailed within the community such as religious orientations, philosophies, and other rival forces. In other words, universities were established as a response of societal demands.

As in the case in medieval Europe, where the universities were affected by conflicts in society, education in the Islamic world in the era of the Islamic renaissance was significantly influenced by what was happening in this region where the intermingling of cultures resulted from the Islamic conquests. In this period, as Denman (2005) has indicated, the scientific activities in that region were largely focused on the codification and documentation of historical events (Denman, 2005). However, the scientific activity was not limited to these aspects, but they included many scientific fields such as medicine, chemistry, pharmacology and other sciences. Mursi has mentioned some Muslim scholars who excelled in these areas, such as Ibn Sina, Jabir Ibn Hayyan, Ibn al-Haitham and many others (Mursi, 1992).

It could be argued that the scientific activities in the Islamic countries in that period had various aspects. In addition to studiousness in documenting historical events, scientific research flourished and emphasis on religious studies and Arabic language increased which, as the researcher believes, can also be related to the Islamic conquests. These conquests were a very important factor in integrating Arabs into different cultures and the spread of Islam. This led to non-Muslim people increasingly converting to Islam,

which resulted in the expansion of the activities mentioned above. Such conversion by a large number of non-Muslims led to increased interest in religious studies and Arabic language in order to enable them to understand Islam and the Koran in more detail. Furthermore, contacting and intermingling with other cultures and civilizations, including their discoveries, inventions and philosophies, was the circumstance, which helped to revive scientific research in the Islamic world.

As for Asia, Denman has indicated that monastic education was the primary aim of higher education in that region. In this region, Nalanda in Bihar, India (fifth century BC) can be considered as the first institution that may be dubbed university (Denman, 2005).

At this point, it can be noted that the religious factor can be considered as a key motivation, which played an effective role in the emergence of universities in the world; whether directly or indirectly. As mentioned earlier, the church had a great role in the beginning of universities in Europe. As Kim (2007) has argued, the model of Oxbridge was modelled on the monastic institutions of the Middle Ages. On the other hand, the secularists, who refused to accept church control, also had an effectual role in this since they were motivated by their rejection of the religious authorities and had secular orientations.

In the Muslim world, the wars and conquests, which were carried out on the grounds of religion, may be considered as a key factor in the emergence of universities, as explained earlier, in addition to the monastic foundation of the universities in Asia. Regarding to Arab countries, the oldest universities, mentioned earlier, were established as mosques containing large libraries. This is probably due to the teachings of Islam, which urges seeking science and knowledge. The Qur'an, in many verses, urges Muslims to search for knowledge and gives the scientists and researchers a high degree of appreciation. As well as, what was recommended by the Prophet Muhammad, peace

be upon him. He also exhorted Muslims to seek knowledge, according to his saying, from cradle to grave. It is evident that these teachings had a significant impact on the growing science and civilization at the beginning of the Islamic state in the Middle Ages. In addition, under the Islamic state's high standard of living at that time and the call of Islam to seek knowledge, many people were drawn to seek knowledge and research, as well as the mixture of these different cultures and philosophies resulted in flourishing scientific research and applications of science in that period of the Islamic state.

Nevertheless, under the domination of the mass higher education trends and the scientific way of life in contemporary times, directions have changed and the university's secular scientific approach has become the most dominant style in most universities in the world. This trend has pushed the educationalists to criticize Newman's idea of a university, which, in the light of modern meaning and aims of higher education institutions, is subjected to much argument and debate since it was based on the orientations of the Church. MacIntyre (2009) has claimed that Newman's idea of a university cannot be applied to any modern university. While the researcher agrees with this position, she believes that the religious impact on the rise of universities cannot be denied.

2.2.3. The concept of a university

Universities, as already mentioned, have eminent positions in all societies. Therefore, their definition, objectives, aims, roles and nature have been controversial issues since they were set up and much debate and many studies have been centred on them.

Defining the concept of the university can be considered the most vital issue in this field since such definition can lead to identifying the university's objectives, roles, and functions. The question here is: What is a university? In fact, this question has no

definitive and conclusive answer since there are many philosophies and ideologies that define the concept of the university. Jarvis (2001) has pointed out that defining a university in this complicated era is not possible. Whilst Denman (2005) has indicated that such attempts at definition have aroused several large debates and arguments since the nature of the university is influenced by factors such as social expectations and what is happening in society.

A university, at the present time, has more than one definition. Some writers and intellectuals define it from the standpoint of utilitarian pragmatism or idealism; while others take a social perspective as a base of their definition. Another group supports the economic outlook, while many of the parties and organizations support higher education as a tool to publicise and distribute political and ideological ideas in accordance with their philosophies, and therefore the objectives of higher education are set according to political and ideological perspectives. This has been substantiated by Denman (2005) who believes that universities have been used in different ways to control and to disseminate ideas and attitudes in their political, economic and social aspects. Both Gough and Scott (2007) have also confirmed this dilemma and, they have pointed out that, although the question of the aim of higher education seems simple and obvious to answer, in fact this is a contested and complicated issue. University or higher education institutions in general carry signs and implications associated with the content of the educational system of which they are a part.

However, universities are required to identify their nature and specify their aims. As referred to by Jarvis (2001), there is a significant demand for universities to explain their nature or at least their mission and task. This can make them able to respond to the demands of external pressures in an appropriate manner.

2.2.3.1 The Arabic conception

Having scanned the Arabic literature relating to this subject, it has been found that there is surprisingly little debate about the concept of the university when compared to the fervent discussion in the West. The researcher believes that this is probably due to the fact that higher education in its modern style has been recently introduced into Arab countries. Higher education in the Arab world is still new by international standards and still suffers from many administrative and financial difficulties.

It is also notable that, higher education in Libya is facing many difficulties. As El-Hawat et al(2005) and Faidi and Ibrahim (2002) have indicated, Libyan universities suffer from multiple problems, including increasing numbers of students going to higher education, which comes as a consequence of a significant increase in population as previously explained. Some of the problems have been caused by this substantial increase represented in a lack of balance between quantitative and qualitative aspects, the sense that the quantitative expansion in numbers has not been followed by qualitative evolution in terms of equipment, teaching aids and educational facilities. As El-Hawat (2003) has pointed out, the significant quantitative development achieved was not coupled with a qualitative one. In addition to the large number of foreign teaching staff working in Libyan universities, which leads to raise the cost, there is also the problem of imbalance in the distribution of students to different disciplines and colleges. Thus we find that there is overcrowding in certain disciplines and not others, despite the increasing societal needs for graduates in these areas. As El-Hawat (2003) has indicated, in Libyan higher education there is a surplus of graduates in certain specializations, such as human sciences, arts, law and economics, which results in unemployment in these subjects and shortage in other specialties, such as technology. It also leads to the importation of foreign labour in many economic sectors.

Returning to the Arabic sources, it can be noticed that the dictionary defines the term university as a collection of institutes called faculties where arts and sciences are taught

(Anis, 1990). Meanwhile Shamis (1979) has identified a university as an institution which prepares and produces the scientific competence in all areas and conducts research and scientific studies and links them to the reality of life in society. Equally, a university is considered as an educational scientific institution located at the top of the educational system in society, within which it is supposed to be an instrument for bringing about change. It is also aimed at creating the appropriate conditions and circumstances for interaction between students and teachers, through teaching and research so as to achieve the objectives of the community and to lead change within it (Hajjaj, 1977).

Having examined the previous definitions, it could be noted that there is an agreement among them about the importance of the teaching role of universities. The dictionary has clearly pointed out this role through defining a university as a group of institutions that teach or educate all subjects including science and the arts. However, the definitions of Hajjaj and Shamis have added the research role as a core function of a university by which the extent of university effectiveness in society is shown. This is illustrated by reference to the relationship between this role and achieving the objectives of society and leading the change in it.

It can be said that Arabic literature identifies the importance and the concept of universities through their main function. In other words, it is a utilitarian view aimed at achieving public benefit to the community through these academic institutions. It seeks knowledge for the purpose of taking advantage of it rather than for knowledge itself, which is, the researcher believes, probably due to the influence of Islamic philosophy and view of life. In the context of Islamic philosophy, everything in life is geared to serve human beings, to improve the conditions of their life and their way of living. This philosophy was disseminated from the beginnings of the Islamic state in the Middle Ages and across the Islamic world and then coincided with the emergence of the industrial revolution in Europe.

After remaining isolated for a long period of time and being influenced by the old view adopted since their inception, that is, seeking knowledge for its own sake, universities turned to embrace a new attitude contrary to the first one. This recent approach has affirmed the utilitarian view of knowledge based on the concept that the university is the mother of knowledge, which should be directed to the benefit of mankind, and that knowledge is not required for itself, but rather for the subsequent interest and human benefit it can produce. Thus the old view of knowledge for itself began to disappear. This led to the function of the university being influenced by the scientific and industrial renaissance and for it to be associated with the community and serve it by meeting its demands and solving the problems it faces.

2.2.3.2 The influence of John Henry Newman

The change in the status of universities referred to above is more obvious in the western literature. Newman, who represents the old view of a university, has asserted in his idea of the university that it is a place to teach comprehensive knowledge as the mandate for theology as a science of sciences (Newman, 1996). This is consistent with the previous conclusion, as has been stated earlier in the overview about the emergence of universities that they developed in response to religious requirements and the religious factor had a major role in their initial development. Kim (2007) has indicated that Newman stressed the importance of teaching the young and thus the aim of a university is actually the production of a human being. Thus, in the Newman idea of knowledge, the forming of a human being is more vital than knowledge per se, it can be stated that this view is to some extent in line with what Libyan government ideology calls for. Equally, we may note that according to what is contained in the Green Book, which represents the epitome of ideology espoused by Gaddafi's government, knowledge is not an end in itself, but rather the main purpose of university education is to create a new human model.

As Kim (2007) has stated, citing Sir Alexander Carr-Saunders, Newman's contemporary, who served as the director of the London School of Economics and Political Science, preparing students for high profession is an appropriate function of a university. This preparation should enable them after graduation to provide service to the community through the recruitment of skills acquired during undergraduate study; in addition to expanding the scope of interest, promoting sensitivity, accelerating and deepening of understanding and empathy. This means that the goal of any university, according to Sir Alexander, is constructing an integrated human personality who is capable of serving society.

However, MacIntyre (2009) has argued that Newman's idea of a university is not feasible in the current era since Newman believed that theology should be the basis for all types of knowledge offered at a university. Other contemporary scholars and intellectuals, have, according to MacIntyre, objected to this view.

In addition, MacIntyre criticized Newman's idea because of Newman's belief that deep specialization can deform the mentality, which is contrasted with educational systems in contemporary universities. The abundance of knowledge in the modern era has imposed a variety of specialties in each field of knowledge. There cannot any longer be a universal scholar who searches into philosophical and natural issues at the same time as did the previous scholars and scientists, who were known as polymaths. Examples of them are many Muslim scientists in the early era of the Islamic state, such as Ibn Sina, who excelled in philosophy, medicine and astronomy and Al-Khwarizmi, who was also proficient in philosophy and algebra in addition to the scholars of ancient Greece who were revered for their knowledge of these topics. It is difficult or maybe beyond the bounds of possibility to have such comprehensive faculties in line with Newman's idea of a university due to the nature of knowledge and scientific and technological development.

MacIntyre also has criticized the substance given by Newman to theology as the most basic ground on which any university should be established. He has referred to the fact that it would not be acceptable to disclaim the term university of any institution just for not teaching theology. He has claimed that most academics at the present time believe that a university is a secular institution, which makes them reject the idea of Newman. This is consistent with the view of Marginson (2007) as he has set out two ethical systems of the university. The first is the scope of communicative association, which includes the right to talk and dialogue on the basis of credibility and mutual respect whereas the second one is the scope of secular intellectual practices including curiosity, criticism, clarity and interpretation and explanation. He believes that knowledge is created in the second scope. This is, as he considers, the substance of the idea of the contemporary university. According to this theory, secularism is the moral basis of the university. Marginson here suggests that a fundamental and central goal of the university is to protect and promote the field of intellectual practices.

2.2.3.3 Contemporary perspectives

Moving on to the contemporary intellectuals, Jarvis (2001) in the final chapter of his book "Universities and Corporate Universities" has tried to determine the definition of the university through an analysis of the attributes that are common to all universities when compared to those features that distinguish them from other institutions which offer a similar kind of education. He believes that the privacy of the word "*university*" has been lost in the English language, since many institutions have been allowed to adopt such a title. The American education system is an example of this diminution of the term since this system allows many institutions, which provide education after school, to call themselves *universities*.

Jarvis has also indicated that each individual university differently understands its mission and realizes its characteristics, which suggests that we are discussing different forms or variation of models of universities rather than similar ones. Indeed, as has

already been mentioned, universities are influenced by the requirements of the outside community and its pressure while they have an impact on them at the same time. It is known that human societies are not identical; therefore university responses to their demands would differentiate these universities from each other in accordance with the distinction of different communities.

This is confirmed by Marginson (2007), when he states that universities are subjected to intense influences by a large range of values and moral systems. These effects vary according to the diversity of systems and values prevailing in the society to which the university belongs, which makes them vulnerable to permanent change.

In addition, Jarvis (2001) has identified four distinctive features of the university as follows: lifelong learning, life wide, level of academic award and functions. He thinks that universities have moved towards a system of lifelong learning in spite of the fact that not all universities have achieved this goal. In addition, universities, according to the second character, offer a wide range of science and knowledge disciplines. In the university, according to him, a student could be enrolled on a course or research in most areas of knowledge that lead to a variety of qualifications ranging from courses that do not have certificates to courses that lead to the Ph.D. degree. This can happen through the jobs which he has identified; teaching, research and community service at local, national and international levels.

Sutherland (1994) has associated the function of teaching with that of research and made them the standard for the concept of the university since he believes that the subjects that should be taught through universities should by nature be those that can be developed through research. In addition, they should be delivered in a way that fosters intellectual skills to deal with different situations and problems using appropriate scientific and logical methods. This vision may have historical roots as Barnett (1999)

has referred to, since no more than a generation ago; universities were seen as institutions where essential sciences and important topics are taught.

In addition, Sutherland's definition to some extent contradicts the definition of Denman since Denman (2005) has defined a university as an organization that is officially authorized to grant graduate degrees in three academic disciplines or more. It can be understood from this definition that there is disregard for the nature of what can be studied at a university as long as there are three or more disciplines. Furthermore, Denman's definition does not refer obviously to the research activity at the university. In spite of that, he has acknowledged and confirmed that the research functions embedded in the university and it is used as a criterion for the classification and ranking of universities. On the contrary what Sutherland has referred to is the merging of the two aspects together and setting them out as a common standard for the concept of the university, whereas, Denman's words mean some sort of separation between the functions of teaching and research is required.

In clarification of the concept of Libyan universities, it can be noticed that the definition has been influenced by the modern outlook on universities, where it is seen as a servant of society. Thus the decree number "22" issued by *the Ministry of Higher Education* is in regard to the organizational structure and framework of Libyan universities and higher education institutions in Libya in the year 2008 and states that the universities are:

"...scientific institutions specialize in university education, postgraduate studies and research through faculties, scientific departments and research centres in different fields. And aiming to obtain multiple objectives, including contributing to the achievement of economic and social development..."

Universities, according to this definition, are concerned with higher education and scientific research in order to serve society and upgrade civilization, taking into account not only providing the country with specialists, technicians and experts in various fields, but also making a contribution to the advancement of intellect, the progress of science and the development of human values.

Through the previous review of definitions and concepts of a university it can be said that as a result of recent developments, it has become difficult for the university to have a well-defined concept in modern times due to the broad range of functions associated with the university. Universities have passed the stage of preparation of specialists, technicians and engagement in academic research to a new phase where they combine these functions with a concern for the environment and the community in which they exist. Consequently, this situation has led to the fact that universities have directed a large part of their efforts and activities to contribute to serve society in terms of finding solutions for problems facing the economic and social development of their societies.

This is a natural consequence of the conditions and demands placed on the university. Universities if they are to be successful in achieving their goals have to be linked to their communities; they must be aware of the demands of society based on the fact that they should provide society with qualified manpower; and, therefore, they should have an obvious database of the needs of the community in terms of human resources. In addition, universities have to know whether their activities have achieved the desired objectives.

2.2.3.4 A university as investment

Education is highly considered as an investment. In fact, the word investment, borrowed from economics, can be used to denote all the individual effects and the economic, social and environmental consequences resulting from education. On the grounds that

education is an investment in the human in general. However, this view should be approached with caution. The human being, which represents the major input of the university, differs substantially from the raw materials used in other productive enterprises. A human is the product of the surrounding environment and as a consequence will vary in accordance to the economic and social conditions in which they arise. Universities do not deal with similar models that can be imposed by a single system to reach its target automatically, as it is the case for productive industry, but are facing a group of people of different origins, upbringing and socio-economic background which requires a method of work that takes into account the circumstances and the different backgrounds of students. The university aim is not to graduate similar patterns of human, but to seek to develop the independent personality of each student.

In this context, we can refer to two theories regarding the importance of the university role from two different points of view.

Gough & Scott (2007) have indicated the “*real world view*” and they have mentioned the material benefits accruing from the university to the individual and the community where these benefits are symmetrical and reciprocal. A student goes to a university to gain skills, which are expected to be in demand in the future, and therefore balances the cost of acquiring these skills and expected interests and returns earned through the investment of these skills. The community also measures the costs of providing these skills against the future benefits of the student owning the right skills at the appropriate time and the cost and material losses that may result from the possible lack of these skills in a timely manner. It is already known by the designers of educational programmes in universities that it is necessary to take into account not only the intellectual aspects, but also the skills expected of these programmes to serve the economy and the labour market.

The objective of education in accordance with this theory is supported by Wilson (1989), as he has referred to the appropriateness of consideration of the output of higher education according to its success in meeting the requirements of the market.

In fact it can be said that this theory is increasingly important in our current era of decreasing resources. According to Wilson, (Ibid) we, as a society, want, in an era of scarcity of resources, to insure that there is sufficient funding to support search areas of urgent and public attention. Students, parents and governments always seek to obtain returns commensurate with their investment (Middaugh et al, 2008).

Commenting on this theory, it can be said that despite its importance for the economic returns of the university, it cannot represent the only motivation for the establishment of universities. The education process is primarily humanitarian and therefore its objective cannot be purely economic; also the message of the university cannot only be based on the economic and material reasons for its creation. In addition, there are some aims of the educational process that cannot be achieved through this theory such as developing the comprehensive human personality.

On the other hand, Gough and Scott (2007) have pointed out the "*ivory tower view*." In this theory the goal of the university is an individual and not a social aim. The value of education is intrinsic and it is not a means. The university, according to this theory is not intended to provide numbers of graduates in order to achieve utilitarian purposes, but to provide a suitable environment for the number of gifted students who are able to take advantage of the rich environment provided by the university.

At this point, it can be said that an issue relating to this theory is that some disciplines in the existing universities require and are based on utilitarian social or economic

objectives. The Faculty of Medicine, for example, cannot be established without the aim of achieving social and economic interests. This is also the case in most other colleges such as engineering, law, and education. In fact, this theory may be aligned with the old view of the university as a place to teach philosophy and theology. However, in the current era and with the increasing rates of development and technology, it is not possible to employ this absolute theory on the educational systems in the universities. Indeed it is not wise to allow some disciplines to grow if there is no way to absorb the outputs of these specialties in the labour market. As Wilson has noted (1989) it is right that some students study history, for example, and are doing some research in it, however, it would be wrong for many of them to do so.

On the other hand, the perception of the idealism of the university cannot be ignored and the individual goals of some students of seeking knowledge for the sake of knowledge itself and for the purpose of satisfying the self-desire of research and exploration cannot be completely omitted from consideration which may not be fully consistent with the theory of the *real worldview*. Moreover, the overstatement in the application of the *real world view* may not fully realize the goal of developing mental and personality of a student who may find these goals only in the *ivory tower theory*.

Gough and Scott (2007) have also indicated that another difficulty facing the theory of the *real world* is that the identification of skills required in the future is no longer possible. They also believe that future expectations based on currently available knowledge may negatively affect student desire to test and challenge these expectations. At this point it can be said that the *ivory tower theory* could be a contributing factor in the upbringing of an effectively conscious generation able to face the challenges and has a capable mentality of innovation and discovery. In other words, this theory can complement the lack of the previous one. As Gough and Scott (2007) have indicated, these two theories are not necessarily opposing. It is possible, according to them, to achieve the objective of the *real world theory*, which is to improve the economy in the

present and future at both individual and social levels, through the approach of *ivory tower* by following the principle of "*follow your ambition where it takes you.*" They support this with the view of Peter and Waterman (1995) where they have indicated that the success of business depends, in addition to the ability of workers to apply their newly acquired proficiencies and their creativity and development skills.

In fact, it can be said that these two theories are complementary and they are not contradictory or opposing, as pointed out by Gough and Scott (2007). In short, as Gough and Scott have mentioned, the more we seem to know about the goal of the university, the more it becomes clear that there is very little certainty in this aspect.

2.2.3.5 Summary of part one

Defining the concept of the university can offer a basis for clarifying its objectives and its mission in this complex era. The key message is that the university is subject to continual change due to the rapid evolution of life and the emerging innovations on a permanent basis, which may have a direct impact on defining the concept of the university and its mission. The university has exceeded the limits of the local and national environment to occupy a global position in this era where the world has become a 'Mega-village'.

Despite all of the above, the researcher has noted that Arabic literature did not address this issue in much detail. In this sense Arab theorists have not gone beyond giving some simple definitions. This is, the researcher would suggest, most probably due to the fact that modern Arabic universities have been recently established. The modern Arab universities do not go beyond one hundred years of history. It can also be noted that most Arabic definitions have indicated the traditional function of the university; teaching with little reference to research and community service. This may have been influenced by the western conception of the Newman conception of the university since,

as we have noted. Newman focused on the function of teaching and considered it to be the ultimate goal of the university.

At this point, the researcher would like to state that in spite of the importance of the ideas of Newman on the composition of the human being as the main objective of the university, based on the fact that the primary goal of the educational process and education is the formation of an integrated personality of the individual, teaching cannot be the only goal of the university, since this would mean that universities do not differ from schools.

Within the framework of the idea of Newman, it could be argued that in spite of the success of some religious universities, religion or theology cannot be taken as a standard of the university. On the other hand, secularism is also not a valid criterion in the light of the success of many religious universities in carrying out their mission in serving their communities and in the service of the international community. We may cite Al-Azhar University as a powerful example of this conception since Al-Azhar University, in addition to being a local university that serves the local community, it is also an international university frequented by many Muslim students, and orientalist from around the world.

Obviously, it is clear that defining a university internationally is a thorny and difficult issue. This is due the fact that the mission of the university and its aims varies considerably among different societies according to their different nature and circumstances. The concept prevailing in the literature on this subject has its roots in western thought and the researcher would suggest that we do not and cannot provide a unified vision of what constitutes a university, but we may try to posit a common vision of existing institutions, calling themselves universities. However, this vision has been subject to constant change relating to the constant adjustment of the nature of human life

and human society of which the university constitutes a part. The dilemma is that, as Sutherland (1994) has suggested, we are aware of numerous examples of universities in spite of the lack of a precise and obvious definition of what a university is and what its standards are.

2.3. Part two; Roles of universities; teaching, research, community service and development

2.3.1. Introduction

Roles of universities differ depending on the various communities they serve and their structures and composition. The success in performing these roles relates closely to how explicit, accurate and procedural a university's aims are. The ability of the university to obtain its objectives and its mission in building and developing society depends on its ability to perform its various roles through its responsibility towards knowledge, which can be summarized in three main functions, namely: knowledge transfer and dissemination, producing knowledge and developing it through scientific research, utilizing knowledge and its application to serve society (Abu-Zeid, 2005; An-Jager, 2009; Elhini, 2001; El-Borai, 2000; Jamal-Eldin, 1983 and Kazem, 1987).

Substantially, as Mihai (2000) has referred to, the roles of the university are widely considered as teaching new arts, sciences, and technology, as a platform for research and development, and as one of serving the local and global community. However, it should be taken into account that these three roles are integrated, and they could not be seen separately. Each one of them does not reflect independence and isolation from other functions. In fact, there is a close link between them. They are complementary, each of which is an integral part of the other post. The relationship among them includes mutual impact.

Although these functions represent a basis for the role of universities in different countries, the way to perform these functions varies from one university to another and from one country to another according to different ideologies and philosophies. These roles differ in terms of their means, limitations and areas of interest in accordance with the standards of economic, social, political and cultural regimes. These roles are addressed in some detail in the following.

2.3.2. Teaching

Maskell and Robinson (2002) have defined teaching as the service that the university is committed to provide to customers and which is the transfer of knowledge and skills that can only be accomplished through teaching. It is the university's primary activity that cannot be ignored or decreased.

Teaching is considered the most important function associated with university education since its inception and in particular in the Arab countries where this job is associated with the preparation of the workforce. Therefore, this role has acquired the largest share of the facilities and efforts in the Arab universities (Badran and Dahshan, 2001). Likewise in the case of western universities Jones (2008) has indicated that most faculty members believe that teaching is their primary job. Also, the results of Middaugh et al (2008) from a study conducted in some American universities have shown that teaching has the lion's share of the number of working hours of faculty members. In this study Middaugh et al found that the percentage of working teaching hours for staff reaches about 58 per cent of the total time spent at work. This can mean that the work priorities in accordance with the percentages as follow: teaching 58 per cent search 22 per cent, administrative and other activities 21 per cent. In fact, as Denman (2005) has mentioned, it is widely agreed that the most important stakeholders at universities are students.

Graduating well-qualified individuals who are able to contribute effectively in economic, social and political activities has become an important criterion for measuring the success of universities in the performance of their functions. University education is no longer just a way to get a degree but is a way to produce individuals who are capable of creativity and innovation and to take advantage of what they learned in their undergraduate studies. Sutherland (1994) has stated that, university graduates, regardless of specialty, should be more capable to perform multiple roles in society than if they had not received such education. In the words of Newman: university education should be able to provide the community with some leaders. If higher education does not produce

graduates or individuals who are able to gain knowledge themselves and have the right skills for that, society will lack resources for decision-making (Wilson, 1989). Proficiencies and skills, which are expected of a university student, have vital applications in a democratic society (Sutherland, 1994).

In the light of globalization, competition among universities is no longer merely national but international. Thus the role of education has become more comprehensive and complex. It is no longer aimed just at producing graduates for the locality, but to graduate specialists at an international level.

2.3.2.1. The nature of the teaching process at university level

The teaching role of universities has always been a controversial issue. As Mihai (2000) has noted, different issues have been addressed throughout this debate raising questions about: how, for whom, and why does a university perform this role?

Universities are located on the top of the educational pyramid and their role is to prepare individuals who are eligible to contribute to economic and social progress, the nature of the teaching process should correspond with this stage and this objective. The university teaching role is not intended to cast students in rigid moulds or producing of goods of similar modules, but rather to develop the capacities and skills of the individual through which a student's ability to think critically and their abilities of creativity, innovation and self-education are evolved (Brew, 2006). As Borai (2000) has indicated, the main aim of university teaching is to change students' behaviour to help them make more effort and own the right skills for self-learning. Higher education, according to Barnett (2000), must be understood as a tripartite process that includes: raising the curiosity of a student, assisting to cope with this period of rapid change and developing their abilities to form positive contributions in this complex world. According to Barnett, (1997) students are supposed to have their own responses for what they face in their lives.

Moreover, the university is a link and a middle stage between school education and the labour market, as Wilson (1989) has indicated, if it is to be appropriate they must be compatible and familiar with the school system and its nature on the one hand and with the requirements of the private and public labour market on the other hand.

The changes in the work world have increased the difficulties facing university graduates in this complex era. As Brew (2006) has pointed out, it is not only a very complex world; it is also an uncertain world. We have no idea what is going to happen to us next. It is no longer possible for universities to teach and train their students about stable professions due to the difficulty in predicting which occupations will disappear in the future and the nature of the new professions that would be replaced by which increases the difficulty of the task entrusted to the university education. Therefore, university education must be able to prepare individuals with sufficient flexibility to adapt to the nature of these rapidly changing times.

In this context Barrie et al (2010) has pointed out the concept of employability. This term refers to the skills and aptitudes that graduates should have. It includes the ways of thinking which allow a graduate to develop and cope with challenges they can face during work time. This kind of skills cannot be ignored in this age where life increasingly changes. Therefore, the teaching process, universities should aim towards, is to support students to achieve these aptitudes.

It should be noted that, although the importance of professional preparation at the university cannot be ignored, it is certainly obvious that a university should be more than that. The increasing interest in the job market and the growing desire to achieve development goals and improve the conditions of life has made this aim an overriding objective in the goals of the university.

As Denman has noted in his study conducted in eighty universities in twelve countries (2005), universities have lost their broader aim of the dissemination and advancement of knowledge for the purpose of knowledge itself. This change may have resulted from the impact and control of external forces on the university, whether political or social trends or market forces. These pressures have put the academic faculty, as pointed out by Marks (2002) at a crossroads. Either teaching in accordance with the requirements of the world of work for the professional preparation or to confirm the value of learning for the purpose of knowledge per se, in other words to emphasize the value of education for its own sake and not for the purpose of obtaining a degree.

The nature of the rapidly changing labour market makes it difficult to predict its future and therefore makes preparation for stable careers almost impossible. Therefore, graduates must possess sufficient flexibility and the ability to adapt to the changes they may face when they enter the labour market. This makes preparing these graduates are consistent and close to the goal of disseminating knowledge. Preparation of graduates who have flexibility and the ability to adapt, means that they must gain the ability to search for and acquire knowledge themselves which is in the same direction as the search and discovery for knowledge.

2.3.2.2. Effective teaching at the university level

University education, as El-Borai (2000) has indicated, is education that makes students capable of innovation and creativity. University education should be based on students' efforts to explore knowledge, to access its sources and to analyse its components by raising the enthusiasm and motivation in students for study and research so that in the future graduates can use these capabilities to search for knowledge themselves in light of the explosion of knowledge that prevails in this day and age. Today Universities must be designed to teach students how to develop self-learning and self-evaluation. It should also assist students to be independent and to have the ability to create and innovate, to develop their personalities, to adapt with desired change and to participate in developing

their societies. As Brew (2006) has indicated, the more complex and important the choices that are facing people daily, the more they need to develop the skills of critical analysis, gathering evidence, making judgments on a rational basis, and reflecting on what they are doing and why. A university student, according to Barnett (1997, p.110) " should be able to offer their own account of why [such and such] is the case or why it works. They should be able to offer reasons for their beliefs and actions.

Through university education, student's ability to understand what is taught and its applications in addition to the skill of judgment are tested, not just the ability to memorize and retrieve information. This can lead to raise individuals with a high degree of mental and emotional maturity and awareness of the conditions and problems of life as well as to be competent in the field of their specialization.

This principle is in contrast to the approach derived from the principle of "*I teach you*", mentioned by Wilson (1989) as an inappropriate base for higher education. Dewey has indicated that university education is not a one-way process of the professor to the student, whatever its effectiveness in the education of the learner is. The educational process is primarily done through communication, through which the exchange of experiences is done to become a common property (Blake et al, 1998). This unilateralist approach is not commensurate with the requirements of higher education, especially in this era of rapid change. The approach most appropriate for university education is a self-learning approach. More emphasis on the student-led approach for learning is the most appropriate approach in light of the significant expansion of the sources of knowledge upon which the student depend while studying and after graduation (Wilson,1989).

At this point the issue of equal educational opportunities is raised. Some educationalists believe that university education should be available for everyone in the community

regardless of their abilities. Whereas another group tend to say that entering into higher education should be based on academic excellence. They believe that higher education should be only available for those who have the mental capacity for it regardless of their social and economic level (El-Borai, 2000). According to Barrie et al (2010), every person who aspires to higher education should be able to develop the skills and competencies related to practical projects supervised and evaluated by employers.

In this regard it can be argued that opening the admission door for everyone may result in waste of resources. This means that the principle of equal opportunities must be controlled by certain criteria such as the level of achievement in pre-university education or pre-university tests and the extent to which the student has the capacity to continue his or her education without significant delay.

Moving on to the teaching staff, who represent the main foundation of the educational process, they are, according to Wilson (1989) effective tools for communication between students and knowledge. Universities according to Harper et al (2010) depend on the knowledge, skills and talents possessed by the academic staff to present distinctive and attractive courses in the increasingly competitive market. Their role should include supporting students to research and explore and arousing interest and motivation among students to study and search for knowledge on their own to develop themes that cannot be evolved by indoctrination, memorizing and retrieval. Thus, as Wilson (1989) has suggested, the primary role of tutors is the review of students' work and research papers.

However, it seems that Wilson (1989) reduces the role of a university professor and eliminates their responsibility as a guide and mentor before students' role in research. Lecturers, based on their scientific and educational experience, can direct students to the most suitable ways and means to research and study and guide them to find the

appropriate sources, as well as to assist them in developing their scientific basis which qualifies them to continue their studies and to clarify what may be ambiguous for students to understand. In fact, it can be said that their mission is to pave the way for students to launch themselves along the path in scientific specialization that they have chosen.

2.3.2.3 Teaching process at Libyan Universities

At this point, we should note the nature of the teaching process and how it is carried out in Libyan universities specifically and Arabic institutions in general. Education in these universities is based on the method of indoctrination, conservation and information retrieval. In other words, it is based on the traditional methods of memorization of facts for repetition in examination, rather than developing reasoning skills and critical thinking (Badran and Dahshan, 2001; El-Borai, 2000; El-Fadil, 2009, and Shita, 2005). University education is largely based on the traditional method which is built on instruction and the receipt and filling the minds of students with the knowledge and information without linking them to the reality of life focusing on theoretical studies and neglecting practical and applying lessons. In this style, education is a unilateral process from teacher to student whose role is limited to receiving information and facts and is not given the opportunity to discuss or analyse. It takes the form of lecture where a professor talks and students listen and no time for discussion and dialogue.

As mentioned earlier, Qubain (1979) has stated that Libyan universities follows the Egyptian pattern where lectures are given in large halls and attended by a large number of students, five-hundred or more in colleges of arts, law, and commerce. Although the lecture sections are much smaller in science faculties, there is little, if any, of class discussion. This is very similar to Libyan universities teaching. This style of teaching, as Za'rour (1988) has stated, is apparently not contributing to the development of critical thinking skills in students nor the realization of other higher cognitive objectives.

As Zholkov (2010) has indicated, this type of teaching causes school and college students to hate the subject. On this basis, students do not develop positive attitudes towards self-learning and do not acquire the necessary skills to do so. In this context, Badran and Dahshan, (2001) have indicated that learning in our universities was frozen at the first two levels of the four levels of the learning process. It provides student with a large amount of knowledge and information, which is analysed and compared to its components (level one), then the conclusion (level two). Whereas the third level; critique, differentiation and judgment and the forth; diligence and creativity, our universities are still far from implementing. In fact, according to the researcher as a member of staff at Garyounis University, Libyan universities may not exceed the level of knowledge acquisition and information. In other words, university education at Libyan universities, specifically at the University of Garyounis, agrees with what Wilson (1989) has referred to as a spoon feeding system and then testing students' ability to retrieve information rather than their understanding, which is based on the "*I teach you* " approach mentioned earlier. The system of Libyan university teaching is based on the development of memory skills through the development of memorization and restoration at a time when education is supposed to be a catalyst for development of understanding and the ability of assess things and pass judgments based on logical grounds. It should also be in sync with the development of communication skills, information technology and autonomy in addition to providing a professional base. These skills, as Barrie et al (2010) have argued, should be developed through teaching and not independently. This type of system can cause students to be "*vulnerable*" when facing real life (Barnett, 2000, p. 158). In addition to their higher education responsibilities towards students and towards society, according to Barnett (2000), universities should develop individuals who are able positively and purposefully to integrate into society, in an era characterized by frequent disturbances and speed of change particularly in professions and jobs. In addition to criticism by Barnett (2000) to the lecture method of teaching, as he has argued that this method closes communication channels between faculty and students and relieves the student from any responsibility to respond where students watch the performance of professors without any obligation

for them to participate. Barnett has suggested that the best method is to place students in a position demanding debate and dialogue and provoke controversy. Workshops are the most appropriate methods to motivate students to make effective and meaningful participations in debate and dialogue. Students should have the opportunity to express themselves and their voices. Curriculum, as Barnett (1994) has indicated, should be based on involving students in the educational process.

Nevertheless, the lecture method, in the light of overcrowding of students at Garyounis University and most Arab universities, is perhaps the most appropriate method of teaching, due to the possibility to allow spaces for a large number of students using this method. Additionally, teaching in small groups would result in significantly higher cost of education. The lecture method in teaching could reduce these costs and relieve the lecturer's teaching load (El-Borai, 2000).

Furthermore, most university teaching staff have not studied to be educators, as has been confirmed by Jones (2008). They often have been chosen on the basis of excellence in scientific research and were required to obtain a higher degree such as Masters or Doctorate (El-Borai, 2000). In other words, they have not received educational preparation related to university teaching methods and styles. This dilemma can be obviously noted at Garyounis University, as has been researched by El-Hawat et al (2005) in a study on the Libyan universities. The faculty members have been prepared to be researchers in their field and they do not have a background relating to educational theory or pedagogy. In spite of this, faculty members cannot receive all the blame since Garyounis University lacks teaching support aids for the professor.

In fact, the responsibility of the university extends to contacting graduates to provide them with updates during their working lives. To achieve that, some universities organize training programmes for graduates and staff in society, using various institutions through which graduates receive new knowledge to be aware of the latest

developments in their field of work and specialization. Despite the high value of this activity, it does not receive significant attention at Arab universities including Garyounis. As Badran and Dahshan (2001) have confirmed, there is not one Arab university that opens its doors to former graduates to renew and update the knowledge they have acquired. This activity is usually done by employers in terms of providing training courses for employees as required.

2.3.3. Research

Scientific research in all societies is a significant factor underlying progress and development due to its effective participation in various aspects of development. It is also considered an effective way to find solutions for problems faced by the productive sectors to improve performance and increase productivity and access to high quality products and services. As Barnett (1997) has noted, research activity has become business and it has been considered a key factor for the formation of the new academic disciplines during the past thirty years. Evidence of the role of scientific research in economic growth is a study conducted on the U.S. economy in the period from 1909 to 1945. At that time, the percentage of national income increase in the U.S. was 100 per cent and distributed by 12.5 per cent to the capital increase, and the proportion of 87.5 per cent to the development of science and its applications in industry and the use of technical and technological means (Al-Rifai, 1993).

The escalation of the global scientific and technological revolution based on information and creation of the human mind has increased the importance of scientific research. Therefore, scientific research has been given, whether theory or practice, great attention in many countries, especially in the developed countries. Nevertheless, the importance given to research varies in different societies and their degrees of development. In fact, it can be argued that there is a direct relationship between the degree of progress of any country and the amount of focus given to scientific research in that country.

Moreover, the types of research fields also vary depending on the degree of economic progress. As Alshatlawi (1991) has indicated, while research in the developed countries is concentrated on finding solutions to the problems resulting from the use of science and technology and how to develop these methods, the focus of such research in developing countries is to find solutions to problems relating to food, agriculture, education and other difficulties and problems facing these communities.

This explains the tendency of Arabic literature on university and higher education towards finding solutions to the problems experienced by this sector with relatively little focus on philosophical and ideological issues in higher education. The priorities of research topics vary from one country to another depending on environmental, demographic, economic and social circumstances.

2.3.3.1. University and scientific research

Universities are important centres of science and scientific research; they link science to the community and coordinate efforts aiming for the scientific progress of human knowledge on the one hand, and for science to serve society and its development on the other hand. Therefore, research is one of the main tasks of the contemporary university and it is the field of excellence and pride among the various universities. The teaching role of the university cannot be effective without being associated with research. Through scientific research the university can evolve itself. As suggested by Wilson (1989), institutions, as individuals and communities, have the opportunity to teach as much as it is considered to be willing to learn.

In spite of the importance of this activity, there is controversy about the feasibility of its presence at a university. Some educationalists such as Newman, Ortega, Gasset and Moberly believe that universities should not be engaged in research. On the other

hand, Jaspers, Phillips, Griffiths and Wegener say that research is an important part of a university (Barnett 1997, p. 122; Pelikan, 1992, p. 71).

Barnett's argument

Barnet (1997) has argued that although research at the university is a significant activity, it is not part of the concept of higher education. Research, as he has stated, is an addition to knowledge and does not represent an essential part of the so-called institutions of higher education. He has evidenced this by saying that research is not directed according to the curriculum, but according to the needs of the client to search. In other words, it is not motivated by the requirements of teaching. Research is an attempt to produce objective knowledge away from any personal biases that research does not focus on the mind; it is possible for a researcher to produce a research paper with important results in the academic community, but for it not to have any personal impact on the researcher. On the other hand, higher education is governed by various goals; its major focus is individuals and their way of thinking, which means that it is not an objective matter but is personal to what is going on in the mind. Higher education focuses on the mind while the mind is not a matter of interest in research. According to him, the role of a researcher and the role of a teacher are independent from each other and either one or both of them can be run by any person, and succeed in it.

Barnett seems to have made higher education a purely personal subject since he has used an individual approach and ignores the social, economic and environmental role of higher education. It is well known that education plays a key role and an important part in the life of society as a whole and not only in the lives of students. Higher education is not something isolated from the surrounding environment. Thus, any analysis to determine its concept and objectives should take into account the cultural and social context as a whole. In other words, in the shadow of the modern view of universities as tools for development and improvement of life in society, this aspect in the analysis of the importance of research at the university must be taken into account. Research has its

social side of being affected by the requirements of society and emerging requirements and needs. It can be argued that the nature of research in universities varies from one society to another according to the requirements of this community or that. Moreover, the modern outlook of the university as an institution for serving and supporting the community to achieve the objectives of development which makes research, in many cases, the means used by the university in order to accomplish this mission. This matter may enforce the university to contribute to the research activity to address or resolve some of the problems faced by their communities. Research even if not conducted according to the curriculum, but according to the needs of the client, it is possible for it to be considered as a type of community service since the customer is often a community or some of its organizations. If it were not so, in all cases the results would improve and add to knowledge. Is not the goal of universities, which have arisen since the Middle Ages, the goal of developing knowledge? It is well known that universities were created for the purpose of knowledge itself and to develop it. As Morsi has pointed out the emergence of universities in the Middle Ages was due to the growing desire for knowledge and as a result of the broad field of science and knowledge. On that basis, research can be a leading tool for this. The modern utilitarian view of the university should not fully repeal this objective.

As Altbach and College (1998) have indicated, universities inevitably play an important and essential role in scientific research in any country. They are, first and foremost, institutions containing large libraries, modern laboratories as well as the most important element of high scientific skills possessed by academic staff. Also, research is an important criterion with which to evaluate the efficiency of the members of teaching staff. Ramsden and Moses have confirmed this as they referred to the view that in order to be a good university teacher one must be an active researcher (Brew, 2006, p. 5).

However, there must be a balance between research activity and teaching activity for the teacher. Their workload should be distributed between the two activities in a balanced

manner so that there will be no negative or deleterious impact on teaching. At this point Brew (2006) has referred to the fact that different research policies and departmental arrangements for teaching allocation can influence the extent to which academics are able to integrate teaching and research. Scientific research for the professor is no less important than his job as a teacher. Effective teaching in higher education largely depends on the research work (Barnett 1997).

According to Borai (2000), the main aim of university teaching is to change students' behaviour to help them make more effort and own the right skills for self-learning. Higher education, according to Barnett (2000), must be understood as a tripartite process that includes: raising the curiosity of a student, assisting them to cope with this era of rapid change and developing their abilities to form positive contributions in this complex era. This means that the main objective of higher education is to develop research skills among students so that they become able to develop themselves and expand their horizons to face their future. It should provide them with the knowledge base to understand the debates in their field of study and be able to contribute positively and effectively to assess the views and perspectives on the basis of sound science away from passion and fanaticism. In other words, research is a main part of the idea of higher education.

Going back to the goal of higher education, which Barnett has stated, this differs from the objective of research since it is known that university teaching must be, as previously indicated, aimed at self-development and promoting aspects of personal development, so that an individual becomes more aware and sensitive to what is going on around him, more able to make a positive contribution to vital issues and more entrenched and understanding of the negative and positive aspects of any issue. The question here is: is not research, which develops aspects of personal perspectives concerning the expansion and deepening awareness and develops a sense of criticism

and other skills which are measures of personal and self-development, an important facet of the educational process?

Teaching and scientific research in universities should be strongly connected; as is confirmed by the Declaration of the *Talloires Conference 2005 at Tufts University* (Watson 2007, p. 5). In the context of this function, the role of professor toward students integrates with the role in conducting research and studies. The professor is the centre of the university, and the basic means of success.

Accordingly, the university must develop scientific research motivations in students through the provision of a sound scientific climate and develop their abilities in analysis and scrutiny, research, innovation and creativity. University education should depend on guiding and refining students' talents and developing their abilities, not on memorization but on critical thinking skills. At this point, it should be referred back to the teaching job for the university level and how it should be done through the development of research skills and creativity of the students to be able to find their own knowledge rather than through teaching them directly.

2.3.3.2. *Research classification*

As Elhini (2001) and Abu-Zeid (2005) have stated, university research can be categorized as follows:

Academic research: it is often a theoretical study of which a researcher seeks to reach a new theory or provide an explanation for a phenomenon or existing theory.

Applied research: it aims to develop and innovate new updates in various fields and to enrich human knowledge and effect its dissemination and development. Applied

research addresses the demands and searches for the applications of existing knowledge to achieve the needs and solve problems in a specific time period.

According to Mihai (2000), academic researchers are more interested in basic sciences and theoretical issues relevant to the scientific community rather than practical applications directly related to industrial development. On the other hand, in line with real world theory, other teams of intellectuals tend to say that the value of scientific research lies in its contribution to solving problems of real life, therefore, they demand universities to participate in applied research relevant to development and planning processes and finding solutions to problems facing the community (Elhini, 2001; Hassan, 1999).

Here, it can be stated that both sides of research are of great significance. Academic research has an effective role in enriching theoretical knowledge, which in turn assists in opening horizons of thought and expanding its scope. Creativity in the field of pure science in turn affects the areas of applied research and causes them to evolve. On the other hand, the real value of science is evident in its service to humanitarian outcomes, in particular, in developing countries that suffer from various economic and social difficulties. A university, as one of the institutions seeking to develop community, cannot be isolated from its conditions and problems. Therefore, both sides have their important place in human society.

2.3.3.3. Research at Libyan universities

Although research activity at universities has been given considerable attention in the Arabic literature, the facts are otherwise. Most Arab universities do not give great attention to research and do not provide the necessary means for it in terms of sources of information and material and financial facilities. As Qubain (1979) has pointed out, Arab universities are still transmitters rather than producers of knowledge. Note that

research is one of the important messages that must be conducted by the university as stipulated in the regulations of most Arab universities. However, much of the limited research that takes place in Arab universities is driven more by pressure to publish so as to get promoted rather than by a genuine desire to seek knowledge. Few scientific journals are issued regularly and their distribution is limited (Za'rour, 1988). In addition, there is shallowness to most of the research provided by universities and it does not make significant inroads into the issues faced by the Arab community.

According to the study of Middaugh et al (2008), the proportion of time spent by faculty members in research in some American universities was 22 per cent whereas this percentage does not exceed 5 per cent of the total university activities in Arab universities. This is often due to the deteriorating financial situation of some faculty members, which pushes them to find over-time jobs to increase their income. In addition, there is the potential vulnerability of most research centres in Arab universities, with faculty members being engaged with teaching and other administrative work, which prevents them from conducting serious academic research.

On the other hand, scientific research in Arab universities is subjected to many restrictions and prohibitions in terms of the lack of academic freedom. University staff do not have freedom to discuss objectively various issues affecting the community. In Arab universities researchers do not have the freedom to investigate and disseminate results no matter how they may serve or harm any layer of society. Since many serious research results come into conflict with the interests of the government that provides them with financial and material support, this result in a hostile position for some of these researches (Shalluf & Mohamed, 2003).

The importance of research in the Arab States and specifically in Libyan society derives from the importance of its role in achieving the desired development (El-Hawat, 2003). The contribution of universities through research in obtaining development goals

in the community can lead to consolidating the relationship between a university and society to contribute effectively to serve society.

2.3.4. Community service

A university is no longer a kind of luxury, since the old view of a university, as an organization that works for a special group of "elite" people seeking education, has changed. It has also become an important tool for society to achieve progress and development and a major means to prepare individuals to conduct their mission in life. The university today is a university for the whole of society. Furthermore, some intellectuals describe a university at the present time as an organization of all humanity in the light of globalization and modern means of communication that have made the world a Mega-village.

A university is a community of intellectuals, including both faculty and students and these groups are considered to be effective in changing and improving society. The development and understanding of university concept and role cannot be done properly without a full comprehension of the societies around them. Universities have to develop their abilities and learn how to participate in the regional activities as higher education today is deemed to be the most powerful incentive for regional and international economic development (Mihai, 2000).

A priority has been given to how higher education can contribute to economic growth and social development (Mihai, 2000). To achieve that; universities today have become more opened up to the community and the preparation of new generations, commensurate with the requirements and demands of modern society through supporting social structure via establishing values and attitudes which encourage progress and development (Shafay, 1991; Alnnashar, 2004; Saeed, 2006). Higher education is embroiled in nearly all social and economic transformations. Thus,

planning higher education programmes and scientific research in universities is often tailored to the needs of society. This has been more important especially for poor and developing countries that need to rationalize the use of their limited resources to achieve maximum production with minimal resources. The community, as Wilson has stated, in an era of scarce resources, needs to insure that a sufficient part of these resources is used to research matters of urgent and public attention (Wilson, 1989).

As Karlsen (2007) has pointed out, this role differs from the unwittingly indirect impact of a university in a region which includes increasing the size and the variety of the local labour market, enhancing the social and cultural environment of the region, offering new employment opportunities, in addition to an economic function based on the expenditure of the students and the staff.

This role is a type of cooperation between a university and community institutions. As Farrar and Taylor (2010) have indicated, it should be much more than just knowledge transfer. This has been confirmed by Watson (2007), who has stated the definition of *Association of Commonwealth Universities* which identifies this role to include constructive interaction with the non-university world at least in four areas: identifying the goals and priorities of the university, linking education and learning to the outside community, mutual dialogue between researchers and wider responsibilities as neighbours and citizens. Different names have been given to this role, such as the “*third role*” of the university, the “*stakeholder university*,” the “*regional responsibility*” role, the “*regional development*” role or “*university-community engagement*.”

Most notably in connection with this study, Fitzgerald and Peterman (2004) in their study have interviewed some members of five British universities who have defined this role as strengthening the community through programmes that include sports training, consulting, legal advice centres and providing volunteers to local organizations (Farrar with Taylor, 2010).

2.3.4.1. *Fields of this role*

In this context, the areas of community development provided by a university vary according to the multiple needs and problems of communities. It also differs in response to the variety of the target groups by these services. Services alter according to the various demands and characteristics of each group. In addition, these services are offered at the local or national levels and in the light of globalization there have been international activities of universities. However, universities should not restrict their services to their students only; they should open their doors to all non-regular students. They should be responsive to community and cultural demands. This means expanding this service's scope to the area beyond the actual borders.

The field of community service is wide and cannot be limited to specific activities, it is multiple and diverse according to the variety of life itself and its different social, cultural, economic and political components. All services and activities that universities can offer for society can belong to this field of the university role. Therefore, it is impossible to list and specify all that a university can do in this area. However, some of these activities can be mentioned to represent this field.

British higher education has identified a range of activities representing this role (Farrar and Taylor, 2010). These activities can be classified as follows: intended activities for the purpose of community service and unintended activities of this aim. The first one includes opening the door to the public for the benefit of university facilities such as museums, theatres, cinemas or sport facilities in addition to providing lifelong learning facilities for non-students and the provision of volunteer work by students. While the second includes the provision of graduates who specialize in various fields of medical, legal, teaching, engineering and other fields. Knowledge transfer and returns to the community through the procurement of students in addition to providing employment opportunities. It is clear that these activities are not intended for the purpose of serving society; they are mostly linked to the existence of a university in such a place and its mission since its inception. However, in the light of this classification teaching role can be included into this role of community service.

On the other hand, Farrar and Taylor (2010) have determined this role in what is known as *outside the walls of education*. They have limited it in *adult education* or *lifelong learning*. However, this role can include many activities as follows:

- **Cultural Activities:** a university as an environment of intellectuals and highly educated individuals can work to promote the community culturally and scientifically through multiple channels such as seminars and educational courses for members of society according to their needs and to raise awareness of urgent issues and publish results of local research and global experiences of other communities to face such problems. This cultural role could also include organizing theatre plays, art exhibitions and sport activities during summer holidays for student and non-student individuals (Abu-Zeid, 2005; Elhini, 2001).

- **Consulting:** As previously stated, the university with all its professionals and intellectuals in different and diverse areas of knowledge can play an important role in providing advice to the various institutions of society as well as for its members.

Consultancy function can be presented in a number of activities that can be conducted by the university, such as conducting studies to determine the feasibility of some projects and providing them with the latest developments, allowing institutions and individuals in society to take advantage of university professors' experience and the facilities of the laboratories and potential material (Abu-Zeid, 2005; Elhini, 2001).

- **Applied research:** This research is based on utilizing the results of research in order to serve the community and solving problems faced in the various aspects and fields of life (Abu-Zeid, 2005). This kind of research can be directed to solve the problems of society and development in the areas of production and services, and social and economic aspects. This is the most important research provided by modern universities in the field of community service (Abu-Zeid, 2005). According to this, research activity is considered a component of this field.

In addition to these activities, some universities send missions of educational or medical guidance to citizens in remote areas, both to spread awareness of health or treatment, or to find solutions to the problems facing people in those areas (Wali, 1999).

- **Adult education:** the field of adult education is receiving at the present time considerable attention due to the increasing demand for it in light of the large and rapid change in different areas of economic and social life and areas of production and various communication tools. University qualification is no longer sufficient to keep pace with this innovation, which increases every day. Developing countries are most in need of this type of education as they are suffering from illiteracy and computer illiteracy and considerable cultural backwardness. Therefore, attention to this aspect has increased in most countries with different technical and developmental levels.

Adult education includes all educational institutions that offer educational opportunities for adults, whether through formal education or after graduation (Salem, 2003). It can include open education, distance education, rehabilitation programmes, literacy programmes in addition to free studies programmes through educational centres provided by the university, such as centres for teaching languages, and training centres that provide specialized training courses in the areas of specific community needs in addition to programmes to change the path for people wishing to change their specialties, according to the needs of the community. It could also include opening the door for the public to use university facilities such as libraries and sport facilities as well as theatres and laboratories.

In fact, a university can provide a variety of programmes with regard to adult education, according to the requirements of society. It should be noted here that Libyan society has growing demands for such activities. There is crowding in certain disciplines rather than others more needed by society and the redundancy of a large number of employees in different sectors of society including the education sector in recent years, due to the inadequacy of their specialties for jobs that they do or that they do not have educational qualifications suitable for those jobs. The University of Garyounis in line with its aims

and philosophy of education is required to play an important role to address these problems and provide solutions through rehabilitation or change to the course of some of these individuals. This can be done by providing some qualifying courses that can assist to fulfil their requirements, such as meeting the educational preparation needed for those working in the education sector or changing the paths of some of the disciplines to allied fields that are desirable and for which there is a desire in society.

2.3.4.2. Assessment of this role

As Karlsen (2007) and Mihai (2000) have stated, there is a debate about this role since universities are not always very constructive to their local areas. This debate arouses a large amount of discussion, and argument revolves around how higher education's contribution to social and economic development can be more effective, based on the importance of knowledge and people in national growth and development. Here it is worth highlighting the following important issue: how can we evaluate the university as being effective or ineffective in the service of society? In other words, what is the appropriate *measure* or *criterion* to assess the extent to which the university is performing this role? What are the areas and activities that should be exercised by any university? What are the limits of this role in society? To conclude, what are the requirements of this role and what are its determinants?

In accordance with Farrar and Taylor (2010), measuring the impact of the university on the community is a complex process in terms of the concept "*what will you be measuring and what standards?*" and the methodology used for measurement. Furthermore, conducting this role through some activities and events does not imply that this is effective. In the sense a university cannot be judged by the efficiency of its exercise of this role even if there are different types of programmes offered by this university to community. As An-Jager (2009) has indicated, there is no obvious social benefit provided by a museum of a university if this museum is not attended nor appreciated by people of the region.

At this point, we may note the importance of combined studies. In the sense that there must be complementary studies from outside the university to assess the effectiveness of this role as there should be specific standards and measures for that, for instance the effectiveness of a museum can be estimated by the number of visitors, whether from schools or from the public. This process is undoubtedly facing many impediments and obstacles such as: these activities vary from one university to another, as mentioned previously, according to the needs and circumstances and priorities of each community. It is not reasonable that the role of a university in developed societies would be the same as what should be done by a university in developing countries. In addition, it also varies among developing communities themselves because of the privacy of human communities depending on the different cultural patterns and social structures, economic and political backgrounds as well as geographical conditions and the underlying variables and characteristics. As Jarbawi (2006) has indicated, universities in the industrial environment are more engaged with disciplines relating to industry and universities in the agricultural environment are more interested in research that focuses on improving agricultural production. According to him, Japanese university reflects Japanese society and German university reflects German society and so on. Areas of community service provided by universities for their societies, as Abdel-Hamid (2001) has stated, vary according to multiple needs and various problems of different communities and groups that receive those services.

In fact, this role overlaps and affects several different factors that vary depending on the combination of cultural, social and economic structure in addition to political factors in each community. Consequently, standards of this role will vary from one society to another and even from time to time in the same community according to the changing needs of the humanitarian community and according to the conditions and requirements. In other words, there should be local standards updated regularly due to the changing needs of society. In Libya, for example, it can be measured by the extent of its positive contribution in achieving the objectives assigned to the university to do. Therefore it can be argued that no international standard or measure can be exist by which this role could be circulated to all universities in different countries.

2.3.5. The interactive relationship between university roles

Through the presentation of the roles of university and from what has been referred to about how these roles are connected, it can be seen that there is interaction among these three functions since they lead to one result, which is the development of society. These roles can be represented in an equilateral triangle and greater interaction and coordination between these functions gradually turns the triangle to a circle to emphasize cooperation and interaction between the three functions, which indicates the extent to which these functions are united. As Wilson has noted (1989), if a university abandons its role in serving its community through the process of teaching and scientific research, it will fail in its duty and achieving its ambitions. Teaching and research eventually lead to the development of society; they represent part of the job of community service. A university as a group of elite intellectuals and thinkers representing a house for producing science, if science does not serve humankind it is valueless.

2.3.6. Summary of part two

This part of the literature review considered the main and major roles of the university and how they can be more effective. Successful achievement of these roles can result in a more effective relationship between the university and its surrounding society and it was indicated that these roles are subjected to change as a response to society demands.

Since education is strongly connected to saving human heritage and transferring humanitarian culture from one generation to another, teaching at the university is considered a core function of the university. However, there is some debate about how it can be performed since higher education is considered to develop more critical thinking and personalities and that this makes students capable of innovation and creativity. Therefore, university education should be based on students' efforts to explore knowledge, to access its sources and to analyse its components by raising the enthusiasm and motivation in students for study and research so that in the future graduates can use these capabilities to search for knowledge themselves in the light of

the explosion of knowledge that prevails in this day and age. In addition, teaching staff who represent the main foundation of the educational process, are, according to Wilson (1989) effective tools for communication between students and knowledge.

It can be argued that the teaching job is in part a form of community service as it leads to providing society with highly qualified manpower that is needed for economic and social development. Nevertheless, university teaching at Libyan universities is still suffering from being frozen at the conventional methods based on memorization.

At the time when there is a strong agreement about the teaching role as the main part and core function of the university, there is more debate regarding research and its relevance to the university. However, based on the historical development literature of universities, it can be argued that research is a main part and a major factor that lies behind the emergence of universities. Teaching and scientific research in universities must be strongly connected which is confirmed by the Declaration of Talloires Conference 2005 at Tufts University (Watson, 2007).

In the end the field that may integrate the previous two roles is community service. This field which has been a main ground of the emergence of universities, since they were established as a response to society's demands, can include a variety of activities such as teaching and research. Nevertheless, this role may be stated as an independent activity. However, it still has an interactive relationship with the other two roles; teaching and research.

2.4. Part three; University-community engagement

2.4.1. Introduction

Despite the growing recognition in the modern era of the vitality of institutions of higher education as essential elements for development in different societies (An-Jager, 2009), where the university role in serving the community has become a basic function of most contemporary universities in the world, Denman (2005) does not feel able to indicate what the university should be doing to the community. Most contemporary universities care deeply about this aspect, which due to many reasons, some linked to the university and others relating to the community, which demands the university to activate its role and to justify its increasing expenditure.

Therefore, the activities of different universities vary considerably from one university to another; this is sometimes due to the different university policies and sometimes to the different requirements of the society itself. The university-society connection differs according to the circumstances of each society and its resources and university conditions. As An-Jager (2009) has pointed out, assessing the role of universities in their communities is not as simple as we may think because of the different universities and different conditions of each of them, for example, how we can compare an arts college with Harvard University in terms of their potential.

Looking at the studies reviewed by the researcher, it can be posited that Arabic studies are the most relevant to the current study based on the similar geographical conditions and cultural, developmental and social circumstances taking into account the different population densities and the differences in natural and economic resources between them. However, the similarity in social and cultural conditions is the most important in this study. Arab societies are developing societies where the illiteracy rate is high and the need for social and cultural development and awareness are to a large extent similar.

2.4.2. Arabic studies of engagement

In her study, Elhini (2001) has tried to identify the role of al-Minya University in community service and the adequacy of this role. Later submitting proposals to assist the university to strengthen the link with society by which the university can achieve its role in serving the environment and society as intended. The researcher has tried to achieve this goal based on the objectives of the university related to community service centres and services developed by the university for this purpose.

The researcher has adopted the descriptive approach as the basis for the study and she has used it to collect data both using questionnaires for a sample of the teaching staff at the university and through a semi-structured interview for a sample of deputy ministers, directors of departments of some sectors of society.

The researcher has found that there is a variety of tasks about which it was agreed by the respondents that, to a high degree, the university is achieving them. While other tasks are achieved at a medium level and the rest were low. There are also some obstacles that hinder the university from performing its role effectively; the most important are as follows:

- Lack of interest by members of teaching staff in the issues of community service due to their high preoccupation with teaching and scientific research.
- Lack of sufficient funds allocated by the University for these Activities in addition to the absence of an annual plan for them.
- Lack of cooperation from other institutions of society with the university in this field.

Meanwhile, Abu-Zeid's (2005) study aimed to identify the reality of the role played by the University of Cairo and its branches in community development and to identify the

main obstacles that limit the achievement of the University for its role in this area. Then the researcher tried to put forward a proposal to cultivate the role of the university in community development. The researcher in this study, as in the previous one, employed the descriptive methodology as an approach for the study and used for data collection a form of questionnaire for the agents of colleges and institutes for community service and environmental development in Cairo University. The researcher has also attempted to achieve this goal based on the related objectives of the university-community service centres and services developed by the university for this purpose. The researcher has concluded that annual plans were devised for the development of society and the environment in half the number of colleges and university branches only and that there are many programmes and activities generated by the university conducted at a high degree and the other has not been achieved to the extent required. These results will be discussed in more detail when the results are displayed in chapter four of the current study.

In spite of the importance of the previous studies and other Arabic studies to the current study, as mentioned previously due to the similarity of the social conditions and cultural development demands of Arab countries, which has a significant role for the researcher in the phase of designing the questionnaire and interview, the approach adopted by these studies cannot be used in the current study.

Both studies, as explained, were based on the objectives of the university associated with the field of community service centres established for this purpose as a basis to evaluate this role. However, this approach cannot be adopted in the case of Garyounis University. Garyounis University does not have specific goals related to this field although the general aims of the university do include the goal of serving society. In spite of that, there are no custom goals for this activity nor any clear efforts or plans relating to it. Nevertheless, these studies, since they were conducted in a developing Arab country, have provided an important base for the researcher of what can be done by the university in a developing country with a Muslim culture and social and developmental conditions that are similar to Libya. The Egyptian education system

in general and higher education in particular have formed for a long time a model for the system of education in Libya (as referred to in the section of the emergence of higher education in Libya).

On the other hand, study of El-Fadil (2009) is especially relevant to the current study since the objective of the researcher in this study was to assess the impact of family background on student choice of field of study; their attitudes towards their studies; to attempt to identify attitudes towards employment opportunities; and to examine the extent to which students possess information about the world of work in general. In addition, these aims include exploring the views of stakeholders in different sectors of production in terms of the appropriateness of university graduates to the requirements of the current job market that reflects the extent of the connection between Garyounis University and society. The researcher used the questionnaire and interview to collect data in the quantitative and qualitative approaches in a survey of a sample of students in their last year at Garyounis University, while an interview was addressed to a sample of members of senior management in some public institutions in the city of Benghazi.

The researcher has found that there are social and family influences that affect the selection of students for future careers. Results of the study also showed that last year students lacked the basic database for the labour market that it is supposed they would work in. According to these findings it can be observed that the relationship between the university and labour market institutions, which are an essential part of the system of relationships of the university-community, perhaps it is a weak relationship if it does indeed exist.

This study represents an important indicator of the level of communication between the university and the society that constitutes the basis for the current study and supports the importance of conducting such studies for the exploration of reality and its analysis and work to find solutions to problems, recommendations and proposals for development.

2.4.3. Western studies of engagement

A further major study of relevance is that of An-Jager (2009) who has tried to create a vision for a more comprehensive assessment of the contribution of the university in regional economic development by trying to find the answer to the following two questions: What are the strengths and weaknesses of the frameworks used in the evaluation of the role of universities? Can the university's contributions to regional development be measured through a more comprehensive set of indicators and frameworks?

To achieve his objectives, An-Jager has compared three studies on the regional impact of the university. An-Jager has referred to an indicator that can be used to determine the effect of the university on the city, the ratio of the number of students studying at the university to the city's population.

An-Jager has also indicated that the importance of such studies comes from the fact that they can be taken as an adjunct to improve the image of some universities to the public and the funders. Universities, as he believes, compete with each other in terms of access to larger finance and larger number of undergraduate and postgraduate students.

At this point, it can be argued that in the case of the University of Garyounis it is the only university in the city of Benghazi, with the exception of a few private universities that have recently emerged and which have not yet obtained the full confidence to the public as institutions of higher education. As indicated by Saleh (2002), the contribution of non-governmental universities and technical colleges to the total number of higher education institutions is rather weak in all Arab states. In addition, the University of Garyounis receives funding from the government and the tuition fees are small.

An-Jager has also emphasized the importance of such studies on the basis that recognition of a university as affording only intangible social value puts the university at risk that can expose it to pressure from the government for the purpose of recovery of the costs and finding alternative sources of funding. Then, according to him, there is a

perception that money is a very tangible thing, most convincing of the importance of the university to the province. An-Jager argues through this study that this trend is due mostly to the difficulty of measuring the social impact of a university in their surroundings.

Nevertheless, it should be noted that this difficulty cannot override the importance of this aspect of the role of the university in society and the focus and attention cannot only be paid to the material and economic impact of the university. The impact of social and cultural development of the university is of the utmost importance to the region where the university exists. Cost-effective economic returns cannot be considered as the key factor to assess the university and determine its relevance to the region and its role in development. It is true that the importance of effective financial and economic returns cannot be denied, particularly in this era of scarce resources, nevertheless, universities cannot be assessed in a purely financial and economic return. This kind of evaluation of a social institution will turn it from an educational institution to an enterprise organization designed for profit only, and will make investment in the university more important and more rewarding than investment in health services and primary education. The benefits and rewards of education cannot often be measured in financial terms. However, even if the university does not provide a direct contribution to economic development in the region, it does provide the highly qualified workforce that is a critical input to economic projects. The social and cultural impact that the university could cause in the surrounding community also has a large economic impact. In addition, the third role of the university in providing service to society is often a social role aiming to improve and provide educational, cultural and health services for people of the surrounding community.

In the same context An-Jager (2009) has criticized the study of *the impact of Cambridge University on the economy and society in the UK* for several reasons. One criticism is that, despite the fact that this study claimed that the social and economic impact of the university are equal wings, it heavily focused on economic data and the summary of the social influence of the university is difficult to measure. In addition, he has pointed out

that the return to education, adopted by the study as one of the indicators; is only suitable in the case of comparison with other potential revenue for other alternatives to the university. He has rejected the financial assessment of the role of the university and felt that such an assessment would make the priorities of scientific research subject to change.

Some other indicators adopted by the study to assess the role of the university in the dissemination of knowledge and improving the quality of life were criticized by An-Jager, as he has asserted that, for example, there is no social benefit from the presence of a polar museum that is not attended and appreciated.

An-Jager has also criticized a study of *Harvard University; innovation and opportunity* as it did not rely on the analysis of the demands of the region on one hand or the determination of the extent to which the university's ability can achieve these needs which would contribute to a better understanding and more accurate picture of the relationship between the university and the region. In addition, he believed that this study failed to raise some dynamic questions, such as: what are the areas in which the university does serve the region as it should?

This study is based on some indicators associated with research, economic impact, employment and social influence in addition to the contribution of the university in human capital in the region.

With regard to research, the indicators used were the university's ability to attract both federal and private sector funding and the contribution of the university to the discovery creation of new knowledge with commercial benefit in addition to attracting investment companies to the region. In addition to these indicators, the study employed other economic indicators represented in the direct and indirect expenses including revenue spent by visitors to the university. An-Jager has indicated that such expenditures cannot be an accurate indicator that a large portion of these visitors are residents of the region and therefore they will spend their money, if not at the university of Harvard, elsewhere

in the region. According to him, the expense that must be taken into account is the new spending on the region that would not be spent in the region if the university were not there.

It is apposite to refer to the subject of internal departments and students who come from other regions. When considering the number of university students relative to the population of the region, it must be taken into account that there are students who are not part of the population of the region whereas in the case of expenditure the expenses of these students may represent the most obvious benefit to the region. However, revenue and expenses of the students and the local population associated with the university cannot be excluded and they may be considered alternative costs which could have been spent in other universities in the case of absence of the university in this region.

With respect to employment, human capital, and social impact, the study adopted other measures such as the number of university staff and the number of staff in other places relevant to the university, enrolment at the university, percentage of graduates who live in the region, housing at affordable prices, and the extent of the university's contribution to the development of education in the region by contributing to teacher training.

Herein as well An-Jager has indicated that jobs and salaries do not represent a direct impact on the economy, but economic activity and expenditure do have an implied contribution to economic growth. However, it can be said that these salaries constitute the capital that financed this activity and that economic growth resulted from it.

An-Jager (2009) has also described the study of *the economic impact of universities in Atlantic Canada*, which differs from its predecessors in terms of its assessment of the impact of various universities on one region. This study has provided a comparison of different directions over time between different universities in the region. It has also provided attempts to measure the social impact of universities on the health and security of the community in addition to the employment opportunities offered by the university

and the university's contribution in the level of income. Considering that production of knowledge is the primary function of the university, it was evaluated in this study in terms of three scenarios represented in: obtaining an access opportunity which was measured by the change in the participation rate (the proportion of students at the university of age (18–24), the effect on productivity as characterized by a study of the differences between the benefits gained by individuals, as it differentiated between the returns earned by the educated individual in relation to the money spent on education and the money lost by going to university instead of going to work, and the benefits to society, and human well-being, which was measured by the proportion of the expenses of higher education to order of Canada in the index of the United Nations Human Development report.

An-Jager (Ibid) has criticized the participation rate, as it did not take into account the equal participation of different groups in society, which, in his view, reduces the significance of this measurement.

Three indicators have been used to measure research: the total value of research contracts, spin-off-companies, and income achieved by intellectual property. An-Jager (Ibid) has indicated that the provision of human capital and research will not produce any benefits if the economy is not able to absorb them. It can be said that this criticism may be true if only measured in regional terms. However, perhaps not if it is viewed from a national perspective, as the university also has a national role, and outputs provided by the university's graduates, research and knowledge can be used on a national scale as well, and not just regionally. In other words, this indicator cannot be seen from just a regional perspective, but must be integrated within a national framework.

With respect to employment, An-Jager has indicated that, this study, as is the case in the *Harvard University study*, determined an index of the university's ability to provide stable jobs with higher payment than the average wages of jobs in the region, which, according to An-Jager, was specified over a period of economic recession in Canada. As

with the previous studies, the impact of inflation was not taken into account. An-Jager has also added that searching some positive externalities (Ibid, p. 28), such as pollution levels, low crime rates, low rates of racial discrimination, the increasing cultural diversity, education and health levels in the region surrounding the university compared to other regions could shed light on some of the social impacts of the university which are difficult to measure by economic indicators.

Nevertheless, are these indicators accurately measuring the actual impact of a university on a region? These indicators reflect estimated relationships and are not realistic between the university and the surrounding environment. For example, low crime rate or low rate of pollution cannot be considered as a result of the impact of the university only on the region. Perhaps the university role in this aspect can be conducted through research and studies, awareness campaigns, however, it cannot be said for example that the low level of contamination was a direct result of the presence of the university in the region.

2.4.4 Development approach and theories

Having viewed the studies mentioned earlier, An-Jager (Ibid) has moved to another approach to assess the role of the university in society, the development approach. The question posed by An-Jager here is: how can the university reach the fullest extent of the association with the community? In this context, An-Jager outlines a classification of this relationship that was originally posited by Neave (1997) as two paradigms, the first represented in a locational provision and the second in regionalization.

The latest model describes the existence of a university in a particular place without any profound relationship to society, while, according to Neave, the localization requires official authorization to serve the regional stakeholders. A regional university, according to this classification, makes significant social and economic contributions to the region. In this context, we can see the importance of the university's indirect impact on the region and its responsibility towards this region. Exploitation of a certain amount of

resources in a university makes it very important to take advantage of these resources to the maximum possible extent by making the university serve the area where it exists.

An-Jager has also pointed out a weakness in such studies measuring the economic impact of institutions of higher education. This drawback is because such studies are not based on specific objectives that can be measured accurately. The researcher has attempted to avoid such shortcomings in the current study by adopting the goals of social development in Libya as a basis for determining the contribution of the University of Garyounis in the service of society.

In this context, An-Jager has stated the goals set by *UNESCO* and the *Organization for Economic Cooperation and Development* in addition to the *Millennium Development Goals*. Each of which identified a range of priorities for the objectives of the university. *UNESCO* affirms the importance of the role of the university in terms of being a producer of knowledge and research. In addition, *UNESCO* identified in its report of 1998, as An-Jager has indicated, seventeen articles as the goals of higher education. Some of these goals can be mentioned as follows: education, training and research, moral and ethical responsibility, equal opportunities for access, promoting and improving the role and participation of women, advancement of knowledge through research and dissemination of results, strengthening cooperation with the labour market and analysis of the expected social needs, diversity for equal opportunities, and the renewal of education approaches. In the context of these objectives, *UNESCO* developed a framework for the priorities of change and development in higher education. Some of the foundations are as follows: accessibility of enrolment based on merit, contribution to the development of national, regional and local levels, reducing the disparity between the sexes, protection of academic freedom, confirming the enrolment of each individual who has the capacity and motivation necessary for university study, enhancing university service to the community and decreasing poverty, intolerance, violence, illiteracy and diseases, internal and external evaluation of the university(An-Jager, 2009).

Through the foregoing, it is noted that there is considerable focus by *UNESCO* on the importance of the university's contribution to the development process and university role in achieving the principle of equal opportunities. With respect to the University of Garyounis the state ideology of education makes education a basic right for every citizen and the only limit for study at university is the grade of secondary school. A student should obtain a sufficient grade to get access to higher education.

Nevertheless, there are other issues stressed by *UNESCO* that may not be applied at the University of Garyounis and it can be said in the institutions of higher education in Libya in general, including the principle of equal opportunities. In accordance with An-Jager, this principle includes equality between the sexes and the various minorities in society as well as to accept the professional experience equivalent to high school certificate.

With regard to gender equality, all Libyan universities accept students of both genders and the proportion of females in the Libyan universities sometimes exceeds the proportion of males in some colleges. As El-Fadil (2009) has stated, in 2001 sixty per cent of higher education graduates were female and, as he also has pointed out, at Garyounis University thirty-eight per cent of students are male in contrast to sixty-two per cent female students at the time of his study. With the exception of some disciplines that only accept male students such as the Department of Geology in the Faculty of Science at the University of Garyounis and Al-Nagm Alesata University of oil sciences. The reason for this is the social and cultural background of Libyan society, which confirms the importance of understanding the culture of the community for higher education policy makers. These disciplines require work and field studies in remote areas whereas Libyan society in general does not accept the movement of a female alone, especially in regions far from populated areas.

With regard to the minorities in Libyan universities, based on admission policy, to exclude any person on the basis of race or origin is not allowed, but there has been a tendency in recent years to install students to study in their home areas and not accept them at other universities because of the accumulation of students at universities in large cities such as Tripoli and Benghazi, which resulted in an increasing proportion of internal migration from rural areas to cities (Al-Ghazal, 2005). According to El-Hawat (2003) centralization of Arab higher education in capitals and large cities weakens its contribution to developing rural areas and agriculture and encourages emigration from the rural to the urbanized areas, minimizing equality of opportunities. Therefore, Libya embarked on opening universities and higher education institutions in rural areas and small towns. However, this strategy to reduce the flow of people to the cities and retain the population in their original areas faces some obstacles. For example, it is not possible to establish universities to cover all disciplines in every city due to the small population in some areas, and the consequent need to move students to study some of the disciplines in other places and therefore it is necessary to use other policies in order to reduce the proportion of the population moving to the cities.

There is also another point with regard to the principle of equal opportunities; it is the practice of not accepting students with qualifications from institutions corresponding to the secondary or high school to study at the university, although the university admission policy does not specify a secondary school certificate as a general condition of acceptance. However, the reality of practical experience shows that the graduates of medium technical colleges are not accepted into the university (Al-Ghazal, 2005). In fact, the growing demand of students to study at the university has resulted in an increased need for a technical workforce prepared by the technical institutes, since there seems to be a problem in getting sufficient numbers (Almakori, 2005). Therefore there is a tendency to direct graduates of primary school with low grades to the medium institutes and then not to accept them to study at the university after they have completed their studies for the technical institutes. This principle may conflict to some extent with the principle of equal opportunities, which *UNESCO* calls for. It is

unacceptable to deprive graduates of technical institutes from university study just because they did not study in high school; there must be certain conditions of acceptance to allow them study at the university in the limits available in the state's plans and sources. .

Another factor that could influence the lack of equal opportunities in higher education is inequality in tuition fees (An-Jager, 2009). Despite the importance of this matter in the determinants of access to the universities, this problem may have no effect on higher education in Libya, given that higher education in addition to all other levels of education are free of charge. Therefore, the cost of the study may not pose a major obstacle for students in higher education in Libya. The principle of free education is one of the principles adopted by successive governments of Libya in an effort to achieve a degree of equality between different groups within society, in order to achieve economic and social development. However, in the last few years *Gaddafi* started calling for making education at all levels a paid for service, which could reflect negatively on the level of development in the country. As Beach stated, as cited in An-Jager, when the poor do not have the opportunity to develop and invest their talents through education, economic growth will be affected. In addition, social development will be affected negatively (An-Jager, 2009).

2.4.5. Practical examples of university–community engagement

Moving on to another university, Harper and his colleagues (2010) have stated that *Leeds Metropolitan University* is one of the largest universities in the UK. The university devotes a considerable part of its investment in order to allow the opportunity for its staff to develop at various levels. In this context, the university aims at furthering the development of its members through organizing many festivals over the academic year in addition to the opportunity allowed for its members to participate in local, national and international volunteer projects for the purpose of expanding their horizons, developing their skills and enabling them to contribute in the service of the wider community. According to Harper et al (2010), as a result of these activities, the

university has staff more motivated and active in their work. One of the activities outlined by Harper et al (Ibid) is a staff development 'festival.' This festival has been held since 2005 and extends for a period of two weeks. In this event all staff meet for a day of training, planning and review and to have fun. In addition, a conference is held for one or two days to assess learning, teaching and research and there are some courses for the development of staff, IT sessions and conferences of public issues such as refugees, childhood studies, or studies of the north. In addition to these courses; there is an integrated programme of development for entertainment, fun and personal development with options that include some sporting activities, attending some musical events and drama in addition to community-based activities. Harper and his colleagues have indicated that this programme has achieved significant benefits for staff and the university, for example, that the conversations taking place between a cleaning worker and a high-level official confirm and reinforce the coherence of a very diverse community. Many of the university staff, as Harper and his colleagues have pointed out, (Ibid, p. 234), exercise some volunteer activities in their communities since the Leeds Metropolitan University supports and encourages its staff to practice such activities. The university also puts a lot of focus and attention on enabling the largest possible number of students to participate in voluntary work in Britain and abroad. This activity is no longer limited to students but has expanded to include the university staff. The university aims through these activities to provide an opportunity for personal development of the staff and to enhance their leadership and management skills away from the workplace as well as to deepen and strengthen connections between students by working side by side, away from the academic environment. According to Harper and his colleagues, the staff, through these activities, are very keen to put their skills into practice by engaging in community projects.

At this point, it can be said that such activities can be of great benefit to the university staff and students on the one hand, and society on the other hand. For a university, student participation in these voluntary activities related to their local community and global society can have a significant impact on the development of the awareness of

students to their surroundings and increase their association to society and real life, as is also the case with staff. Being involved in community projects related to the external environment, outside of their work environment, could support their leadership and management skills and assist them to consolidate links with the outside world, thereby increasing their ability to link their students to this reality and develop their skills in guidance and counselling.

In addition to the above, Harper and his colleagues have indicated workshops held over the academic year and an annual report through which any member of staff could formulate a programme or a plan for personal training. Although self-evaluation and planning activities that can lead to self-development is something that requires special skills by the person who is evaluating themselves; such activities can develop personal, critical and evaluation skills, in addition to developing leadership skills and the capacity for self-direction oriented manner. Also, such an assessment could have a role in the staff activities of the community in terms of evaluating and developing themselves in line with community demands. Moreover, such skills are important in improving the mental and thinking style in society in general. As Harper and his colleagues have pointed out, individuals can through such development programmes, established by the individual for the purpose of self-development, contribute to volunteer activities in the community such as working for the benefit of charities or other community-based organizations to gain valuable experience. In fact, such development activities can serve as a path through which the individual can realize their ambition and desire for success.

Equally, Farrar and Taylor (2010) have stated that, although the academic study of this aspect of university activity is a recent subject in British universities; British universities have a long history in this area of engagement with their local communities. Despite the diversity of methods by which this role is performed, higher education in Britain has had deep roots in the exercise of this role in different forms and images. Most British universities founded for the concerns of local needs, for example, the University of

Leeds, were originally established based on the needs of local industries such as mining engineering and textiles, which were the foundation of the city's economy and are often still present in the university nowadays. They believe that volunteering is a central feature of recent university-society engagement. They have stated that the interest and support of university students and staff for volunteer work has become central to the universities over the past few years. Most UK universities, according to them, provide volunteer work for students and staff.

With respect to the educational process and how it relates to community and service, Farrar and Taylor have indicated that the university supports and promotes the style of community-based education through which students are involved in programmes conducted with community organizations. These activities fall within the academic assessment of students on the grounds they are part of the course work and there is a tendency towards increasing the number of such courses in models of student assessment. In this context, Farrar and Taylor have stated that these activities and programmes performed by students are therefore not voluntary acts since they are carried out by students as a part of their course; they are however often consequential on students performing volunteering work in the organizations that finance their studies.

It is obvious that both Farrar and Taylor are putting great emphasis on the issue of voluntary work, which suggests that they limit the university-community relationship in this aspect, although they have stated that limiting this aspect in volunteer work is a mistake. However, their great focus on it may suggest that they have put it in the list of priorities of the university's work in the community. Nevertheless, this aspect of the university activity could be broader than that as the university has considerable potential to make larger contributions in other forms of community service more than volunteer work by students and staff.

Furthermore, this strategy of voluntary work can be faced by more difficulties in some countries where staff may not be interested in volunteer work. As well as in those countries which suffer from a lack of staff. In Libya, for example, most academic staff work in more than one university. They give lectures in many universities in the same week. This sometimes is due to the shortage of academic staff experienced by some universities or to the desire of these staff to improve their living conditions and access to additional income. According to the Al-Hawat et al, the teaching load of a member of university teaching staff in Libyan universities sometimes exceeds thirty-five hours per week, about forty per cent of them are spent in other universities than their base university (Al-Hawat et al, 2005) since some legislation has allowed academic staff members to work at several Libyan universities at the same time (Ministry of Higher Education, 2001). These legislations have offered the faculty members the opportunity to cooperate in teaching some courses at other universities and institutes of higher education in order to improve their living standards. Farrar and Taylors have also indicated, that forty per cent of the volunteers have indicated their sense of time pressure.

Through the definition of the Association of Commonwealth Universities the breadth of interaction with the non-university world includes more than just volunteer activity. *The Union of the Commonwealth* has specified a role that includes constructive interaction with the non-university world in at least four areas: identifying the goals and priorities of the university, connecting education and learning with the outside community, mutual dialogue between researchers, and the wider responsibilities as neighbours and citizens. This selection by the Association of Commonwealth Universities implies students and staff activity outside the context of their normal responsibilities only in the fourth field. In other words, this area is the only area among the four areas identified by the Association of Commonwealth Universities that can include volunteer activities for staff and students outside the university. In addition, the Talloires Declaration of 2005 at Tufts University has selected, as a strategy of this role, to encourage and reward social service provided through the staff and students (Watson, 2007). In fact, limiting this

role, or at least confirming its strong association with the volunteer work of the staff and students can absolve the responsibility of the university as an institution possessing great potential which enables it to make any contributions to community service and makes the responsibility for this role lie with the staff and students only.

Brown et al (2010) deal with the explanation in detail some of the activities carried out by the University of Leeds metropolitan in conjunction with community organizations and bodies for the purpose of serving the local, national and international community. They have pointed out that these programmes are diverse, ranging from sports programmes to cultural, educational and social programmes.

In the context of sports, the authors have referred to activities conducted by the University of Leeds Metropolitan Club to support and fund Bradford City football club which was about to close due to the circumstances of the financial crisis. In addition to financial support provided by the university, training has been offered to some students in order to provide the club and the local community with some facilities. Some classes were formed for children of the region and weekly classes on Saturdays for football training. They seek to integrate with the local Asian community and allow students through their volunteer work to recognize the problems of society and offer them the opportunity for affirmative action in order to find solutions to them and thus foster positive interaction with the community.

2.4.6. Employability

Barrie et al (2010) have defined the term employability as the skills and attributes that students should improve during their studies and form their participation to their profession and community in accordance to their university agreement. At Sydney University there are different types of attributes developed through the curriculum. At the top level there are the features of being in the world: global citizenship, scholarship

and lifelong learning. The second level includes: discipline-specific ability in terms of communication, information literacy, personal autonomy and professional understandings.

Brown et al (2010) also note that the Nottingham Business School uses different methods to provide academic and transferable skills into the curriculum to help students to be capable and employable graduates. This programme includes offering some modules focusing on developing key skills. One such module is Entrepreneurship and Business. In this module companies can work with students as mentors. During this module students learn through: team work, coursework and poster presentation. Another module offered is on Career Management and Development, which provides students with an understanding of the key issues and challenges facing graduates when they enter the workplace. In addition to these modules, there are more external, employer presentation and skills workshops focusing on skills such as commercial awareness, leadership, communication skills and some business games combined with workshops on CV development.

It is obvious that such programmes play a significant role in further consolidating the relationship between the university and the community and particularly in relation to outputs of the university and their suitability for the job market. This link between a university and the wider society is of great importance in the ability of the labour market to absorb the outputs of university graduates and the ability of graduates to quickly adapt to the requirements of the labour market. Large numbers of graduates who are not appropriate to the requirements of the job market and unable to meet its demands and adapt to its requirements would not be economically or socially meaningful. It is waste of time and money and even a waste of human skills and capabilities.

Although the above are western examples, such problems are also explicit in the Arab higher education system in general and in the Libyan one in particular where there are large numbers of graduates each year who go into unemployment. This is due to the absence of such ties between universities and various institutions of society which are supposed to absorb such large numbers of graduates. Libyan universities operate

independently from the labour market and its requirements do not take into account the required disciplines or specification required of graduates in each discipline (El-Fadil, 2009). Regarding graduates, their academic preparation does not give them a degree of flexibility and the ability to adapt and evolve in the profession that they prepared for. Many graduates who cannot find jobs are unable to develop and adapt themselves and look for alternative professions for their field of origin (Almakori, 2005).

2.4.7. Summary of part three

Having recognized the importance of the university role in developing and serving society, there is no clear vision of what the university should do or how it can be done. This failure is due to the fact that the education system does not specify for the university what it should be doing to the community in the time when the university is required to be effective in serving its society. Consequently, different approaches and a variety of strategies have been employed for this purpose. In addition to a range of activities performed in order to achieve this role. These activities have ranged from consultation for different society organizations, various sport activities, cultural, educational and social programmes, adult education programmes, voluntary work by staff and students, in addition to opening up university facilities to the public. In fact, these activities differ according to each university and are based on society needs.

It is obvious that such programmes play a significant role in further consolidating the relationship between the university and the community. This link between a university and the wider society is of great importance in the ability of the university to be more effective and connected to the society and to adapt to society culture and needs.

2.5. Summary of the literature review

Through a review of the first component of the current literature, it can be argued that the concept of the university forms a major base of the universities literature, however, this concept is and will continue to be debated and highly controversial issue since the term university and its goals and purposes has remained a subject of much argument. This is due to the importance of the role played by the university for the individual in particular and society in general. The definition of the university will continue to be involved with and controlled by a variety of different factors, whether related to the individual or society in general.

Based on this it may be posited that the university is a means and a goal at the same time. By this the researcher suggests that whilst the university is a manifestation of modernism and civilization of any society, it is also a way to achieve many goals. At the individual level, it is seen as bringing the individual to a higher social position, since it is generally recognized in most communities that university qualifies a person to receive a great respect and appreciation. This is in addition to their role in increasing individual income.

At the general level, it is also a target of many agencies and political organizations in order to publish their political ideological goals and beliefs, when it is an instrument to raise national income and economic growth as well as social development. As a consequence, defining the concept of the university is a complicated issue where different factors and various aspects overlap. Furthermore, the concept forms the theoretical background of specifying university roles in society since some definitions stated the teaching role of the university as the only role of it whereas others included research and society service.

Nevertheless, reviewing the main literature relevant to this topic, it can be argued that these roles include, in addition to teaching, research and society service. It may be possible to go beyond this to say that society service is the framework of university roles as these roles constitute kind of services provided to society and the criterion of which

these roles can be considered effective is the extent to which these functions respond to society demands. Furthermore, it can be said that the quality of these roles depends on their closeness to these demands.

It is widely agreed that teaching is a basic role of the university since the main aim of all universities is to provide a kind of high quality of teaching. However, this quality is highly depending on the requirements of society and the labour market. In addition, research cannot be excluded since it has always been a target for university students, since the inception of universities, to search for knowledge and the main idea of the university is to produce graduates who can search for knowledge themselves; in another word, researchers. Therefore, these roles of the university have to be more effectively performed to justify the expenses and costs of universities which are rising up considerably.

Furthermore, universities are required to be more and more closely linked to society and effective in serving social and governmental goals since they have potentials and facilities that should be open to the public and society should gain advantages from these resources. Therefore, many, if not most, universities have produced a variety of services that vary according to university's resources and societal demands.

Chapter three

Methodology of the study

3.1 Introduction

The design of any study starts with choosing a topic and a research methodology. Next the researcher has to follow the process of research including observing, exploring, explaining and interpreting the topic through the chosen appropriate methodology (Marshall & Rossman, 1995). Subsequently, this chapter is aiming to address the selected methodology in the context of current used methodologies.

In order to address this aim the chapter has been divided into two parts. The first one provides a relevant literature in respect of the most popular methodologies utilized in investigating social and educational aspects; their strengths and drawbacks in order to argue for the appropriate methodology. Next, the main data collection methods in social sciences are addressed explaining the advantages and disadvantages of each of them which leads later to address the used methods in the current study. The second part of the chapter addresses the chosen methodology. It provides a justification for appropriateness of the research design and methodology and outlines the fitness of the aim of the study to the approach adapted to answer the research question. Furthermore, the data collection methods used in this study are stated, how they were built and applied in addition to the population and the selected sample including the process of this chosen. Finally, the process of analysing data is explained and the challenges faced the researcher are addressed.

3.2 part one methodology background

3.2.1 Introduction

The previous parts of this thesis have addressed the literature related to the research topic. This part of the third chapter will offer a brief overview of research methodologies on which the researcher has built her strategy for this study.

3.2.2 Research methodologies

The development of social research methodologies has passed several stages and was affected by different philosophies. Deciding on which one of these methodologies to follow is based on the purpose of the research and the type of required information and data in terms of availability (Naoum, 2007). The epistemological debate about how best to perform research has a long standing of discussion among philosophers of knowledge and methodologies (Amaratunga et al, 2002). The following section is showing the main research methodologies and the strengths and weaknesses of each of them.

3.2.2.1 *Quantitative methodology*

This methodology was established as a response to the scientific orientation in social sciences. It is based on positivist philosophy which applies scientific analysis to all phenomena. It was originally established as a philosophy of science (Tashakkori & Teddlie, 1998). According to Bryman (1993), positivists believe that the methods and procedures of the natural sciences are appropriate to the social sciences. From this perspective every phenomenon can be searched and analysed scientifically.

The main idea of the positivistic paradigm is that there is a single reality and this reality is separate from human consciousness as the knower and the known are independent, is objective, and therefore it should be examined through objective methods rather than

being dealt subjectively (Sarantakos, 1998) (Easterby-Smith et al, 2006) (Tashakkori & Teddlie, 1998). As Kitchin & Tate (2000) have stated, positivists argue that by searching phenomena objectively, it is probable to determine laws to predict and explain human behaviour in terms of cause and effect.

In general, it can be said that positivism aims to produce laws and theories which can be tested empirically in order to generalise them. Consequently, statistical analysis tools are utilised in this paradigm based on large samples to increase validity and generalisability of the results (Hair et al, 1987).

Based on what is mentioned above, quantitative methodology aims to make the researcher as objective as possible to limit his/her impact on the examined phenomena (Robson, 2002). Quantitative approach, according to Collis & Hussey(2003), aims to search for facts or reasons of social events without being influenced by the state of the researcher. It is connected to a number of methods of data collection, in particular, the questionnaire, which is considered the main method of quantitative data collection (Bryman 1993).

Miller & Crabtree (1992) have indicated some research questions of this approach such as: how many? How much? How often? What size? How is the phenomenon distributed over space? It is obvious from the previous questions that this approach aiming to investigate what exists, to find out more details and descriptions of it rather than explain it.

It has been argued that the main advantages of the quantitative approach are that they enable a researcher to standardize, to make objective comparisons; it is also permit descriptions in a comparable way (Punch, 1999). In the same context, Easterby-Smith et

al (2006) has stated that this approach can be fast and economical with large samples which means it can be used to cover massive samples in contrast with qualitative one. Furthermore, Johnson & Onwuegbuzie (2004) have mentioned a number of advantages including the ability of generalizing research findings when data are collected from random samples and many populations and sub populations. Data analysis is quick.

On the other hand, the quantitative approach has some drawbacks. For instance, as Sarantakos (1998) has referred to, respondents in quantitative research are referred to as “units” or “objects” and are treated this way. Consequently, there is no connection between researchers and respondents and therefore, the researcher is estranged from the research process. Whereas this is considered as a weakness of quantitative approach, it is thought by quantitative researchers that this disengagement is regarded positively as a tool of objectivity. Moreover, Sarantakos (2005) has stated that in quantitative methodology instead of trying to adjust methods to reality, reality is adjusted to methods. As a result research is limited to what can be approached by the used method. Sarantakos has also indicated that the object in this methodology is separate from its context. At the time when qualitative researchers, according to Gray (2009), see it as failing to gain access to people’s social and cultural constructions. Gray has also stated the problem of interpretation. According to him, the same question may be interpreted differently by two respondents and the same matter applies to researchers, one answer may have more than one explanation. Moreover, this kind of research could produce misleading results if respondents do not give correct answers or in the case when the answers are inaccurate.

3.2.2.2 *Qualitative methodology*

This approach was evolved as a response to the critique of quantitative methodology (Collis and Hussey, 2003). It takes a conflicting position to the quantitative approach which considers that a researcher must investigate a phenomenon from an external perspective. In other words, he/she must be neutral and not a component of the

phenomenon. While in the qualitative approach, the researcher is considered to be a part of the phenomenon as an actor and must understand it from the participants' point of view. The interests of the researcher are a main element in this approach as he/she ultimately decides what forms an event and explains the findings of any such event (Jankowicz, 2005). In this sense, the approach is based on interpretivism. The interpretivists tend to say that social science issues completely vary from that of the natural sciences and they cannot be searched in the same way. The major endeavour of positivists is to explain human behavior whereas interpretivists tend to understand it (Bryman & Bell, 2003). It rejects the scientific quantitative approach of positivism and suggests concentrating on understanding rather than explaining (Kitchin & Tate, 2000).

Rudestam & Newton (2001) have stated that qualitative research can offer an abundant amount of data including words and ideas rather than numbers. It focuses on the subjective aspects of human behavior by concentrating on the meaning rather than the measurement of the phenomenon (Collis and Hussey, 2003). Therefore, the reality is based on the mind and no reality is independent.

Given the above main bases, the qualitative approach involves a smaller sample size which can be appropriate for more in - depth analysis of phenomenon. In this case, as Silverman (2005) has stated, language and culture are important in gathering data.

Carabtree and Miller (1992) have indicated some research questions derived from this approach such as: what is the nature of the phenomenon? What are the dimensions of the concept? What variations exist? In addition, as Bryman (1993) has stated, observation and un-structured and semi structured interviews are favoured techniques associated to this methodology. Based on this, it can be said that this approach aims to provide an understanding of what is happening in the real world and not just to explain it in order to find out more in depth about the nature of the phenomenon.

It has been argued that qualitative methodology and its methods have some strength. As Punch (1999) has noted, qualitative methods are flexible, so they can be used in a wider range of situations and for a wider range of purposes. Moreover, they can be amended while a study is being conducted. In the same context, Johnson and Onwuegbuzie (2004) have stated some advantages for this methodology as it is useful to search a limited number of cases more in depth and can gain in rich details. It is also beneficial to search complex phenomena.

On the other hand, qualitative approach has been criticised of being impracticality in the case of large samples due to the fact that collecting data requires long time which may exceed the time available for research in addition to the great effort it needs to analysing data. Furthermore, Johnson and Onwuegbuzie (2000) have noted that the results of qualitative methodology can be influenced by the researcher's personal biases and idiosyncrasies. Qualitative research, as Sarantakos (2005) has stated, cannot be re - conducted and cannot explain the relationships between variables. In addition, due to the small samples used in this kind of research, findings cannot be generalised and such an approach can produce misleading results if the researcher does not capture the true meaning of responses. Thus, findings of qualitative research can be perceived to be questionable in that they do not ensure reliability and validity in addition to the fact that it is a time and money consumer.

3.2.2.3 Mixed research methodology

Due to the debate that has emerged about the possibility of studying any phenomenon in - depth and to obtain results which are not misleading, and because of the criticism against both qualitative methodology and quantitative methodology, a team of researchers have started looking for another approach in which the weaknesses of each one of the previous methodologies can be avoided through taking advantages of the other one. This new approach represents the integration of these methodologies into a new approach termed 'mixed' or 'blended' methodology.

The main differences between the previous approaches can be represented in the nature of their data, and the techniques for collecting and analysing data. As Punch (1999) has stated, each of these methodologies have its own advantages and disadvantages, neither one of them is always preferable to the other. Both of them are required. Thus quantitative methodology investigates reality in terms of variables and their relationships. It is based on measurements, and therefore it designs research questions and frameworks using larger samples than in qualitative studies. It does not take into account the context of the phenomenon. Based on one - dimensional methods, quantitative studies can be easily repeated. On the other hand, qualitative methodology is more based on cases. Context is highly important as a sensitive element as its general aim is to offer a more in - depth and comprehensive understanding of the phenomenon. The samples used in this methodology are usually small what makes it difficult to generalise findings. In the same context, Creswell & Clarck (2007) have referred that the argument herein goes to the fact that quantitative research is not reliable in understanding the context in which the respondents answer the questions and their voices are not exactly heard. Moreover, researchers using this approach are in the background of the study and their experiences are rarely discussed. These weaknesses can be avoided in qualitative approach. In contrast, qualitative approach is considered as insufficient due to using personal interpretations of the researcher and the problem of impossibility of generalising findings since these studies are based on small samples.

The long controversy between researchers of both quantitative and qualitative methods has generated this third one as a natural integrated approach which is known as a mixed methodology (Tashakkori and Teddlie, 1998; Creswell, 2003; Johnson and Onwuegbuzie, 2004; Saunders et al, 2007). As Punch (1999) has stated, we cannot inspect everything we aim to know through only one methodology, and it is possible to widen the scope, depth and power of study by integrating the two approaches. In this methodology, different types of quantitative and qualitative data collection methods are always used in order to complement each other.

A mixed method study, according to Tashakkori and Teddlie (1998), is defined as research uses data collection methods that include closed - ended items with numerical responses as well as open - ended items with wording answers. Also Johnson and Onwuegbuzie (2004) have defined it as that type of research in which a mix of quantitative and qualitative research techniques, methods or approaches is used.

The concept of mixing different methods in one study was originated in 1959 when Campbell and Fisk used multi - methods to study psychological traits. Through their study more other researchers have been encouraged to use their style of multi methods to conduct other studies (Tashakkori and Teddlie, 1998), (Creswell, 2009). It has been argued that this approach can be considered as a technique to provide an opportunity to use more than one method to collect data instead of restricting and limiting the researcher choices to one single option. According to this approach questions can be fully answered and searched. At the current time, as Tashakkori and Teddlie (1998) have stated, most major area of research in the social and behavioural sciences employ multiple methods as a matter of course. They confirm that no major issue is studied exclusively within one method.

Johnson et al (2007) has gone further to state a general definition of mixed methodology as it is a research type in which a researcher combines more than one component of qualitative and quantitative approaches such as; qualitative and quantitative points of view, data collection, analysis, inference methods, for a wide range of purposes of breadth and depth of understanding and corroboration.

Using more than one research approach in a single study is called triangulation (Collis and Hussey, 2003, Creswell, 2009). This methodology provides the opportunity to obtain more in depth and broader view of the phenomenon under research.

Mixed methods research design, according to Johnson and Onwuegbuzie (2004), can be developed from two main types; mixed model in which mixing of qualitative and quantitative are used across the stages of the research process and mixed method include a quantitative stage and a qualitative phase.

In the same context, Creswell (2009) has illustrated three strategies. Firstly, sequential mixed methods procedure; in which the researcher seeks to develop or expand the findings of one method through another method. Secondly, the concurrent mixed methods procedure; in this style the researcher integrates quantitative and qualitative data in order to produce an extensive analysis of the research question. The researcher here gathers quantitative and qualitative data at the same time and merges the information in the interpretation of the findings. Thirdly, and finally, transformative mixed methods; in this procedure the researcher uses a theoretical lens within a design which includes quantitative and qualitative data. This framework provide topics of interest, collecting data techniques, and outcomes expected by the study in which data collection methods can demand a sequential or a concurrent approach. Furthermore, Easterby-Smith et al (2006) have stated four styles of triangulation methods used within social research. They contain data, investigator, theory, and methodological triangulation. In the methodological one, both quantitative and qualitative data collection methods are used to investigate the same phenomenon in one study in different complementary studies.

In the context of how to apply mixed methods approaches, Johnson and Onwuegbuzie (2004) have stated that these approaches are a kind of conducting a quantitative mini study and a qualitative mini study in one piece of research. They have confirmed that in order for a study to be considered as a mixed method research, its results need to be integrated at some point. They have also suggested that the researcher must consider all features of quantitative and qualitative methodologies in order to mix research

effectively. They believe that this could provide the researcher with more comprehensive understanding of strengths and weaknesses of both strategies.

Methodologists tend to say that the main aim of this methodology is not to replace the previous mentioned methodologies (quantitative and qualitative) but it is rather to take advantages of strengths and reduce the impact of the weaknesses (Tashakkori and Teddlie, 1998, Creswell, 2009, Johnson and Onwuegbuzie, 2004, Johnson et al, 2007).

It has been argued that mixed methodology and its methods have some strengths and weaknesses. On the first side, Johnson and Onwuegbuzie (2004), have stated the following advantages; mixed methods research allows using words, pictures, and narrative to add meaning to numbers. It also gives broader answers since the research is not confined to one method or approach. Mixed methods approach, as mentioned previously, allows completion through using both qualitative and quantitative methods. In the same context, Creswell and Clark (2007) have confirmed the previous strengths as they stated that mixed methods approaches can replace weaknesses of each one of the preceding approaches by the strengths of the other and it can provide more holistic evidence. They have also stated that this latest methodology can offer answers for questions that cannot be answered by the previous two approaches. The diverse of methods used in this approach makes it more practical in the sense that researcher is free to use all methods possible. According to Tashakkori and Teddlie (1998) most major fields of study in social and behavioural sciences now employ multiple methods as a matter of course. Since the 1950s the social sciences have grown greatly and with this increase, there is now substantially no major problem field of research that is studied exclusively within one method.

In opposition to this, some researchers have addressed more weaknesses of this methodology. According to Johnson and Onwuegbuzie (2004) mixed methods approach

is more expensive and time consuming and it can be difficult for one researcher to conduct both quantitative and qualitative research as the researcher has to learn about multiple methods and be aware of how to mix them. Even more, Creswell and Clark (2007) have indicated that in spite of the high value of mixed methods research, they are not easy to conduct. In this context they have confirmed what Johnson and Onwuegbuzie have gone to as this approach requires more time and resources to collect and analyse data. In addition to that this approach needs the researcher to be trained on both quantitative and qualitative methods in the time that most researchers are often trained in one of them. However, Creswell and Clark (2007) have confirmed that the value of mixed method research seems to outweigh the potential difficulty of this approach.

3.2.3 Validity of the study:

Quantitative and qualitative researchers seek the same aim which is the truth. Due to the humanity nature, avoiding subjectivity is hard even for experienced researchers. Therefore, validity issue concerns about the quality of the research.

According to Joppe (2000) as stated in Golafshani (2003), validity determines whether the research truly measure that which it was intended to measure or how truthful the research results are, whereas Onwuegbuzie and Johnson (2006) have stated a broader view of validity. According to them validity means that a research study, its parts, the conclusions drawn, and the applications based on it can be of high or low quality, or somewhere in between.

In order to improve validity in mixed methods research different strategies are employed. As Muhammad et al (2008) have stated continuous amelioration of the sampling and data collection methods throughout the data collection stage improve the validity. They have also added that multi-method approaches can be utilized to enhance

the validity of the study. Researcher bias can be lessened if multiple data collection strategies to corroborate the findings are employed. According to them, triangulation is commonly a strategy for improving the validity of research. Triangulation is the simplest form of a mixed method approach. According to Johnson et al (2010) triangulation is the combination of methodologies in the study of the same phenomenon. It was also added by Abowitz and Toole's (2010) that triangulation which means using multiple research methods of measures to test the same hypothesis or finding is a valuable strategy in the research process, but more so when we mix methods that have different but complementary strengths and weaknesses. Even more, triangulation according to Creswell and Miller (2000) is a validity procedure where researchers search for convergence among multiple and different sources of information to form themes or categories in a study. It takes four types: across data sources, theories, methods, and among different investigators.

Johnson et al (2010) have stated some outcomes of using triangulation contending that by utilizing triangulation the bias inherent in any particular data source, investigators, and particular method will be cancelled out when used in conjunction with other data sources, investigator, and methods. The researcher in this case can construct superior explanation since it allows researchers to be more confident of their results, stimulates the development of creative ways of collecting data, can lead to thicker, richer data. According to them (Ibid), triangulation at the research design stage, quantitative data can assist the qualitative component by identifying representative sample members. At the data collection stage, qualitative data can help in facilitating the data collection process. During the data analysis stage, quantitative data can facilitate the assessment of generalizability of the qualitative data and shed new light on qualitative findings. On the other hand, qualitative data at the data analysis stage can help in interpreting, clarifying, describing, and validating quantitative findings as well as through grounding and modifying. Furthermore, Kelle (2006) and Muhammad et al (2008) have stated that using mixed approaches in one study can provide important tools to overcome limitations of both qualitative and quantitative which leads to enhance validity.

According to Kelle, results from qualitative interviews can help identify unknown explaining variables and misspecified models. It can also facilitate to understand previously incomprehensible statistical findings. Consequently, qualitative research can help to discover a lack of validity of quantitative operations and tools. In addition, a quantitative study can help to corroborate findings from qualitative study and transfer findings to other domains.

As Onwuegbuzie and Johnson (2006), Muhammad et al (2008), and Golafshani(2003) have stated, the main aim of using triangulation is to utilize the strengths of two or more approaches by combining them in one study to minimize the weaknesses of them which according to Johnson et al (2010) is a type of validity of mixed method research.

In summary, as stated by Golafshani (2003), triangulation is defined to be a validity procedure where researchers search for convergence among multiple and different sources of information to form themes or categories in a study.

3.2.4 Data collection methods

Data collecting tools differ according to the type of data collected. As explained earlier, qualitative data is collected through open ended tools whereas closed ended instruments are used to collect quantitative data. As Sekaran (2003) has indicated, questionnaires, interviews and observations are the three major data collection techniques in survey research.

In survey research the aim, as Bell (2000) has stated, is to obtain information from a representative selection of the population. In surveys, all respondents will be asked the same questions in, as far as possible, the same circumstances. However, it has been

argued that there is no perfect method of collecting data since each one of them has its own strengths and weaknesses. In the following part there will be a discussion about the main methods in detail.

3.2.4.1 Questionnaires

It is a written technique of collecting either quantitative or qualitative data from a selected group of people to discover about their feelings, attitudes and knowledge regarding searched issue. According to Cameron & Price (2009) questionnaires are means of asking group of people about what they think, feel or do. Collis and Hussey (2003) have defined questionnaire as a list of prepared questions in order to obtain reliable responses from a selected sample.

Questionnaires are usually self-administrated, however, as Cameron and Price (2009) have stated, they can also be used over the telephone or face to face, although that is more costly. With regard to self-administration, questionnaires can be distributed by two methods including either personal distribution or mailed distribution (including post mail and electronic mail). The first can be used when the sample is located in one place and is most appropriate if some respondents lack literacy skills. This method of distribution has advantages since it can be ensured that the respondents have answered the questions themselves and the researcher can clarify any doubts they have. It is also a good method to provide an explanation about the topic to the respondents and thus can produce greater understanding for them. In addition, this method is considered the thriftiest in time, effort, and money and it is the best way to ensure good response rates.

In spite of the previously stated strengths of the personally distributed questionnaire, it has been indicated that this approach limits the scope and extent to which this method can be used (Walliman, 2001, Sekaran, 2003, Collis and Hussey, 2003). Thus, the other hand, mailed questionnaires can be used in the case of large samples and large distances.

In this case questionnaires are sent in envelopes including prepaid reply envelopes which, however, means that it is more expensive than the previous approach and the response rate is usually very low. However, according to Easterby-Smith et al (2008) its cost per respondent is low for large samples when compared to other methods which require face to face contact, especially when the sample members are widely dispersed. It also allows the respondents more convenience as they can complete questionnaires in their homes and at their own pace. What has been said about post mailed questionnaires can be restated when talking about the strengths and weaknesses of electronic mailed questionnaires, except that the latter is less expensive.

Overall, questionnaires have some strengths but, at the same time, more weaknesses. Firstly, as Marshall & Rossman (1995), Walliman (2006), Drever (1997) and Cohen et al (2008) have argued, questionnaires facilitate research in political or ethical sensitive areas since they do not require face to face meeting and they can keep confidentiality of the respondents, embarrassing questions can be asked with a fair chance to obtain a truthful answer. They are also accurate and convenient for the interviewers as they do not need to spend much time in distributing them. Equally, their results can be generalised to a larger population.

Nevertheless, questionnaires, as mentioned earlier, have some drawbacks. For example, they are of little utility in investigating complex social relationships. Moreover, questionnaires cannot ensure accuracy without proof that the sample represents the whole population which is also important for generalizability (Marshall and Rossman, 1995) (Cohen et al, 2008). Furthermore, Walliman (2006) has indicated that not everyone can answer a questionnaire and therefore its response rate can be low since they can cause boredom to the respondents and so, they need to be as short as possible and they require some time and training to be prepared.

3.2.4.2 Interviews

Interviews are another favoured technique of collecting primary data. An interview can be termed a purposeful conversation in which one person asks questions who is the interviewer, and someone else answers them who called the respondent or interviewee (James & Frey, 1995). Interviews can be used in both quantitative and qualitative methodologies to investigate what the respondents do, think or feel (Collis and Hussey, 2003). One of the classifications used for interviews is based on their structure, within which interviews could be distributed into three categories: structured, semi structured and unstructured (Saunders et al, 2007), (Robson, 1993). Some of the main types of interview and their features are outlined below.

Structured interviews: in this type the researcher has a list of close ended questions to be asked to all participants (Sekaran, 2003). As Easterby-Smith et al (2006) have stated, the primary aim of this kind of interviews is to obtain quantitative data from a targeted sample. Drever (1997) has indicated that closed questions offer small scope for participants to answer, and assure the interviewer's control. As Bell (2000) has indicated, a structured interview can take the form of questionnaire which is completed by the interviewer instead of the respondent.

Semi structured interviews: although there are pre - determined questions to be asked in this type of interview, there is a possibility for the interviewer to change and modify the order and the wording of the questions. The researcher also has the ability to ask additional questions as needed to explore the research questions and objectives. As Johnson (1994) has stated, it can be prepared in advance and the included items may be subject to change during the course of interview.

This kind of interviews can be used in the case when the researcher attempts to find out both structured data and information about beliefs and attitudes. In addition, semi

structured interviews can be used individually or with other techniques (Robson, 2002). As Drever (1997) has stated, semi structured interviews can be a mixture of closed and open questions and they allow the interviewee a fair degree of freedom to express themselves.

Unstructured interviews: this kind of interview is informal and is generally used to investigate more in depth area of interest of the researcher. In this case there is no prepared list of questions (Oppenheim, 1992). The interviewer has the chance to talk freely about behavior and beliefs relating to the topic since only open ended questions would be asked.

Other typologies of classifying interviews are based on the way they are conducted, as noted by Frey and Oishi (1995), Walliman (2006) and Easterby-Smith et al (2008) as follows:

In person interviews or face to face interviews: this kind of interview has strengths in terms of fewer limitations on the type and length of questioning and on the ability of using visual aids. Such interviews could be conducted at home, in the workplace, school, or the survey office. On the other hand, this type of interview could be facing some obstacles such as: the higher costs of travelling, the difficulty of getting permission to perform it at a respondent's or in a workplace.

Telephone interviews: this kind of interview is an increasingly popular technique of collecting data due to its cost efficiency and speed of data collection. Also it is generally have high response rates.

Interviews as a whole have some particular strengths. According to Marshall and Rossman (1995) and Cameron and Price (2009) the interview is a good technique to obtain large amount of extensive data in a short time especially when a group of people participate in one interview. In this case the process of interview gathers a wide variety of information. In addition, as Drever (1997) has stated, interviews produce high quality data.

On the other hand, interviews have some weaknesses. As Marshall and Rossman (1995) have stated, interviews involve personal interaction; cooperation is essential. In addition, the interviewer may not ask questions that give rise to a lengthy interview due to a lack of experience or familiarity with local language or because of lack of skills since interviewers should have superb listening skills and be skilful at personal interaction. This has been confirmed by Drever (1997) and Cameron and Price (2009) who have added that interviews take a long time since an interview takes about 45 to 60 minutes to complete in addition to time travelling and some social chat which makes it impractical in large populations in addition to its lack of comparability.

3.2.4.3 Observation

Observation is another common data collection method. This method depends on noting and recording the event in its social context or in a special environment prepared for that, and in the last condition it would be based on experimental methodology. According to Robson (1993), it is based on watching what the people do, recording it and then describing, analysing and interpreting what we have observed. In education studies, classroom observational studies are an example of this kind of research. As Marshall and Rossman (1995) have stated, observation has an essential role even in in-depth interviews since the researcher focuses his/her attention on body language in addition to personal words.

3.2.5 Summary:

This part of the third chapter has discussed the most common research methodologies in social research. This discussion included presentation of the aims and the main advantages and disadvantages of each one of these methodologies; quantitative, qualitative and mixed methods approach. Following this a discussion of the main data collection methods can be used in these approaches. Based on this illustration and the objectives of the study the following part will present the selected methodology and data collection methods adapted in this study.

3.3 part two the chosen methodology

3.3.1 Introduction

The previous part of this chapter has addressed the literature related to common methodologies used in social research, this chapter will present the research methodology adapted in the current study and how this study was designed. Including the adapted methodology; mixed methodology and its justification, the data collecting methods and how they were developed and how the data was collected in addition to the main obstacles faced the researcher.

3.3.2 Question and aims of the study

The main aims of current social development plans in Libya that relate to this project are to disseminate health, environmental, vocational and political awareness and knowledge. Thus the purpose of this research highlights a concern for the nature of the social developmental role being performed by Garyounis University within the Libyan context in terms of what service Garyounis University offers in order to propagate health, knowledge, environmental, vocational, and political awareness and what the main obstacles to this role are. Therefore, the major question of the research project as a whole can be stated as:

To what extent and how does educative role of Garyounis University serve to enhance the social development plans for improved notions of community at the beginning of the 21st century?

The subsidiary aims of this thesis are:

To examine the extent and nature of activities at Garyounis university related to the development of:

- Health awareness dissemination.

- Knowledge dissemination.
- Environmental awareness dissemination.
- Vocational awareness dissemination.
- Political awareness dissemination.

To identify the most important difficulties which challenge the university in carrying out this role.

3.3.3 The chosen methodology

Selecting a particular research methodology highly depends on how this approach can assist in achieving the goals of the study since some objectives can be obtained by quantitative approaches whereas others is better achieved by a qualitative approach. However, as indicated in the previous chapter, using one of these approaches may not give a comprehensive picture of the study.

Punch (1999) has indicated some factors need to be considered when trying to select an appropriate approach including:

1. The research question since some questions are better answered through particular approaches than others.
2. Whether we interested in making standardized generalizations or do we want to study this phenomenon in detail.
3. The literature since we ask how other researchers dealt with this topic.
4. The state of knowledge on the topic, since we must ask whether we will learn more about the topic using the quantitative approach or the qualitative approach.

It can be argued that the research question noted above can be answered through both closed and open ended question. The first part of the question “to what extent” can be answered through closed questioning. As indicated in the previous chapter, questions

such as: how many? How much? How often? What size? How is the phenomenon distributed over space? are considered questions of quantitative approach (Miller & Crabtree, 1992). And it is clear that the first part of this research question is similar to these questions in terms of giving description which can be estimated and expressed numerically. For example it can be said that number 5 of encoding the sample responses to the questionnaire alternatives means that the role is achieved at a high level and vice versa. Regarding to the second part, “how” can be achieved through both quantitative and qualitative approaches. However, it can be argued that it is better achieved through a qualitative approach since by this approach more details about how this role is achieved including what are the main problems and obstacles facing this role; what the context around this goal as university system is; and this a comprehensive understanding can be achieved through the examination of the whole context.

Moving on to the second factor relating to the interests of the researcher about making standardized generalizations or we want to study this phenomenon in detail. In the first part of the question it is required to make generalizations based on the sample selected but in the second part the main aim is to give more detail about this role and how it is conducted.

The literature has been referred to as the third factor in choosing methodology and it can be indicated that most Arabic literature is derived from research which had used both qualitative and quantitative approaches. This can be seen in the part of literature review. However, western literature has used different approaches as most of the studies, which the researcher has revised, have been based on documents and economic and social indicators and this approach, as referred to previously, cannot be adopted in the case of Garyounis University, where there are not clear objectives or plans for this role although the stated objectives of the university include the goal of serving the community. Furthermore, there are no studies directly related to this field.

Regarding to the fourth factor “will we learn more about this topic using the quantitative approach or the qualitative approach?” it can be said that the answer to this question can be concluded from the first one. In the first factor, it has been explained that both approaches are significant in this study.

To conclude it can be said that purely quantitative approach would not give the opportunity to understand the main question in its context, whereas purely qualitative approach was rejected because it relies on the in depth analysis of a small number of cases and this would not give an inclusive picture of the study and since Garyounis includes a variety of schools, this approach would not help to give this picture. Therefore, the mixed methodology has been adapted in the current study.

3.3.4 Data collection methods

Since the current study, as explained previously, has adapted the mixed methods approach, two types of data collecting methods has been employed. Questionnaire as a quantitative data collection method and a semi structured interview for collecting qualitative data. Using both of these methods could be of important utility in the research. As Drever (1997) has stated, interviews can provide depth explanation within a particular context and questionnaires give a broad view although it could be superficial picture, it is often a good idea to use both of them. These data collection methods are explained in more detail below.

3.3.4.1 *Questionnaire*

Questionnaires are the most popular used techniques of data collection in social sciences (Sarantakos, 1998, Sekaran, 2003). They can be distributed without much expense to a large sample and their returns will give a wide range of data to analyse and include in

the final report. In other words, questionnaires allow collecting data from a large sample in a short time; they are a time and money saver.

In the current study using questionnaire is aimed at gathering data that could assist in investigating the seven fields of the university role searched in this study. Thus, the researcher has based the construction of the questionnaire on a number of previous studies related to this topic since questionnaire was used, in addition to the interview, as a main data collection method in many studies (Elhini, 2001), (El-Borai, 2000)(Abu Zeid, 2005). The following section is devoted to describing the questionnaire and to explaining its fields.

3.3.4.1.1 Sources of the questions

Questions in the current study's questionnaire have been derived from three sources of information. Firstly: the main base of this study, since it is based on social development objectives, was the project of "Libya 2025" in addition to some Libyan development plans related to social development. Secondly: the majority of the statements included in the questionnaire were derived from the extensive review of the Arabic literature related to this topic. The studies of Elhini (2001), El-Borai (2000) and Abu Ziad (2005) were one of the main guidance that assisted in the construction process of the questions. Thirdly: suggestions that have been given by some of the experts who were asked for the validity of the questionnaire in addition to the answers the researcher has obtained for the open questions in the M Phil stage.

3.3.4.1.2 Length and language of the questionnaire

In using questionnaires there are some considerations that should be taking into account. These considerations include the length of the questionnaire and the language employed in this questionnaire in addition to the covering page which is considered by Cameron

and Price (2009) absolutely vital. Therefore, the researcher tried to make a questionnaire of a reasonable length. This was obviously appeared while the respondents were filling the questionnaire as they did not show any impatience. For this purpose the questionnaire of the current study consisted of seven pages including the cover page and some spaces in the other pages for the open questions and this was considered reasonable by the experts.

Regarding the language, the following points are stressed by some methodologists (Oppenheim, 1992; Sapsford & Jupp, 1996; Cohen et al, 2008; Cameron and Price, 2009) and were considered as rules to assist in avoiding one of the most common problems connected to questionnaire wording. These considerations include the followings:

- Make questions as short as possible.
- Ask only one thing at a time and be simple, clear and brief as possible.
- Avoid jargon.
- Avoid leading questions.
- Keep statements in the present tense wherever possible. For this purpose, the gerund was used in the English copy whereas the infinitive was used in the Arabic copy since this tense refers to the action regardless of the time as an Arabic linguist advised.
- Expect that respondents do not know the answer, therefore, include the option “do not know”.
- Include a covering explanation, thanking the respondent for participation, indicating the purpose of the research.

Thus, overall, the aim was to produce precise and specific questions that were easily understood but that would produce data relevant to the research aims.

3.3.4.1.3 *Types of questions*

Since the sample of this study is relatively large and in order to save respondents time and allow their convenience in completing the questionnaires, closed ended questions including some alternatives forms arranged according to fivefold Likert categorization were used in the questionnaire. According to Oppenheim (1992) and Cohen et al (2008) close ended questions can be easily statistically treated and analyzed. They also allow comparisons to be made within groups in the sample. They require short time from both the researcher and the respondent and do not need interviewer training.

In contrast, this type of questions may lead to limitations in the respondents' freedom to express themselves and to add what they think it is important to explain. In order to avoid that one; open questions have been added at the end of each field to allow the respondents add anything that had not been mentioned in the questions.

3.3.4.1.4 *Components and rationale of the questionnaire*

The questionnaire comprised seven sections (See appendix A) in addition to the first part which includes preliminary data. Each field of them consists of several statements regarding to the field. The following is a more detailed description of them:

1-The first part; preliminary data: in this part respondents were asked to give some information which can be an effecting factor on their answers. As Cameron and Price(2009, p. 334) have indicated, this type of questions allows the researcher to look at

respondents as a whole, and to break them into sub - groups to compare answers on specific questions. In the current study these questions include the following:

Faculty in this question the respondent is requested to specify his/her faculty; engineering, science... etc where he/she is based. This is due to the fact that university services can differ from one school to another according to their specializations.

Work experience: work experience is important for respondents to have more in depth and comprehensive point of view regarding what the university is doing. Therefore, the participants were requested to indicate their working experience years.

2-The second part; field one; the means of the university's contribution to investigating social development demands: this section includes seven statements regarding the most common methods the university can use to investigate society social needs. These means were specified according to literature and the previous Arabic studies the researcher had reviewed. These statements were followed by a five point Likert scale.

Likert scales were named after the psychologist Rensis Likert who first used the scales in the 1930s. They provide people with a range of responses from which they can choose. These options are often arranged in a series of uneven number to allow for an equal number of positive and negative responses and a 'neutral' or 'do not know' category in the middle (Cameron and Price, 2009).

In addition to the previous mentioned statements, an open question had been added at the end of this part in case that the participant had more knowledge than what was mentioned.

3- Sections two to six; knowledge, Environmental awareness, of Vocational awareness, Political awareness and awareness of health dissemination: these sections were based on some social aims according to social development plans in Libya. Each one of them has several statements regarding to the field they based on. These sections were also followed by open questions for the same purpose.

4- Section seven: the difficulties facing the work of the university to achieve its aims: this field refers to the most common obstacles, derived from the literature review that can face and impedes university work in this field.

Taking into account the privacy of different Universities, an open - ended question has been developed at the end of the section.

3.3.4.1.5 Development process of the questionnaire

As Cameron and Price (2009) have stated, it is far from easy to produce a good questionnaire. The researcher is required to ensure that the questionnaire gives him/her useful information.

Constructing the questionnaire of the current study was done in the UK at LJMU and experienced three stages. First, the questionnaire statements were collected and built after a careful review of the previous literature and studies in addition to Libyan development plans. Second: some Libyan PhD students in the UK, who are originally based on Garyounis University, were given copies of the questionnaire and asked for their suggestions. Thirdly; an improved copy of the questionnaire was delivered to the supervisory team for their comments. In the light of their proposals, the questionnaire was developed and modified.

The researcher is a UK based student and the language of study is English. However, the main previous studies were written in Arabic language and the respondents are all Arabic speakers. Thus, the first draft of the questionnaire was written in English and

later the questionnaire was carefully translated into Arabic trying to avoid any misunderstanding or translation. This process came through two stages. Firstly the questionnaire was translated by the researcher and then the translated copy was discussed with an expert translator and other educationalists and methodologists who had an experience with English language studies.

3.3.4.1.6 *Validity and reliability of the questionnaire*

Questionnaires are usually tested with small groups to determine their usefulness and reliability. Validity and reliability are important because, as Silverman (1997) has argued, in them the objectivity of the research is at stake. Validity according to Borg & Gall (1983) and Cohen et al (2008) is the degree to which a test measures what it aims to measure. In other words, Joppe (2000) has stated that validity determines whether the research really measures what it was intended to measure or how truthful the research results are, whereas reliability concerns with the status of whether the findings can be obtained under the same conditions (Bryman, 2001). In addition, Joppe (2000) has indicated that reliability is the extent to which findings are consistent over time and an accurate representation of the total population under study is referred to as reliability and if the results can be achieved again under a similar methodology.

As Cohen et al (2008) have argued that it is impossible for research to be 100 % valid. However, in order to achieve a high degree of validity in the current study, the questionnaire came through key stages, as follows:

- 1- As Cohen et al (2008) have indicated, content validity is based on the fact that the method fairly and comprehensively covers the domain or items that it aims to cover. Therefore, the first draft of the questionnaire was constructed to cover many and different items related to the core topic. To achieve this purpose many previous Arabic studies were reviewed, as explained previously, and the questionnaire was originally based on these related studies. In addition, an open

question was added at the end of each field in order to allow the respondents to add anything had not been mentioned.

- 2- At this stage when the questionnaire was translated, a group of specialists in methodology, education and social development were consulted as arbitrators who have given some instructions and suggestions regarding the relevance and appropriateness of the statements. These arbitrators gave their comments on the questionnaire in general and on each statement individually. Some more statements and amendments were advised to be added and no one was excluded.
- 3- Having amended and developed the questionnaire, the researcher used test - retest through a group of fourteen respondents (in addition to one missed in the second test) from lecture assistants. This group was given the questionnaire twice in order to measure the ratio of stability and to examine what areas could be unclear or ambiguous. Having collected the questionnaires, the results have shown a high degree of reliability by using the *Pearson Correlation Coefficient* of the whole questionnaire. The rate of reliability was (0.875) and the correlation was significant at 0.01 level. To confirm this result, the ratio was calculated for each field of the questionnaire separately. The table below shows these rates.

Table (2)
The reliability rates of each field of the questionnaire

Field	Reliability
One	0.612
Two	0.834
Three	0.871
Four	0.699
Five	0.610
Six	0.775
Seven	0.975

All the correlations were significant at 0.01 level.

Nevertheless, as Cohen et al (2008, p. 133) have argued, validity can be improved through careful sampling.

3.3.4.1.7 Questionnaire distribution and collection

Because of the advantages of in person distribution methods mentioned earlier and the limited area of the sample distribution “Garyounis University in Benghazi”, questionnaires were handed out personally by the researcher, however, her husband and a friend have had a helping hand in collecting them. In addition to the previous strengths of this type of distribution, the researcher believes that it is the most appropriate method due to the lack of good mail services in Libya in both kinds; post mail and electronic mail.

3.3.4.1.8 Population and sampling of the study

Research participants are the most influential factor that determines the quality of the collected data. Therefore, researchers are advised to select the population which is the right source of data of their research. Population is defined by Sekaran (2003) as the entire group of people, events or things of interest that the researcher wishes to investigate. So, as Walliman (2006) has confirmed, a population can consist of objects, people or even events e.g. schools, miners, revolutions.

- The identified population

The targeted population of the current research comprises all Garyounis University staff, including faculty members and administrative staff. This population was chosen in this study based on the previous studies since all of those studies referred to this staff as the source of the data in such studies in addition to using some documentary sources in some research. University staff is considered as the people who have the most knowledge regarding to what is happening at the university and what the university

policy is and they are also considered to be an effective instrument in achieving this role. In addition, these people are high qualified and well trained individuals who are capable of making good judgments about the topic of this study.

- The sampling process

As Butcher (1973) has indicated, sampling in educational research is crucial; as it, sampling is subordinate to surveys more than controlled experiments. To be able to make accurate judgments about a population from a sample, the sample should be as representative as possible (Walliman, 2006). Therefore, the sample must be carefully and accurately chosen.

In the current study, in order to avoid personal biases and to achieve the highest possible level of objectivity and the ability to generalize the findings to the whole population, the probability sampling approach was employed. According to Walliman (2006) this sampling approach is based on the use of random methods to choose the sample. Since, as Cohen et al (2008) have stated, the quality of a piece of research stands or falls not only by the appropriate methodology but also by the suitability of the sampling.

This technique of sample selection was employed through the proportional stratified sampling method. As Walliman (2006) has pointed out, this technique is used when the cases in a population divided on distinctly different categories of a known proportion of that population. When these proportions are known, then each stratum must be represented in the same proportions within the overall sample. So, this sample is chosen randomly from all faculties according to the proportions these faculties represent to the total of staff at the university since the number of the members of staff differs from one faculty to another.

Herein, it can be argued that this type of sample selection technique is the most appropriate method to the current study. Since the population of the study is distributed into different disciplines in a variety of faculties and these proportions are not the same. In other words, the number of staff in the different faculties of Garyounis University differs from one faculty to another and ignoring this fact can result in misleading findings as these faculties may have different activities and diverse roles related to the topic of the study. Therefore, these proportions should be taking into account in choosing the sample of the study so as not to overshadow the impact of the responses of the large faculties to the small ones. The proportions of the sample of the current study and its representative percentages can be seen in the table below.

Table (3)
Population and sample selection

Faculty	Population	Percentage to population	Supposed sample and distributed questionnaires	Lost	Refusals	uncompleted	Collected questionnaires	percentage
Arts	151	23.3 %	86	10	14	0	62	72 %
Economics and political sciences	141	80 %	80	10	19	4	47	58.75 %
Law	27	4.2 %	15	2	5	0	8	53.3 %
Sciences	178	27.5 %	101	18	23	3	57	56 %
Engineering	93	14.4 %	53	13	9	1	30	56.6 %
Education	18	2.78 %	10	0	4	0	6	60 %
Information technology	26	4.01 %	15	2	3	2	8	53.3 %
Media	13	2 %	7	0	0	0	7	100 %
Total	647	100 %	367	55	77	10	225	61.3 %

Since it is advisable to have as a large sample as possible (Gorard, 2001), the sample of this study is 367 members of staff represents 57 % of the population.

The previous table illustrates the total population and the chosen sample including how many lost, refusals, uncompleted and collected questionnaires. As mentioned earlier, the researcher faced some difficulties in collecting the questionnaires as many of the staff claimed they did not have enough time for that. However, it can be argued that the percentage of the collected questionnaires, 61.3 % is acceptable according to Walliman (2006) who has stated that 60 – 70 % are acceptable rates of response. As well as, Cohen et al (2008) have confirmed this fact as they have stated that 50 % response is a satisfying rate.

3.3.4.2 *Semi structured interviews*

Using questionnaire in collecting data can offer a wide range of data to analyse and include in the final report. However, interviews can offer explanations and provide much richer information than a questionnaire (Cameron and Price, 2009). As Rubin & Rubin (1995) have indicated, interviewing can provide the researcher with understanding of what the interviewee thinks and connect the answers to the whole context of the phenomena. Therefore, a semi structured interview was conducted in the current study to collect more extensive data and overcome the limitations of the questionnaire since it allows a wide range of discussion and encourage the respondents to raise more significant relevant issues, in spite of its disadvantages previously mentioned and not accepting having been interviewed by many of the staff at Garyounis university or not accepting recording it by some of them what made the researcher take written notes in some interviews.

Sixteen face – to face interviews were conducted. The sample was selected from the people in charge who had more experience and comprehensive overview regarding to this topic. This type of respondents is called “elite interviewing”. According to Marshall and Rossman (1995) an elite interview is specialized case of interviewing that focuses on a particular type of interviewee. They are considered to be the influential and well informed people in an organisation and are chosen to be interviewed regarding to their

expertise in areas relevant to the research. Based on the features of the organisational framework of the university indicated by Dura & Baera (1989), these staff should have the knowledge of the main activities at the university including academic activities, centres and units of research in different fields and the activities in respect to the relationships of the university with academic and different institutions of the state.

Elite interviewing, as Marshall and Rossman (1995) and Cohen et al (2008) have indicated, has some more advantages. They can provide valuable information because of their positions. These people can offer an overall view of a situation. The main weakness of such interviews lies in the problem of accessibility to these people due to their busyness, so they are often difficult to reach. Sadly, this prevented the researcher from interviewing some of the targeted sample. The rector of Garyounis University was one of them since, although many visits were conducted to his office, the researcher did not manage to meet him. However, sixteen interviews were conducted with faculty deans, heads of department and directors of administrative departments that are relevant to the subject topic, such as the department of Cultural Cooperation between the University and other institutions and research department. The researcher ensured that the sample included members from the various faculties at the university, both deans of colleges and heads of departments. However, due to the request from some of anonymity, their names and faculties in which they are based will not be referred to in the study.

The researcher followed clear rules in conducting the interviews, including: introducing herself and explaining the purpose of the study, and confirming for all respondents that anonymity is guaranteed and all information would not be passed on to any other person under any circumstances and for any purpose.

All interviews were conducted face to face and took place in the respondents' room at the university at whatever time was convenient for them after a previous arrangement. Only one interview was conducted in a room for the faculty members to take rest and have coffee in. Interviews lasted from 40 minutes to 1 hour between the sixth of April and the fifth of June and some of them were recorded whereas the researcher followed the style of writing down the main points covered in the interview in others according to the respondents willing. Later, recorded interviews were transcribed for analysis and translated into English.

- Interview questions rationale

The main aim of the study was to investigate the role performed by Garyounis University in achieving social development plans aims, therefore, the interview questions were designed in order to attempt to explore the nature of this role at the university and its applications, strategies and faced obstacles. Moreover, the people interviewed were an elite group within the university who had a major role in achieving these goals since they are in charge of such kind of activities. Thus, questions about their previous conducted activities and their future expectations regarding to the way this role could be achieved more properly were asked.

Interview questions were originally designed in English, for the same reasons mentioned in preparing the questionnaire, and later they were translated into Arabic following the same procedures used in translating the questionnaire (See appendix B).

3.3.5. Ethical considerations

Before starting collecting her data, the researcher obtained all necessary approvals for the field study. Firstly she received the ethical approval from the *Liverpool John Moores University Research Ethics Committee (REC)*. Later in *Benghazi* she secured the

approval for the research from both *Missions Administration* and *Teaching Staff Administration* at the *University of Garyounis*.

An official permission from these administrations was gained to gain access to respondents. This permission letter included a brief background about the researcher, the aim of the study, the research methods will be used and encouragement for the respondents to assist the researcher in collecting her data.

In addition, all participants were informed fairly that whatever the findings will be, they may be published later and this will not lead to a breach of agreed confidentiality and anonymity. The researcher also explained for all of them that their participation is completely voluntary and it would be highly appreciated for the purpose of scientific research. In addition, they were informed that they were able to withdraw at any time they would. The identity of all participants is protected to keep confidentiality. In respect to the Preliminary data, the participants were informed the aim of collecting this data and how it will be used in a confidential way.

All participants received full explanation of the process of the research and why their engagement is important, how their participation will be used and how and to whom it will be reported.

The sixteen members interviewed were contacted in person, explaining the nature of the study and its main aim. They were clearly informed that their participation is strictly confidential and no names would be mentioned in the thesis. They were also asked their permission to record.

In order to reach reliable, valid and generalizable findings, the researcher followed the structure of the most appropriate data collecting and analysis techniques and methodology according to the literature reviewed.

3.3.6. Data analysis:

In order to achieve the main aim of this research the researcher attempted to be as accurate as possible via using a number of statistical methods that suits the nature of the data and the aims of the study. These statistics include averages, standard deviations, *T test*, *one way ANOVA* and *Pearson correlation coefficient* in addition to “*K independent samples test*” in the case of data is not normally distributed; . All statistics analysis of the data was conducted via *Microsoft Office Excel 2007* and the *Statistical Package for the Social Sciences (SPSS) software* (version 15).

With respect to the qualitative data, through the continuously reading and rereading of the interviews transcripts, the researcher analyzed the key issues and themes of the answers derived from the main aim of the study.

3.3.7. Data collection challenges

All human work can be faced with problems and obstacles and this may be more obvious in social research since dealing with people is completely different from dealing with objectives and human behavior can be easily affected by external or internal factors. Moreover, having explaining the problems facing research in developing countries and the lack of support research receives in these countries can offer more manifest picture of problems a researcher can encounter. So, the researcher was faced by many challenges during and before collecting her data.

Firstly: in order to obtain an official permission from the university, the researcher had to go many times to different offices as no one knew where she could get this letter.

Secondly: getting statistics of the staff at Garyounis University was another challenge. Different visits to the office of statistics resulted in different ones of them. Therefore, the research had to make her own statistics based on her visits to each faculty individually.

Thirdly: using in person distribution method of questionnaires required a lot of follow up visits due to different reasons such as the absence of some of the participants or the busyness of others as for faculty members, apart from the time table of lectures, there is no specific working time.

Fourthly: the refusals in filling in the questionnaires faced the researcher which can be seen in the rate of returned questionnaires which did not exceed 60 %.

All these factors were extremely time consuming and required intensity of effort. However, the researcher cannot ignore the cooperation and helpfulness was offered by some of the participants who offered their assistance to collect the questionnaires for here in their departments.

3.3.8. Summary

In order to enrich the research findings and to gain advantages of both quantitative and qualitative approaches, the mixed methods approach was adapted and this was presented in this chapter. In addition, the researcher has illustrated the methods of data collection methods used in the current study and the difficulties faced the researcher in collecting

her data. 225 questionnaires were collected from 367 distributed and in order to gain more in depth data, sixteen semi structured interviews were conducted with some of people in charge of these kinds of activities who are considered to have more comprehensive and more details and explanations of this role in its context at Garyounis University. Although sixteen can be considered a relatively small sample, this approach was adapted to deepen and enrich the data collected via the questionnaire. These interviews allowed the researcher to describe and understand the role conducted by Garyounis University in much more detail in addition to the data collected through the questionnaire which produced an opportunity for the researcher to gain a broad view about this role.

Chapter Four

Questionnaire responses: presentation, analysis and findings

4.1. Introduction

The main purpose of this chapter is to present and analyse the data collected by the questionnaire administered to the Garyounis University staff sample. The chapter is divided into two parts: the first one includes a presentation of the main findings reached from the sample via the questionnaires' seven fields and according to the aims of the study. These findings are examined in this part in conjunction with variables as they are relating to the sample. In the second part, various themes identified through the questions are discussed in the light of the related literature. It is apposite to point out, once again, that 225 copies of the questionnaire out of distributed 367 forms were collected from the staff of Garyounis University.

As described in Chapter Three, the questionnaire consisted of seven fields in addition to the field of the primary data; that of faculty and experience. Apart from these parts, there were open questions at the end of these sections in which the respondents were allowed to write down any comments or additions they might like to make. However few such comments were added.

4.2. The first part: a presentation of the findings

First: the general level of the extent of this role by Garyounis University according to the respondents:

The first part of the research question was “*To what extent does the educative role of Garyounis University serve to enhance the social development plans?*”

This question was designed to define the level of Garyounis University’s role in social development regarding specific fields of health awareness dissemination, knowledge dissemination, environmental awareness dissemination, vocational awareness dissemination, and political awareness dissemination, based on the staff’s point of view. In order to achieve this goal, the researcher has implemented some descriptive statistics such as arithmetic mean and standard deviation to estimate the level of this role as conducted by Garyounis University, as shown in table (4).

Table (4)
The general level of the role

n	The minimum expected degree	The maximum expected degree	The expected mean	Mean	Std. Deviation	T	Sig
225	40	200	120	130.4667	32.6551	4.808	0.05

It can be seen from table 4 that the general mean is 130.4667, which is higher than the expected mean of the questionnaire 120. In order to examine the significance of this difference, the researcher has used “*t test*” and the result has shown that this difference is significant, as illustrated in the same table.

Table (5)

The general level of this role according to the faculties

	Faculty	Number	Mean
1	Arts	62	137.3387
2	Economic and political sciences	47	126.383
3	Law	8	142
4	Sciences	57	141.9825
5	Engineering	30	120.5
6	Education	6	127.1667
7	Information technology	8	132.375
8	Media	7	126.7143

In order to investigate the effect of the variables used in the study, “one way ANOVA” has been used to check the difference among faculties, as shown below:

Table (6)

The difference of this role among faculties

	Sum of squares	Df	Mean squares	F	Sig.
Between groups	10194.578	7	1456.368	1.355	N. S.
Within groups	233228.87	217	1074.787		
Total	243423.45	224			

Although there is a quite large range of these means among faculties, no significant differences were found in terms of staff evaluation of this role at the university. This can give more confidence in the general mean, since the absence of significant difference among faculties means that there is a kind of agreement among the questionnaire’s respondents.

Regarding the second variable, which is “*years of academic experience at Garyounis University*”, the researcher used the *Correlation coefficient* to discover if there is any connection between the respondents’ evaluation of the role in terms of overestimating or underestimating it, and their length of experience of work at the university. The result is shown in table (7):

Table (7)
Correlation coefficient for years of experience

Correlation coefficient	The general level of answers	Sig
Experience	-0.042	N. S.

Table 7 illustrates that there is no significant correlation between the level of this role given by each respondent and their length of academic work experience in years.

At this point, it can be stated that Garyounis University is undertaking some efforts in order to achieve some of the aims of national social development plans in accordance to the mean of all answers of the respondents which is (130.4667). However, based on this mean it can be stated that the level of this role is low since the mean is far from the maximum value of the questionnaire (200) and it is closer to the expected one (120).

Second: the means of the university's contribution to investigating social development demands:

By this question the researcher has attempted to discover what kind of methods and facilities the university uses and to investigate the demands of society from social development. The next table illustrates the details:

Table (8)

The general level of the first field

n	The minimum expected degree	The maximum expected degree	The expected mean	Mean	Std. Deviation	T	Sig
225	7	35	21	24.1778	6.2052	7.682	0.05

As in the previous result, Table 8 presents the fact that the general average of this field - 24.17782 - is higher than the expected mean of this field - 21 - and the difference is significant by "*t test*".

To find out if there is any effect of the variables used in the study "*One way ANOVA*" has been used to check the difference among faculties, as shown below:

Table (9)

The general level of the first field according to the faculties

	Faculty	Number	Mean
1	Arts	62	24.0645
2	Economic and political sciences	47	24.4043
3	Law	8	24.75
4	Sciences	57	25.8246
5	Engineering	30	20.9667
6	Education	6	23.3333
7	Information technology	8	23.75
8	Media	7	24.5714

Table (10)

The difference among faculties of the first field

	Sum of squares	Df	Mean squares	F	Sig.
Between groups	476.568	7	68.081	1.813	N. S.
Within groups	8148.321	217	37.550		
Total	8624.889	224			

As shown in table (10), there is no significant difference among faculties in terms of their staff's evaluation of Garyounis University's use of these methods. This can refer to the fact that most methods mentioned in the questionnaire have been used at Garyounis University in order to collect data related to society's need for social development programmes.

Regarding the second variable, which is "*years of academic work experience at Garyounis University*", the researcher has used the *Correlation coefficient* to find out if there is any connection between the respondents' evaluation of the role in terms of overestimating or underestimating and their length of experience of work at the university. The result is shown in the table below:

Table (11)

Correlation coefficient for experience years of the first field

Correlation coefficient	The general level of answers	Sig
Experience	0.06	N. S.

As shown in table 11, the overall correlation and significance of the aggregate results were shown to be poor.

In order to address which of the methods mentioned in the questionnaire are commonly used, the researcher has calculated the means of all statements. The following table displays the means and standard deviation:

Table (12)

The most commonly used methods for the first field

	<i>Statement</i>	<i>The expected mean</i>	<i>Mean</i>	<i>S. D.</i>
1	<i>Field visits by the faculty members to the various institutions of society</i>	3	3.2533	1.1622
2	<i>Inviting individuals and organizations interested in these needs to attend conferences and symposia organized by the League to discuss them</i>	3	3.7422	1.0959
3	<i>Offering some courses that discuss and search these needs</i>	3	3.6444	1.0512
4	<i>Establishing advisory boards to study ways to achieve these needs</i>	3	3.3022	1.1753
5	<i>Follow-up to what is published by the local media regarding these needs</i>	3	3.2622	1.1290
6	<i>Conducting meeting with officials in various related sectors</i>	3	3.4844	1.2539
7	<i>Providing technical consultation to the productive and service sectors in the light of what they present of their needs</i>	3	3.4889	1.1919

It is clear from table 12 that all statements have received means higher than the expected mean which is (3). These means range between 3.2533 - 3.7422. Therefore, it can be said that the university uses all these facilities. Nevertheless, in accordance with the means, in that most of them are not considerably high, it can be said that the university may use some of these methods more than the others; it is clear from the table that statement (2) has obtained the highest average. This indicates that the university undertakes some efforts in holding conferences and symposia in order to find out the

most urgent needs in Libyan society in terms of social development. On the other hand, the first statement - regarding visits by the faculty members to the various institutions of society - has gained the lowest mean, which alludes to the fact that the university's staff may not exercise much attempts to follow-up society's needs through field visits to the various social institutions. This may due to the lack of commissions for this job at the university or that the university uses other methods to follow-up society's needs.

Third: goal of Knowledge dissemination:

Through this question, the researcher has attempted to find out how staff evaluate university work to disseminate knowledge among the society as this the axis of any social development project. At the beginning, the researcher sought to measure the general level of this field through the respondents' responses. The answers to this question have gained an average of (47.9956) as shown in the following table:

Table (13)

The general level of the second field

n	The minimum expected degree	The maximum expected degree	The expected mean	Mean	Std. Deviation	T	Sig
225	15	75	45	47.9956	12.5005	3.595	0.05

It has been clearly demonstrated from Table 13 that the average of this field is 47.9956, which is higher than the expected mean, and it is significant by "t test".

Based on the respondents' answers, this result gives a general evaluation about the level of this role of knowledge dissemination achieved by Garyounis University. Through this finding, the researcher has recognized that the university has carried out some efforts to participate in the distribution of knowledge among the society.

Through the following analysis, the researcher is aiming to examine if there is any impact of the respondents' variables on their evaluation. "One way ANOVA" has been used to check the difference among faculties, as shown below:

Table (14)

The general level of the second field according to the faculties

	Faculty	Number	Mean
1	Arts	62	49.0807
2	Economic and political sciences	47	46.3192
3	Law	8	49.5
4	Sciences	57	50.7368
5	Engineering	30	43.3
6	Education	6	44.8333
7	Information technology	8	49.25
8	Media	7	47

Table (15)

The difference among faculties of the second field

	Sum of squares	df	Mean squares	F	Sig.
Between groups	1392.5	7	198.929	1.284	N. S.
Within groups	33610.496	217	154.887		
Total	35002.996	224			

Table (15) has illustrated that there is no significant difference among faculties in terms of their staff's evaluation of this role regarding the field of knowledge dissemination at the university. The absence of difference among staff responses could mean that the role

of distributing knowledge is conducted at almost similar levels in the various faculties, which is indicated by the closeness of the means.

The *Correlation coefficient* has been used in order to find out whether any impact or relation on staff responses can be due to the “*years of academic work experience at Garyounis University*”. The result is shown in the table below:

Table (16)

Correlation coefficient for experience years of the second field

Correlation coefficient	The general level of answers	Sig
Experience	-0.04	N. S.

As shown in Table 16, there is no significant correlation between the levels of this role given by each respondent and their length of academic work experience in years. This result can confirm agreement among respondents.

In order to address which of the methods mentioned in the questionnaire are commonly used to disseminate knowledge, the researcher has calculated the means of all statements. The table below displays the means and standard deviations:

Table (17)

The most commonly used methods for the second field

	<i>Statement</i>	<i>The expected mean</i>	<i>Mean</i>	<i>S. D.</i>
1	<i>Allowing members of the community to use the university library</i>	3	3.2667	1.2063
2	<i>Allowing society institutions using galleries and theatres of the university</i>	3	3.2089	1.0881
3	<i>Using university halls to provide educational services to offer evening classes for members of the society</i>	3	2.9022	1.2604
4	<i>Organizing educational trips for members of the society to the university campus</i>	3	3.4489	1.1145
5	<i>Allowing members of the society to benefit from the services provided by the centres of the University (language centres, computer centres, etc. ...)</i>	3	3.6933	1.1177
6	<i>Providing free courses for members of the society does not grant degrees</i>	3	2.8267	1.2252
7	<i>Providing educational programmes for members of the society through the media</i>	3	3.3067	1.2281
8	<i>Disseminating of simplified publications in order to raise the educational level of citizens</i>	3	3.2133	1.2952
9	<i>publication books which suit different cultural levels and at reasonable prices</i>	3	3.4711	1.2923
10	<i>Allowing members of the society from non-students to attend some courses</i>	3	2.5156	1.1993
11	<i>Holding conferences and symposiums to discuss issues and problems of education</i>	3	3.8311	1.1052
12	<i>Providing different studies in the field of adult education</i>	3	3.0622	1.2413
13	<i>planning and implementing of contributing to the eradication of illiteracy problem</i>	3	3.2622	1.3051
14	<i>Organizing courses for computer literacy</i>	3	3.0667	1.2713
15	<i>Establishment of branches of the Central Library in some areas surrounding the university</i>	3	2.8800	1.3392

Table 17 illustrates that the range of the means in this field is wider than for the previous one. This can be seen in the difference between the highest value - 3.8311 - and the lowest one - 2.5156 - which is lower than the expected mean. This indicates that the university may tend to offer some of these services more than the others. In addition, four means out of fifteen are lower than the expected mean - 3.

This may be due to a lack of facilities at the university, or a budget shortage, or it may be because staff involved in working would not be able to offer some of these services, such as those referred to at numbers 3, 6, and 10. However, from the standpoint of the researcher as a faculty member at the university, the main reason could be that the university is unable to provide places and different kinds of facilities for –non-enrolled people, due to the high student density.

On the other hand, the table shows substantially high rates of some statements, such as number 5 and 11.

Fourth: goal of environmental awareness dissemination:

Matters of pollution and the environment are of global concern. This issue has risen in importance through the last century as a consequence of serious environmental problems relating to pollution. In this question, the researcher is looking forward to ascertain whether Garyounis University is endeavouring to increase the awareness of this field.

The average of the answers of this question is (27.48). It can be noted that the mean is higher than the expected average (24), which suggests that Garyounis University is performing some activities in this field.

Table (18)

The general level of the third field

n	The minimum expected degree	The maximum expected degree	The expected mean	Mean	Std. Deviation	T	Sig
225	8	40	24	27.4800	8.0551	6.480	0.05

It has been clearly demonstrated from table (18) that the average of this field is 27.48 higher than the expected mean, and it is significant by “*t test*”. Therefore, based on the respondents’ answers, it can be concluded from this result that there is some attention paid to the role of environmental awareness dissemination by Garyounis University. Through this finding the researcher has recognized that some efforts are being conducted by Garyounis University to participate in raising environmental awareness among society.

Through the following analysis, the researcher is aiming to examine if there is any impact of the variables of the respondents used in the study on their evaluation. “*One way ANOVA*” has been used to check the difference among faculties as shown in the two following tables:

Table (19)

The general level of the third field according to the faculties

	Faculty	Number	Mean
1	Arts	62	28.5161
2	Economic and political sciences	47	25.3404
3	Law	8	29.75
4	Sciences	57	29.7368
5	Engineering	30	24.9
6	Education	6	27.5

7	Information technology	8	26.125
8	Media	7	24.28571

Table (20)

The difference among faculties of the third field

	Sum of squares	df	Mean squares	F	Sig.
Between groups	899.067	7	128.438	2.044	N. S.
Within groups	13635.093	217	62.835		
Total	14534.160	224			

Looking through table (20) it can be noticed that there is no significant difference among faculties in terms of their staff's evaluation of the university's role relating to the field of raising society's environmental awareness. The absence of difference among the staff's responses, and between the averages of each faculty, may suggest that raising environmental awareness may receive the same interest through the various faculties at almost the same level.

The *Correlation coefficient* has been used in order to find out about any impact or relation on the responses of the staff can be due to the "*years of academic work experience at Garyounis University*". The result is shown in the table below:

Table (21)

Correlation coefficient for experience years of the third field

Correlation coefficient	The general level of answers	Sig
Experience	0.067	N. S.

As shown in Table 21, there is no significant correlation between the level of this role given by each respondent and their length of academic work experience in years.

In order to address which of the methods mentioned in the questionnaire are the most commonly used to disseminate such kinds of awareness, the researcher has calculated the means of all statements. The next table demonstrates the averages and standard deviations of the responses of each statement given by the respondents for the third question.

Table (22)

The most commonly used methods for the third field

	<i>Statement</i>	<i>The expected mean</i>	<i>Mean</i>	<i>S. D.</i>
1	<i>working on linking students to society's problems through conducting research and field visits</i>	3	3.8400	1.1225
2	<i>supplying students with Publications and scientific references associated with community and environmental problems</i>	3	3.5644	1.1939
3	<i>Teaching courses for students on local environmental problems (such as desertification) and international ones (such as pollution) in university faculties</i>	3	3.5644	1.1404
4	<i>encouraging students to participate in the clean-up campaigns and afforestation campaigns in the community</i>	3	3.3244	1.2524
5	<i>Issuing publications and posters rationalization of the means to maintain public hygiene and rationalization of water use</i>	3	3.4178	1.3037
6	<i>Conducting campaigns to public awareness of the importance of afforestation and combating desertification</i>	3	3.3289	1.3121
7	<i>organizing awareness sessions for the damage of plastic bags on the environment</i>	3	3.2533	1.3171
8	<i>Assigning to some of the specialized committees of the university scientific departments to monitor quality standards in some local industries</i>	3	3.1867	1.2574

Libya, as other countries in the world, pays some attention to the universal environmental problems such as: pollution, hole in the ozone layer, global warming, and other local ones such as desertification.

From Table 22, and according to the respondents' answers, it is clear that all activities mentioned in the questionnaire have gained means higher than the expected mean, which reflects the university's efforts in this field to raise environmental awareness on the grounds of these issues.

Nevertheless, from table 22 it is clear that the activities concerning the dissemination of environmental awareness among students (1, 2, and 3) have obtained averages higher than those concerning the dissemination of awareness in the community outside the university (5, 6, 7 and 8).

Fifth: the goal of vocational awareness dissemination:

Libya, as a developing country, has initiated a number of economic development plans. In order for them to be achieved, they require cadres in various fields. This largely depends on what people realize and think of some jobs and professions. Therefore, this aim can be considered as an effective objective to achieve development plans in Libya.

Having reviewed the respondents' answers to the question, it was found that the average of this field is 22.4622, which can be considered a low average. To find out how significant this mean is the researcher has used "*t test*", as shown in table (23):

Table (23)

The general level of the fourth field

N	The minimum expected degree	The maximum expected degree	The expected mean	Mean	Std. Deviation	T	Sig
225	7	35	21	22.4622	7.4576	2.941	0.05

As in the previous result, table 23 presents the fact that the general average of this field - 22.4622 - is higher than the expected mean - 21 - and the difference is significant at 0.05.

To find out if there is any effect of the variables used in the study, “*K independent samples test*” has been used, since the data for this question is not normally distributed; the findings of the difference among faculties are shown below:

Table (24)

The ranks of the fourth field according to the faculties

	Faculty	Number	Mean Rank
1	Arts	62	117.31
2	Economic and political sciences	47	102.54
3	Law	8	130.31
4	Sciences	57	128.49
5	Engineering	30	96.27
6	Education	6	87.17
7	Information technology	8	112.25
8	Media	7	93.86

Table (25)

The difference among faculties of the fourth field

	The fourth field
Chi-square	8.834
Df	7
Sig.	N.S.

As shown in table 25 there is no significant difference among faculties in terms of their staff's evaluation of this role. The absence of difference among the staff's responses could indicate that the respondents believe that vocational awareness dissemination is receiving similar levels of attention in the different faculties at to the university.

Regarding the second variable which is "*years of academic work experience at Garyounis University*", the researcher has used the *Correlation coefficient*. The result is shown in the table below:

Table (26)

Correlation coefficient for experience years of the fourth field

Correlation coefficient	The general level of answers	Sig
Experience	0.067	N. S.

As shown in Table 26, there is no significant correlation between the level of this role given by each respondent and their length of academic work experience years.

In order to address which one of the methods mentioned in the questionnaire is commonly used, the researcher has calculated the means of all statements. The table below displays the means and standard deviation.

Table (27)

The most commonly used methods for the fourth field

	<i>Statement</i>	<i>The expected mean</i>	<i>Mean</i>	<i>S. D.</i>
1	<i>Emphasizing on respect for work and not to raise the value of the work for government and the dissemination of this perception among members of society</i>	3	3.3778	1.1667
2	<i>Training students in institutions of society in order to make them feel reality of their society</i>	3	3.4222	1.1781
3	<i>conducting training courses to upgrade the performance of graduates before they work</i>	3	3.1200	1.3591
4	<i>implementing courses for workers of different community institutions to upgrade their skills or transfer to other fields needed by the labour market</i>	3	3.3867	1.2524
5	<i>Organizing courses for pre-university students to aid them chose the appropriate profession</i>	3	2.9511	1.3701
6	<i>conferencing and dissemination of posters that highlight the value and importance of manual work</i>	3	3.0978	1.2569
7	<i>Linking university education programmes with the needs of the labour market</i>	3	3.1067	1.3553

By looking at the previous table, it can be recognized that most phrases have obtained quite low means, indicating that the university may not exert considerable effort to achieve this goal in spite of the elevated importance of this activity for developing countries such as Libya, which has elevated rates of unemployment among graduates of certain disciplines. Hence, this area may need reconsideration by the university in order to make greater efforts to guide students towards professions that the economic climate of the country requires.

As an example of the activities the university is performing relevant to this field, a respondent has referred to some courses held through the university by some companies for their employees before they start working.

Sixth: the goal of political awareness dissemination:

Political awareness has been receiving significant concern for a long period of time in Libya. This can be perceived by looking at the education system, where all students take politics as a main subject in their curricula. However, it is vital for the university to participate in achieving this purpose in order to be effective and up-to-date.

Having scanned the findings of this field in the questionnaire, it can be found that the average of the answers of this question is 17.8356, which is slightly higher than the weighted mean of 15. The table below illustrates the mean and its significance:

Table (28)

The general level of the fifth field

n	The minimum expected degree	The maximum expected degree	The expected mean	Mean	Std. Deviation	T	Sig
225	5	25	15	17.8356	4.8241	8.817	0.05

As demonstrated in Table 28, the average of this field - 17.8356 - is higher than the expected mean and it is significant by “*t test*”.

Based on the respondents’ answers, this result gives a general idea about the level of this role in regard to political awareness dissemination achieved by Garyounis University. Through this finding, the researcher has recognized that there are some efforts conducted by Garyounis University to participate in distributing political awareness among the society, although it is not as high as expected.

Through the following analysis, the researcher is aiming to examine if there is any impact of the variables of the respondents used in the study on their evaluation. “*K independent samples test*” has been used since the data for this question is not normally distributed; the findings of the difference among faculties are shown in the tables below:

Table (29)

The ranks of the fifth field according to the faculties

	Faculty	Number	Mean Rank
1	Arts	62	126.83
2	Economic and political sciences	47	101.4
3	Law	8	156.88
4	Sciences	57	122.8
5	Engineering	30	80.87
6	Education	6	88.83
7	Information technology	8	104.19
8	Media	7	106.93

Table (30)

The difference among faculties of the fifth field

	The fourth field
Chi-square	17.694
Df	7
Sig.	N.S.

The previous tables has illustrated that, relating to the field of political awareness dissemination at the university, there is no significant difference among faculties in terms of their staff’s evaluation of this role. The absence of difference among the staff’s

responses may suggest that the role of enhancing political awareness is conducted through the various faculties at convergent levels.

As in the previous findings, the *Correlation coefficient* has been used in order to find out whether any impact or relation on staff responses can be due to their “*years of academic work experience at Garyounis University*”. The result is shown in the table below:

Table (31)

Correlation coefficient for experience years of the fifth field

Correlation coefficient	The general level of answers	Sig
Experience	-0.014	N. S.

As shown in table 31, there is no significant correlation between the level of this role given by each respondent and their length of academic work experience in years.

In order to address which of the methods mentioned in the questionnaire are commonly used to disseminate political awareness, the researcher has calculated the means of all statements. The following table displays the means and standard deviation:

Table (32)

The most commonly used methods for the fifth field

	<i>Statement</i>	<i>The expected mean</i>	<i>Mean</i>	<i>S. D.</i>
1	<i>raising interest among students of contemporary political issues via holding meetings and symposia</i>	3	3.7333	1.0774
2	<i>training students to dialogue and express their opinion freely</i>	3	3.4533	1.2848

3	<i>Preparation an extensive programme of political upbringing of the student with the beginning of joining the university</i>	3	3.5511	1.1489
4	<i>training students on the importance of opinion and accept the other opinion</i>	3	3.3778	1.2833
5	<i>holding symposiums and conferences and establishing programmes to raise public awareness of certain contemporary international and domestic issues</i>	3	3.7200	1.1208

It is obvious from table 32 that all averages are above the expected mean, which signifies that Garyounis University is conducting these activities relating to this aspect. As mentioned earlier, political awareness has received much attention as it is considered a key objective for the Libyan education system, where the students at all levels are taught courses related to global and local political issues according to government ideology.

Seventh: the goal of spreading awareness of health

As is widely recognized, education has a strong impact on health care for individuals. However, although the percentage of literacy in Libya is quite high, there are many old people who are illiterate. In addition to that, educated people also need to update their health knowledge; and this is what the university should work for in particular regarding to its students.

The average of the answers of this question is 14.6933. It is obvious that the mean is lower than the expected average -15 - which suggests that Garyounis University may not give any interest to this field of awareness.

Table (33)

The general level of the sixth field

N	The minimum expected degree	The maximum expected degree	The supposed mean	Mean	Std. Deviation	T	Sig
225	5	25	15	14.6933	3.4614	-1.329	N.S.

As demonstrated from Table 33, the average of this field is low at 14.6933, which is lower than the expected mean; however, it is not significant by “*t test*”.

Therefore, based on the respondents’ answers, it can be concluded from this result that Garyounis University pays no clear attention to this field of health awareness dissemination. Through this finding, which is based on staff responses, the researcher has recognized that Garyounis University does not exert any effort to participate in raising health awareness among society. At this point, the researcher would tend to suggest that this result may due to the fact that Garyounis University does not include medicine or any health sciences faculties.

Through the following analysis, the researcher is aiming to examine if there is any impact of the variables of the respondents used in the study on their evaluation. “*one way ANOVA*” has been used to check the difference among faculties as shown below:

Table (34)

The general level of the sixth field according to the faculties

	Faculty	Number	Mean
1	Arts	62	17.8548
2	Economic and political sciences	47	17.0638

3	Law	8	17.875
4	Sciences	57	18.6316
5	Engineering	30	15.8667
6	Education	6	18.5
7	Information technology	8	16.75
8	Media	7	17.7143

Table (35)

The difference among faculties of the sixth field

	Sum of squares	Df	Mean squares	F	Sig.
Between groups	293.620	7	41.946	3.808	N. S.
Within groups	2390.220	217	11.015		
Total	2683.840	224			

Looking at the previous tables it can be noticed that there is no significant difference among faculties in terms of their staff's evaluation of the university's role regarding the field of raising health awareness through society. The absence of difference among the staff's responses could indicate that raising health awareness may not receive any interest in the university's various faculties.

The *Correlation coefficient* has also been used in order to find out whether any impact or relation on staff's responses can be due to the "*years of academic work experience at Garyounis University*". The result is shown in the table below:

Table (36)

Correlation coefficient for experience years of the sixth field

Correlation coefficient	The general level of answers	Sig
Experience	-0.078	N. S.

As indicated in Table 36 above, there is no significant correlation between the level of this role given by each respondent and their length of academic work experience in years.

In order to address which one of the methods mentioned in the questionnaire may be used to disseminate such kind of awareness as seen by the staff since, as mentioned above, the general level of this field is low, the researcher has calculated the means of each statement. The table below demonstrates the averages and standard deviations of the responses of each statement as given by the respondents for the third question:

Table (37)

The most commonly used methods for the sixth field

	<i>Statement</i>	<i>The expected mean</i>	<i>Mean</i>	<i>S. D.</i>
1	<i>Allowing all members of society to benefit from the services provided by the University Clinic</i>	3	2.7956	1.0449
2	<i>holding symposiums and conferences and publication of posters showing the most harmful health problems in society and how to be avoided</i>	3	2.8756	1.1467
3	<i>disseminating of posters and programmes to develop sound dietary habits</i>	3	2.7600	0.9379
4	<i>establishing of awareness campaigns for citizens to combat harmful habits such as drug abuse and smoking</i>	3	2.8844	1.0836

5	<i>establishing a programme of medical examination of the student before the start of his university in order to detect infectious diseases and to raise awareness among the people about how to deal with and live with them</i>	3	3.3778	1.3311
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Health awareness is a vital foundation of any country's successful development. This has become increasingly significant in the era of increasing health problems with changing lifestyle and the emergence of some intractable diseases. In Table 37, it is obvious that, apart from the last statement, all statements have reached means that lower than the expected one. This can also be understood from the general average of this field which is (14.6933). This result suggests that Garyounis University does not give much concern to activities relevant to the health field in order to propagate awareness among people and to alert the community to the risk of some harmful habits.

Eighth: the field that receives the most concern

For the purpose of defining which field receives the largest concern among the areas contained in the questionnaire, the researcher calculated by dividing the average of each field by the number of paragraphs contained in this field. The results were as follows:

Table (38)

The general level of each field of the questionnaire

The field	Average	Rank
Knowledge dissemination	3.1997	4
environmental awareness dissemination	3.4350	2
vocational awareness dissemination	3.2089	3
political awareness dissemination	3.5671	1
Health awareness dissemination	2.8213	5

It can be obviously seen in table 38 that the field of political awareness receives the most attention, health awareness receives the least, and the others have ranged between them.

Ninth: the difficulties facing the work of the university to achieve this role:

Through this question the researcher seeks to find out what can prevent or can cause some difficulties to the university whilst it is working to achieve these objectives.

The general average of the statements mentioned in the questionnaire is considerably high at 55.8622. The following table illustrates the significance test of this mean:

Table (39)

The general level of the seventh field

n	The minimum expected degree	The maximum expected degree	The expected mean	Mean	Std. Deviation	T	Sig
225	15	75	45	55.8622	9.3753	17.379	0.05

As demonstrated in Table 39 above that the average of this field is noticeably high: 55.8622 higher than the expected mean, and it is significant by “*t test*”.

Based on the staff’s point of view, this finding indicates that the university is facing a large extent of difficulties and obstacles. This may explain the reason why all means of the fields of the questionnaire are not considerably high.

Through the following analysis the researcher is aiming to examine if there is any impact of the variables of the respondents used in the study on their evaluation. “*One way ANOVA*” has been used to check the difference among faculties, as shown in the following table.

Table (40)

The general level of the seventh field according to the faculties

	Faculty	Number	Mean
1	Arts	62	57.5484
2	Economic and political sciences	47	56.7447
3	Law	8	52
4	Sciences	57	57.22807
5	Engineering	30	51.9
6	Education	6	51.6667
7	Information technology	8	46.125
8	Media	7	59.4286

Table (41)

The difference among faculties of the seventh field

	Sum of squares	df	Mean squares	F	Sig.
Between groups	1786.78	7	255.254	3.094	0.05
Within groups	17901.949	217	82.497		
Total	19688.729	224			

As shown in Table 41, there is significant difference among faculties in terms of their staff’s evaluation of these difficulties facing the university while conducting this role.

This may be due to the fact that different faculties may face various obstacles based on their specialties or other reasons.

Notably, the staff in the Faculty of Media have given the highest evaluation of these obstacles, whereas the same difficulties were given the lowest evaluation by the staff in the Faculty of Information Technology. The factor may lie in the fact that the Faculty of Media is a recent established school as it has been developed from an academic department into an independent faculty and, therefore, it may still be facing more difficulties. In addition, as the education process in this faculty needs to be more connected to society, and in the light of the lack of coordination between the university and society, the Faculty may be facing more barriers in carrying out this role. Nevertheless, more detailed study should be conducted to find out the ground of this difference in the light of the low estimation of these difficulties which was given by the staff in the Faculty of Information Technology.

Regarding the second variable, which is “*years of academic work experience at Garyounis University*”, the result is shown in the table below:

Table (42)

Correlation coefficient for experience years of the seventh field

Correlation coefficient	The general level of answers	Sig
Experience	-0.025	N. S.

As shown in Table 42, there is no significant correlation between the level of this role given by each respondent and their length of academic work experience years.

In order to address which of the difficulties mentioned in the questionnaire are most common since, as mentioned above, the general level of this field is relatively high, the researcher has calculated the means of all statements.

Table (43) demonstrates the means of each difficulty in the questionnaire:

Table (43)
The most common difficulties

	<i>Statement</i>	<i>The expected mean</i>	<i>Mean</i>	<i>S. D.</i>
1	<i>Non-interest faculty members in these issues because of their concern teaching</i>	3	3.8044	1.0678
2	<i>shortage of funds allocated by the University of these activities</i>	3	4.0089	0.9354
3	<i>Non-interest of the university in such activities</i>	3	3.7378	1.0512
4	<i>absence of a plan of annual contributions to the university in this area</i>	3	3.7422	1.0112
5	<i>Lack of appreciation of the efforts of staff in the promotion evaluation system</i>	3	3.4800	1.0901
6	<i>The gap between the curricula and syllabuses and the community and its needs</i>	3	3.4756	1.1954
7	<i>Not linking university research to realistic problems faced by society</i>	3	3.6489	1.1403
8	<i>The lack of an appropriate database from outside the university for the planning of these activities</i>	3	3.9911	0.9636
9	<i>Lack of clarity of priorities for these goals</i>	3	3.8844	0.9566
10	<i>Lack of clarity of the appropriate methods to achieve these goals</i>	3	3.7511	1.0001
11	<i>Ignoring the role of the university in the development by the authorities responsible for development plans</i>	3	3.7733	1.0637
12	<i>Isolation between the university and community</i>	3	3.4089	1.2071

13	<i>Lack of competencies of the innovative capacity at the university</i>	3	3.4533	1.2531
14	<i>Weak sense of responsibility towards the community by the University staff</i>	3	3.6667	1.1611
15	<i>Lack of coordination between the university and the other parties working in this area</i>	3	4.0356	0.9299

It is obvious from Table 43 that all statements have gained means higher than the expected mean, and some of them are quite high, which means that, according to the respondents, these difficulties are considered to be barriers to achieving development goals.

In addition to these difficulties, a respondent has stated that the main obstacle that prevents the university from being effective in achieving development goals is the lack of good organized administration.

4.3. The second part; discussion and themes:

In this part of the chapter, the main themes observed from the answers to the questionnaires will be illustrated in more detail.

First: the general level of the extent of this role by the respondents:

As it was shown in the previous part, the average of the second, third, fourth, fifth and sixth fields of answers of the questionnaire is 130.4667, which is higher than the expected mean of the questionnaire (120). Although this calculated mean is significant, it is still far from the maximum value of the questionnaire (200), and slightly higher than the expected one. This result may be not far from what was expected based on the literature related to the subject, since universities have been accused of not being effective to their societies. As Karlsen (2007) has stated, there is a debate about this role, which is that universities are not very beneficial to their local areas. Some of the results of these studies have shown that there are deficiencies in the desired performance of this role. Studies such as those of Ghanayim (1987), Arabshehani and Manfor (2001), Mohammed (1996), Abu Saada (1982), Abdul Hamid (2006), and Abed Rabbo (1999) have reached the conclusion that the role played by universities has not reached the level that has been expected. According to Barwari and Bashiwa (2010), Arab universities suffer from separation between themselves and the production institutions and they fail to ensure that their research contributes to the solution of national problems.

On the other hand, Farrar with Taylor (2010) have stated that British universities have a long history in this area of engagement with their local communities. Despite the diversity of methods by which this role is performed, higher education in Britain has deep roots in the exercise of this role by different forms and images. Most British universities were founded for the concerns of local needs, for example, the University of Leeds, which was originally established based on the needs of local industries, such as mining, engineering and textiles, which were the basis of the city's economy and are

still key disciplines in the university. Brown et al (2010) have also pointed out that Leeds Metropolitan University attempts to serve the purpose of serving the local, national and international community, and carries out many activities ranging from sports programmes to cultural, educational and social programmes. In addition, as another example, Northeastern University in the USA has produced a programme of cooperative education with community engagement including its various sectors to offer a variety of teaching and training programmes jointly between the various institutions of society and university staff; these activities have been also financially supported (Warner, and Leonard, 1997).

The developments in China can also be noted; for example Wang (2001) has stated that universities provide research contracts between the research centres and some of the society's industrial and production institutions, or by investing in farms and lands owned by the university. They also offer some training programmes for companies and institutions through the use of their halls, faculty members, and other facilities.

In this context, Shal and Balbisi (2008), have indicated the strong influence of the political system in this area; trends of the political elite can play an effective role in this aspect. At this point it can be referred to the political system in Libya which may have an impact on the weakness of the university community engagement. It is known that the Gaddafi regime has no interest in the development of society or even in the creation of a good infrastructure, which could be a factor in the lack of funds allocated to this area despite the fact that Libya is a state rich in oil.

In addition, it should be noted that, in regard to Libyan universities in general and Garyounis University in particular, there is no clear vision of what the university should do and what it is expected to perform. Therefore, it cannot be said that the university in this case has achieved what is expected or not. However, in the current study, based on

the average, the results have shown the university's staff believe that the role of serving society may be achieved at a low level.

Second: the means by which the university contributes to investigating social development demands

For this field, it has also been found that the calculated mean is higher than the expected one and the difference is significant. However, it can be said that the mean here is not considerably high. This finding suggests that the university has used some methods and activities to find out the society's needs. Nevertheless, not all the statements in the questionnaire have achieved the same level, since some of them gained higher means than others, which suggests that Garyounis University is addressing some of them more than others. On the other hand, none of these statements and methods has obtained a lower average than the expected mean. In other words, the university is employing all these activities in order to obtain the kind of data they need in respect of societal demands.

As is clearly shown in table (12), some of these tasks are carried out by the university to a relatively higher degree than others. This result suggests that the most used of these methods is the second statement: *"Inviting individuals and organizations interested in these needs to attend conferences and symposia organized by the League to discuss them"*. The calculated average of this paragraph is 3.7422; this is followed by the third statement: *"Offering some courses that discuss and search these needs"* with an average of 3.6444.

The verification of the most used method may be due to the university's belief that the holding of such conferences constitutes an indispensable basis for the exchange of dialogue with the community's existing institutions and bodies, the identification of their needs, and the development of sophisticated methods for joint action to define the

best ways to serve the community. These conferences may also provide follow-ups to the efforts of the members of staff in performing their duty in this area.

In fact, this method, which is based on dialogue and discussion with individuals and organizations interested in this area, may bring to the university some of the goals associated with the use of other methods and, as a consequence, the university may not need to use these others, such as: *“Follow-up to what is published by the local media regarding these needs”* and *“Conducting meetings with officials in various related sectors.”*

However, it must be recognised that such meetings would help the university to obtain more precise and detailed information, since these sorts of officials belonging to different sectors represent a link between the university and various community organizations, and holding meetings with them can enable them to transfer a clear picture of the needs of their institutions and the problems they face.

This finding corresponds with that of Elhini's (2001) study, where the results indicated that the style of holding seminars and conferences and inviting individuals and organizations interested to attend them achieved the highest level of the means which are contained in the related field of the questionnaire she used; and this method was mostly used by the University of Minya in order to identify the needs of the community.

At this point, the researcher tends to the belief that this propensity of Arab universities to use this method more than the others may be due to its lower costs since, as mentioned earlier, it can include the benefits of some other means to achieve its target. Furthermore, the personal interests of staff may push them to be more interested in such

activities since these participations can support their CVs whereas the other methods may not have a positive impact on them.

Referring to the second statement, which received the second highest average “*Offering some courses that discuss and search these needs*”, it should be noted that, despite the fact that this statement has achieved the second highest average for this field, it is not as high as it should be in spite of the importance of such activity to the University of Garyounis and any other university. Afif et al (2003, p. 171) have indicated that the correct preparation for students requires providing an individual who is going to be a professional in engineering or in a medical profession or any other profession with full substantive knowledge about the problems of society and its requirements and potentials. In other words, their preparation must be within the framework of society through the curriculum of the study and awareness of the problems of society and its demands and trends. However, the education curricula in Arab oil producing countries, as stated by Osama (1987), failed in addressing this issue. He stated that:

Unfortunately the people who ought to be the end and the means of development are seldom aware of the problem of development or the role they are expected to play in solving this problem. They are hardly ever aware of any real development aims, since these aims are not clearly defined and therefore unrecognisable. The education curricula and the media do not give a real picture of the situation: the past is drawn as bright, the portrayal of the present is mere propaganda and the future is hardly ever mentioned.

Having identified that the method of “*Inviting individuals and organizations interested in these needs to attend conferences and symposia organized by the League to discuss them*” can be used instead of other methods such as “*Conducting meetings with officials in various related sectors*”, it should be noted that the this item has also achieved the third rank beside “*Providing technical consultation to the productive and service sectors in the light of what they present of their needs*”. While the following statements “*Establishing advisory boards to study ways to achieve these needs*”, “*Field visits by*

the faculty members to the various institutions of society” and “Follow-up to what is published by the local media regarding these needs” have come at the end of the list, respectively.

From the above, it can be said that there is some deficiency in the methods used by the university to identify the community’s needs; and identifying these needs is one of the most important procedures that affect the university's contribution to the service of society.

This shortcoming may be due to the fact that some of these tasks depend directly or indirectly on the efforts of faculty members; however, the increasing functional burden on these faculty members of teaching, conducting examinations, and supervision of students’ research, may contribute to their disinterest in community issues. And, as has been previously mentioned, some staff are working at more than one university, which further increases their workload. In addition, there is also a lack of sufficient awareness on behalf of the faculty members and administrative leaders regarding the university’s mission in the community, as observed by the researcher through her work for five years at the University of Garyounis, and therefore the lack of understanding of their role in community service. All these issues have meant that identifying the problems and demands of society are not achieved according to a formal organized plan, but are often in an informal way and based on the initiatives of individual or via personal contacts by the staff.

Based on these findings, it could be argued that the university does not actively perform well in determining the needs of society and its problems. And here another important issue should be noted: how can the university play its role in serving the community around it and how can this role be performed effectively if the university does not have enough information about the community it serves? Not identifying the needs of the

community is a major obstacle in the way of any university seeking to serve their community in any country in the world; it does not matter whether it is a developing, or a developed one.

In this regard Elhini (2001) has indicated that the main reason behind the shortcomings in community service programmes is due to the lack of identification of the community's needs. Elhini has also confirmed the indispensability of each college identifying the concerns and needs of the community where it exists and then arranging them in order of importance before starting the preparation and implementation of community service programmes - with the need to provide managers of these programmes who have full knowledge of the nature of society that they serve.

Third: the goal of knowledge dissemination:

It is worth mentioning that disseminating knowledge is extremely vital in all countries and in particular in developing countries such as Libya where there is a considerable rate of illiteracy. According to United Nations Development programme in 2000, cited in (Mohammed, 2010, p. 17), illiteracy rate among adults in Libya is 22 %; 10 % among males and 35 % among females. Therefore, of the dissemination of knowledge, and similar activities should be a major concern of Garyounis University and any other institution that is interested in social development.

As previously shown, the average of this field is slightly higher than the expected mean and this difference is significant. This result gives a general view about the level of this role of knowledge dissemination achieved by Garyounis University based on the respondents' answers. Through this finding the researcher has recognized that there are some efforts conducted by Garyounis University to participate in publishing knowledge among the society. However some statements related to this field have obtained lower

means than expected. This may mean that Garyounis University tends to use certain methods rather than others.

On the other hand, statement number 11: *“Holding conferences and symposiums to discuss issues and problems of education”*, has achieved a slightly higher average of 3.8311. Going back to the previous result, it can be noted that this method has also been confirmed in that field as it has obtained the highest average there. So, it can be stated that Garyounis University is conducting conferences and symposiums for both aims of collecting data about society’s needs and participating in discussing problems of education. However, this does not refer to direct contributions to disseminate knowledge through society. At the same time, this aim can be partly achieved through statement number 5 *“Allowing members of the society to benefit from the services provided by the centres of the University (language centres, computer centres, etc. ...)”* which has achieved the second highest mean of this field (3.6933). This refers to the availability of using some university facilities such as these languages and computer centres.

Nevertheless, Garyounis University does not seem to open its doors to the public and this can be seen in the means obtained by these statements: *“Allowing members of the community to use the university library”* (3.2667), *“Allowing society institutions using galleries and theatres of the university”* (3.2089), and *“Organizing educational trips for members of the society to the university campus”* (3.4489). This weak participation by Garyounis University worsens in the following statements *“Using university halls to provide educational services to offer evening classes for members of the society”* (2.9022), *“Providing free courses for members of the society does not grant degrees”* (2.8267), *“Allowing members of the society from non-students to attend some courses”* (2.5156) and *“Establishment of branches of the Central Library in some areas surrounding the university”* (2.8800).

It can be seen these latest statements have received means lower than the expected mean. Therefore, it can be said that the university is performing some of these activities and does not properly conduct the others. In other words, it can be concluded that the university does not contribute significantly to the provision of basic knowledge to the people of the community and does not participate significantly to the provision of services that can contribute to the following: literacy; improving the general level of culture through taking advantages of university facilities, or through programmes conducted out of the university; and adult education and allowing the opportunity for adults to develop their knowledge, update their information, and perhaps to change their paths in some cases. The statements that have achieved the highest scores are related only to discussing problems and developing solutions in theory through conferences and seminars; they do not refer to contributions to applications or opening the door for the public to take advantage of the services of computer and languages centres at the university - taking into account that these services are not free in the sense that a fee must be paid in exchange for these services and this education; this may indicate the limited benefit of these services for the members of society. As Badran and Dahshan (2001) have confirmed, no Arab university opens its doors to former graduates to renew and update knowledge they have acquired.

In this regard, a review of Elhini's (2001) study can refer to the fact that the services provided by the University of Minya are limited to the formal education system in terms of the discussion of the problems and training of its staff, while there is a lack of university effort with respect to the field of adult education of the members of the community, and in giving them the opportunity to develop culture and education. Similarly, in Mansoura University, Abdul Hamid (1996) showed that most colleges under scrutiny did not open the doors of their libraries to the local community, and this showed a lack of public benefit from the facilities of the university in this area, taking into account that these programmes are extremely important for developing countries in general and Arab countries in particular, due to the spread of illiteracy and

unemployment in these communities, where the adult illiteracy rate reaches 40 % (Mohammed, 2010).

From these results it seems that the University of Garyounis is not an exception. It has been found through the results that there were not many activities at the University of Garyounis related to the field of adult education and educating the public and opening the door for them to take advantage of the university's facilities.

With reference to the previous result regarding the methods used to investigate society's needs, since the level of this field was not considerably high - which can lead to a vague vision of the community demands and mislead the university about the right paths in achieving these requirements - it may indicate that the services offered by the university may not be sufficient. For example the following methods "*Providing free courses for members of the society does not grant degrees*", "*Providing educational programmes for members of the society through the media*", "*Disseminating of simplified publications in order to raise the educational level of citizens*", "*Publication books which suit different cultural levels and at reasonable prices*", "*Allowing members of the society from non-students to attend some courses*", "*Providing different studies in the field of adult education*", and "*planning and implementing of contributing to the eradication of illiteracy problem*" cannot be achieved without previous accurate studies and precise data. As Elhini (2001, p. 177) has stated, the failure of the university in identifying the educational needs of the community results in it having a lack of capacity to determine which decisions it can make regarding the community, and which courses people need, which the community can then accept.

On the other hand, this is probably overtaken by universities in the developed world where facilities have been made available to the public. Some European universities have established degrees regarding such issues, for example, St. Andrews University in

Scotland and Bangor University in Wales offer Bachelors' and Masters' degrees in sustainable development. Also, in the United States, organisations such as Second Nature play a crucial role in encouraging higher education to pay serious attention to issues of sustainability. Another example would be Antioch University, which offers a Masters' in education for sustainability, which instructs teachers on how to incorporate curricular frameworks such as those developed by the U.S. government (Venkatraman, 2009).

In fact, the matter in western countries is more directed towards assessing the advantages earned from these services instead of assessing their availability. As An-Jager (2009) has argued, there is no social benefit from the presence of polar museum's mission which is not attended and appreciated. It is, of course, important for a university to provide the public with school facilities such as libraries, sport centres, and arts and cultural venues (Kim, 2008), and some African universities have achieved an effective role relating to this issue. According to Court (1999), a bookshop, guest house, and printing shop which were established in Makerere University in Uganda on a commercial basis, play an important role in community service, in addition to the University Consultancy Bureau which engages in providing consultant service in business, organizational development, water, and sanitation and public health. Makerere University has used another way to utilize available facilities by offering courses during evening and weekends when working people can attend. These kind of courses allow more flexibility in the timing of teaching and learning for students and staff.

The availability of potential and facilities at a university is an important and highly influential factor in the extent to which the university's role in society is performed, as pointed out by Kim (2008); however, in the case of the University of Garyounis, sources should not adversely affect the participation of the University of Garyounis, as it is one of the most deep-rooted universities and was the first university to be established in Libya, and has great potential of laboratories, theatres and libraries. However, it was

clear from the results of the current study that these facilities are not available to the public.

The situation can be summarised in the words of *UNESCO*:

“Higher education has ... a special responsibility ... to generate the new knowledge needed and train the leaders and teachers of tomorrow, as well as communicate this knowledge to decision - makers and the public - at - large” (Haigh, 2006, p. 344).

To conclude, it can be said that, although the teaching job is the oldest role of a university, and most members of staff tend to focus on this role more than on others, Garyounis University still has only a tenuous participation in knowledge dissemination.

Fourth: the goal of environmental awareness dissemination:

As previously mentioned, environmental issues and problems are some of the most prominent issues that unite the countries of the globe in an attempt to solve, as there are common problems that affect the whole planet and, therefore, affect all the countries of the world, to different degrees. Such issues include pollution, whether air or water pollution or contamination of soil; and the hole in the ozone layer and the consequent problem of global warming. These concerns have increased the need for environmental education, since education is supposed to contribute to the development of environmental awareness (Barwari&Bashiwa, 2010).

Although the duty of promoting education for sustainable development has been handed to all levels of education, Haigh (2006, pp. 327, 344) has argued that higher education has its own role, not least of which is to update the understanding of its former graduates and to spread the ideas of environmental sustainability through the community. One way of achieving this is through involvement in informal education. According to Haigh, the

dissemination of environmental education into the community should be a lifelong process and not restricted to a learner's years in higher education.

In Libya in particular, there are, in addition to the problems of pollution of sea water, and air pollution in some areas of industry, other problems unique to Libyan society, such as the problem of desertification; and the pollution problem resulting from the use of plastic bags, and its consequences affecting livestock and plants in Libya. Several studies have indicated that Libya is suffering from a high degree of air pollution in some industrial areas and pollution of sea water - resulting from sewage - in other areas; as well as negative consequences on livestock due to the spread of the problem of waste plastic bags, in addition to the more serious problem of the lack of safe drinking water.

Revising the results of the current study with regard to environmental awareness, it can be easily noticed that, although the calculated mean of this field (27.48) is higher than the expected mean (24) and the difference is significant, it is still not considerably high. However, some statements and means in the questionnaire have obtained higher averages than others. For example, the first statement "*working on linking students to society's problems through conducting research and field visits*" has received the highest average, followed by the second and the third statements with equal averages: "*supplying students with Publications and scientific references associated with community and environmental problems*" and "*Teaching courses for students on local environmental problems (such as desertification) and international ones (such as pollution) in university faculties*". This may suggest that there are some efforts to link university students with their environment and raise awareness of environmental problems in their community.

On the other hand, the paragraphs relating to combating the problem of desertification have not received high averages ("*Encouraging students to participate in the clean - up*

campaigns and afforestation campaigns in the community” and *“Conducting campaigns to public awareness of the importance of a forestation and combating desertification”*). This is despite the increasing severity of this problem of *desertification* year after year, as indicated by related studies, in addition to the statement regarding the rationalization of water use.

Furthermore, the statement regarding the problem of plastic bags *“Organizing awareness sessions for the damage of plastic bags on the environment”* and the statement of quality control for domestic industries *“Assigning to some of the specialized committees of the university scientific departments to monitor quality standards in some local industries”* both are at the lowest averages in this area, which might point to the university’s lack of interest in such issues, and highlight that it does not focus much attention on the issue of quality control in domestic industries, although the university includes multiple colleges and a variety of disciplines and experts in various fields.

In general, it can be said that, in the field of environmental awareness, the university is focused on the activities that are internal to it and geared towards its students, such as teaching courses and providing bulletins on topics; however, the external activities directed towards the public in general have not obtained high averages, indicating a lack of major attention or concentration on this side. However, as Haigh (2006) has indicated, environmental sustainability in education is not just a classroom activity since it can become something that can be forgotten when the class or course is over. It is, according to him, a lifelong learning.

In this regard, the findings of Sllam (2003) at the University of Minya confirmed the indispensable need for students to be at the real sites of the problems in their community, which represents a microcosm of the greater society, in order to study,

search, and propose solutions to these problems. Sllam has also noted that students assert that the method of lecture is no longer sufficient alone to achieve educational experience, and field study of the problems in reality is the most convenient way to teach courses related to the problems of a society, to encourage thinking and innovation among students and motivate them to positive and effective contribution in solving these problems.

In the same context, Farrar and Taylor (2010) have indicated that Leeds University supports and promotes the style of community-based education through students conducting some programmes with community organizations which falls within the students' academic assessment on the grounds that the programmes are part of the coursework in terms of increased the number of such courses into students models. In this context, Farrar and Taylor have inferred that, although these activities and programmes are not voluntary acts since they are performed by students as a part of their modules, they are often consequences of students performing volunteering work in these organizations that finance their studies.

However, as Haigh (2006) has noted, the recent record of UK universities in most of the environmental subjects is not encouraging. At the same time, he has stated that some progress has been made towards the promotion of sustainable higher education, as manifested by publications in the *International Journal of Sustainability in Higher Education*. In the same field, Scott and Gough (2006) have indicated that organizations, such as the *Environmental Association for Universities and Colleges* with a membership of two hundred further and higher education institutions, focus on integrating sustainability and environmental performance (for example, in relation to transport, energy, effluence and waste and water use).

Moving on to African higher education, Court (1999) has indicated that Makerere University in Uganda follows the policy of connecting its courses to the demands of society in terms of providing courses in business, nursing, tourism, urban planning, and biomedical chemistry and technology.

In fact, field visits and field research can work on connecting students to their society, urge them to serve their community, and make them feel the real life and problems in society and then link the university to society. They also allow students the opportunity to apply what they study at the university to the real life, as linking university teaching to society is a vital aim for universities in order for them to be effective to their society, as it has been indicated by The Union of the Commonwealth - which has specified this role that includes constructive interaction with the non-university world in at least four areas, one of which is connecting education and learning with the outside community (Watson, 2007).

This style of learning can help avoid the passive model which, according to Haigh (2006) still dominates contemporary teaching about the environment, since, according to him, the real priority for environmental education should be to make the environment personal. He believes that sustainable development requires citizens who understand and care for the environment and play an active role in its management.

For ratification of this, Nser (1993) has found that field trips and activities for students of al-Minya University to surrounding villages have been met with a large turnout of residents, and the most positive achieved advantage was to create the spirit of cooperation between local leaders and residents on the one hand and students on the other.

This finding corresponds with the findings of Elhini (2001) and Dhaif (2004), where the results of their studies on Minia University and the University of Menoufiya, respectively, have indicated that the majority of the curriculum studied by students is free of topics serving the environment, as well as non-observance of the education system of different colleges in areas of environment service. In the same context, the results of Badawi (1992) at Tanta University in Egypt showed that staff contribute to urge students to participate in environmental protection activities, but the university did not participate in any activities or campaigns to protect the environment, as it did not allow students to take advantage of its facilities in performing the environmental protection activities.

In the western literature, An-Jager (2009) has stated that some indicators such as pollution levels, low crime rates, low rates of racial discrimination, the increasing cultural diversity, education, and health levels in the region surrounding the university compared to other regions could shed light on some of the university's social impacts. It can be seen that environment problems concern countries of the east and west and, therefore, they are common to be used as an indicator for university-community engagement.

However, as Haigh (2006) has confirmed, activities directed to the public have more positive impacts on society than those directed to students and, therefore, the university should always take into account these kinds of activities as a major means to create general awareness regarding public problems such as environmental issues, which are everyone's responsibility, according to Kofi Annan UN Secretary General, as cited in Haigh (2006).

Fifth: the goal of vocational awareness dissemination:

Professional awareness is essential and important to any development plans, particularly in a developing country such as Libya, where the choice of profession is influenced by many factors and causes of the individual's socio-economic background. As a growing country Libya has been through phases and multiple plans for economic and social development and has faced different circumstances related to this area; perhaps the most prominent of which has happened in the last five years when dispensing with a large number of employees in education and different sectors on the grounds that their qualifications were not suitable for their chosen occupations, or they represented disguised unemployment. This makes the subject of professional awareness and the activities associated with it an important factor for which to find effective solutions to such circumstances.

In this regard, the results of the current study have shown that there may not be an effective role performed by Garyounis University, since the mean of the field was (22.4622) and, although this average is higher than the expected mean of the questionnaire (21), it is still low.

This matter is made more obvious when looking at the averages of each individual statement, where results have shown that all the statements in this area have obtained low averages; and one of them – the fifth statement, “*Organizing courses for pre-university students to aid them choose the appropriate profession*” - obtained an average less than the expected average, despite the importance of such activity in a developing country such as Libya, where, as mentioned above, there are many problems relating to recruitment. Carrying out such an activity to direct and guide students before they make their choice of specialization is very important in order to avoid unwanted disciplines and redirect the required number of students to disciplines that suffer from a shortage of local labour, since Libya is seeking to replace expatriate workers with local nationals in

order to reduce and even eliminate the national economy's dependence on non-local, non-national employees (El-Fadil, 2009).

El-Fadil has also found that the total number of science-based students was outnumbered by those taking Arts, Economics, and Social Sciences. For a high income, developing country such as Libya this oversubscription is excessive and entails loss of income to the national economy and heavy dependence on foreign labour at a time when the number of Libyan citizens possessing non-science-based qualifications is already high, and the labour market for them is already at saturation point. In his study, El-Fadil has confirmed through interviews that the relationship between university administrators and labour market managers is still tenuous.

However, this field has obtained a weak average, meaning that there is no interest in the university regarding the provision of some kind of guidance for those students, the majority of whom miss the reality of life in the labour market and are often affected in the selection of specialties by social and economic factors such as the experiences of friends and relatives and other similar factors.

In the same context, the following statements "*Implementing courses for workers of different community institutions to upgrade their skills or transfer to other fields needed by the labour market*" and "*Linking university education programmes with the needs of the labour market*" have obtained low averages as well, which confirms the absence of attention from the university towards the labour market and its requirements and problems, although the university's main objective, as stated in the goals of higher education by the Ministry of Higher Education, is to provide a qualified workforce for development plans. The statement on "*Implementing courses for workers of different community institutions to upgrade their skills or transfer to other fields needed by the labour market*" in the current time and under the current circumstances of the Libyan

economy, is extremely vital, when there is a large number of unemployed who need to change their paths in order to get jobs. Also, the statement on “*Linking university education programmes with the needs of the labour market*” has shown that this problem could worsen in the case of absence of interest in linking the university programmes and curricula taught to students with the demands of the labour market now and in the future.

Associated with the previous paragraph the following statements “*Training students in institutions of society in order to make them feel reality of their society*” and “*conducting training courses to upgrade the performance of graduates before they work*”, have verified the lack of interest by the university in linking its students with the labour market.

In addition, the statements “*Emphasizing on respect for work and not to raise the value of the work for government and the dissemination of this perception among members of society*” and “*conferencing and dissemination of posters that highlight the value and importance of manual work*” have shown that Garyounis University has no concern about the outside community regarding this area. Through these two statements it is clear that the university is not making significant efforts to change and improve some of the concepts associated with work in the community.

At this point, it can be said that activities which can link students to the world of work are what is missing in Libyan higher education since the study by El-Fadil (2009) has shown that final year students at Garyounis University lack the basic database of the labour market in which it is supposed they would work. In the time of great need for the Libyan universities to provide their students with such database, since, as pointed out by Kim (2008), universities can make a unique contribution to regional development through market needs and opportunities, and pass it onto students. According to Kim, it

is important for universities to respond to regional needs and provide locally-relevant education that meets regional labour requirements.

This deficiency has been avoided at some Britain universities; for example, as Barrie et al (2010) have pointed out, at the level of BA at Leeds Metropolitan University, a non-vocational course is providing work experience necessary for students to assess the theory they studied. Through this programme, employability was introduced into the whole course, incorporating a variety of aptitudes such as self-awareness activities, teamwork skills, communication skills, and the ability to compromise; in addition to covering a personal career strategy in which students choose an occupation of interest. Nottingham University is using a different programme, which includes offering some modules focusing on developing key skills. One such module is *Entrepreneurship and Business*. In this module, students can work with companies as their mentors. Another module offered is on *Career Management and Development*, which provides students with an understanding of the key issues and challenges facing graduates when they enter the workplace. In addition, some external employers hold workshops for students, focusing on work skills.

Herein it can be argued that, as Elhini (2001) has stated, the lack of attention to training students about society's institutions may be due to poor communication between the university and the institutions, as explained by results of the first field; as well as to the omission of the curriculum in most colleges for the training field for students, which could have a deep impact on creating a gap between what students study at the university and what they face in their working lives in their own institutions and in society at large. Such training can have a significant impact on shaping students' experiences, as confirmed by Ahmed (2000) that the productive sector should contribute to the training of students in institutions, as they can achieve many benefits through linkages with the university; for example, they can use students during the period of the summer holiday, or in their spare time, or for a certain period in agreement with the

university to get used to the work and compose cadres with high efficiency in a particular area.

This is supported by Murci (2005), who has stated that what is currently provided by Arab universities, including courses and programmes, is one of the systems most exposed to criticism in higher education internationally. Indeed, it has been suggested by multiple bodies within and outside universities that the curriculum and programmes offered by the university do not meet the needs of the community and the needs of young people and these programmes are deep in isolationism.

On the other hand, Watson (2007) has stated that, in the USA, the undergraduate curriculum is rarely utilized as a method of vocational formation as it is elsewhere in the world, since most formal licensing activity starts at the postgraduate level. Watson here believes that this system allows students more freedom to use credit-bearing time on a course in community-based activity.

Nonetheless, it can be argued that the procedure of professional preparation at postgraduate level may not suit some countries that suffer from lack of resources and seek to achieve development. Libya, although it is an oil rich state, is still a developing country which needs to provide a large amount of skilled manpower in a short time. Also, not all Libyan university graduates go onto postgraduate studies, and therefore they need to be professionally prepared at the university stage. As El-Fadil (2009) has stated, the absence of an academic and careers advisory service on a national scale is no longer tolerable. Each year that ends without serious efforts being made to raise the awareness of Libyans in respect to the vital relationship between education, employment, career and relevance to the job market, is another year of lost opportunity and lost national income which has to be paid to expatriates who mostly will disperse it out of the local economy.

Sixth: the goal of political awareness dissemination:

A visitor to Libya, before the events of the February 17 revolution, would notice very clearly everywhere political slogans associated with democracy and freedom of opinion and how to apply them in the community under the authority of the people as named by al- *Gaddafi*. This interest is clearly shown in the educational system in Libya, where students are taught courses related to political awareness from the primary stage to the university level. This concern may be based on the fact that the goal of education is to create an aware individual, the practitioner of his rights and duties within the framework of the group to which he belongs, as well as it is represented by the planned work to develop the individual since his/her early stages, his capabilities that qualify him in the future to protect his privacy and identity and to exercise his rights and perform duties to be eligible to contact positively with the environment (Barwari&Bashiwa, 2010).

However, this field in the questionnaire has not received a high average where the mean of this area was (17.8356), compared to the expected mean (15). Going back to the statements in this field it can be seen that the first *“Raising interest among students of contemporary political issues via holding meetings and symposia”* and the fifth *“Holding symposiums and conferences and establishing programmes to raise public awareness of certain contemporary international and domestic issues”* have achieved the highest averages for the group. These statements concentrate on raising awareness of contemporary issues both within and outside the university. In other words, the university is interested in these activities at the domestic level among the students and among the public outside its walls; whereas the second and the fourth statements in respect of training and upbringing students to freedom of expression (*Training students to dialogue and express their opinion freely*) and respect for the opinions of others (*Training students on the importance of opinion and accept the other opinion*) have achieved the lowest averages in the group. This may indicate that the interest of the university is not focused on developing the skills of democratic dialogue; and this result may agree with the Gaddafi regime, which is based on one opinion. The third statement *“Preparation an extensive programme of political upbringing of the student with the*

beginning of joining the university” has obtained the medium average in this area, although this kind of programme exists at all Libyan universities. This may be due to the staff, the questionnaire respondents, not being convinced of the feasibility of this programme in the development of political awareness of the real and desirable needs that fit with the requirements of true democracy. This low mean may be due to staff recognition that the desired goals of the educational system in this field are not being achieved, which was determined by Bouziane (2009) as follows:

- Providing students with a positive and realistic understanding of the political system in which they live.
- Students' understanding of the need to participate in the political decisions that affect their lives.
- Students' understanding of the rights and duties of individuals.
- Students' understanding of the legislative system of their country.
- Developing the ability of identifying current issues affecting their community.
- Understanding international cooperation between different communities and international political activities.

In this case, the fact may be that these goals have not been achieved by the Libyan education system in general and by Garyounis University in particular; consequently, the result could be affected by this belief among the staff.

In this context, Bouziane (2009) has argued that the Arab reality in general often reveals the spread of negative thinking and evasion of responsibility which is a manifestation of the deficiencies of the educational institutions; consequently this would be an obstacle to the progress of society. This may be general among developing countries, as indicated by Hammad (2010, p. 10), where he has stated that educational institutions in developing countries do not perform an effective role in developing political awareness, in spite of, as Elhini (2001) has indicated, the importance of the correct political

upbringing at the university and its effective role in the development of democracy and preservation. The establishment of democracy at the university and practice with the daily life of students would have a positive impact on solving their problems and improve their country's life.

Al-Kasabi (2005) has also indicated that the important benefits for individuals who exercise their rights and duties at university is to increase their ability to apply them in the outside community through each individual's awareness of their rights and duties, which can bring a good return for them and their society.

Furthermore, as Watson (2007) has stated, there are three elements which stand out in any account of how university communities in the USA can energize particularly undergraduates and their teachers. One of them is a concept of "*active citizenship*", which sees political engagement as a worthy and non-contentious outcome. This is indicative that American higher education institutions are required to disseminate voter registration forms. Indeed, education is supposed to participate in better knowledge of the basic rights and duties, and to increase the sense of citizenship and informed participation in civic life. The more education is spread in the community, the better the level of sense of citizenship and social responsibility (Barwari and Bashiwa, 2010).

To sum up, it can be argued that political awareness is an important issue which has received much attention in a variety of universities, including African ones. Court (1999) has stated that the most serious attempt in African universities was in the 1970s when the University of Dar es-Salaam, Tanzania, established a university of service based on the idea of a development university linked to the responsibility of service. This was achieved through various methods including the university curriculum, which supplemented technical content with courses intended to impart an understanding of development and the formation of nationalism and altruism.

Seventh: the goal of spreading awareness of health:

The subject of health, including community health and the health of individuals, was and still is of great interest in all countries in the world. Due to what has occurred in the world of health and diseases, most of the developed world's countries pay more attention to updating its members' culture of health on an ongoing basis in order to make them aware of how to deal with these new matters and how to avoid these new diseases. Perhaps it does not need to be emphasized that this is increasingly important in developing countries, where there are high rates of illiteracy compared to developed countries, many of which have been able to eradicate this problem completely.

The link between the level of awareness of health and public health with the level of education and culture in the community is clear; it is already known that the more developed the cultural levels of individuals in the community, the better the level of health in the community, with an emphasis on the importance of improving health services in this aspect.

At this point it should be noted that Libya is one of the countries where there is a need to increase awareness of health in the light of the many health problems, old or that have sprung up recently in the community. At the end of the last century, the Libyan community faced at the problem of 'the children of AIDS': when more than 400 children were injected with HIV in Benghazi children's hospital in 1998, and the offender has not yet been identified. In addition, there is an increase of drug abuse among unemployed young people and consequent spread of AIDS and infectious hepatitis and other diseases; as well as the problem of smoking, which is particularly widespread among males, and has serious consequences which do not only affect the smoker but also on those around him, particularly children.

In addition to these diseases and bad habits, there is an unhealthy lifestyle, which most Libyans live, where not many of them exercise or follow a proper diet, which has led to the spread of many chronic diseases such as diabetes, high blood pressure, high cholesterol in the blood, and heart diseases.

In summary, it can be said that much effort should be expended in respect to this aspect by all community institutions relating to this area, including universities since they include experts and specialists as well as a large group of young people who have direct contact with these problems. Nevertheless, referring to the result of this field in the current study, it can be noticed that Garyounis University does not perform this role since the average of this field (14.6933) was lower than the expected mean (15). This becomes even more obvious when looking at the means of each statement individually where it can be seen that, apart from the last one "*Establishing a programme of medical examination of the student before the start of his university in order to detect infectious diseases and to raise awareness among the people about how to deal with and live with them*", all the other statements have obtained averages lower than the expected mean of 3, as follows: the first statement "*Allowing all members of society to benefit from the services provided by the University Clinic*" gained 2.7956. The second "*Holding symposiums and conferences and publication of posters showing the most harmful health problems in society and how to be avoided*", had a mean of 2.8756, and the following "*Disseminating of posters and programmes to develop sound dietary habits*" has obtained 2.7600, whereas "*establishing of awareness campaigns for citizens to combat harmful habits such as drug abuse and smoking*" has gained a mean of 2.8844.

This suggests that the only health-related activity Garyounis University performs is to have its new students checked for any diseases, but there is no any interest in any other kind of health awareness activities such as anti-smoking and drug habits, or campaigns publishing healthy food habits and lifestyle.

This dereliction may be due to the specialties provided at Garyounis University since, although Garyounis University is not a specialized university, there is no health science faculty. In this context Kim (2008) has asserted the importance of an adequate industrial base in the community in order for research universities to play an active role in society. In other words, Kim has underlined the significance of the compatibility of community needs with the university specialty. This could explain the failure of Garyounis University to exercise any role in the dissemination of health awareness. It, as earlier mentioned, does not include medical or health sciences' schools, and therefore, the lack of attention to the application of this role is probably due to the lack of experts and specialists in the field of health. Actually, Garyounis University has been joined to and separated from the Arab University of medical sciences many times in the last few years; however, they are separate now.

Nevertheless, the absence of medical specialties at the universities does not absolve the institution completely of its responsibilities in this aspect, at least internally to the students, and allowing the public to take advantages of the university clinic. University students are young, in whom the harmful habits previously mentioned may spread, therefore it must be important for the university to have an active role in this aspect.

Eighth: the field that receives the most concern

In this comparison, results have showed that the dissemination of political awareness, although the average achieved is not considerably high, is the highest, which indicates that this area is the one that receives the most attention from the University of Garyounis.

In this context, Abdul Hamid (2006) showed that 75% of colleges under scrutiny in his study at the University of Mansoura in Egypt had no plans for public awareness, which illustrates the extent of deficiencies in this area, in spite of its importance in this age of

dramatic changes and growing information, especially for the developing states based on their status and cultural, economic and political circumstances so that they can transcend the cultural gap between them and the developed countries.

In his study, Abdul Hamid has found that the domain awareness of pollution which associated with environmental awareness is an area that receives the most attention in Mansoura University, while it has come in the second order for the University of Garyounis. The second area at the University of Mansoura was awareness of drugs damage and their negative effects on health, which has not received any attention at the University of Garyounis according to the results of the current study. Finally, the introduction of modern techniques and its associated dissemination of knowledge came last at the University of Mansoura, was and was also last in the standings for the University of Garyounis, if the area of health awareness is excluded.

Ninth: the difficulties facing the work of the university to achieve this role:

The results of some previous studies have indicated the presence of many limitations and obstacles faced by universities, which limit their ability to perform its role in serving the community (Abu-Zeid, 2005), (El-Borai, 2000), (Elhini, 2001).

Garyounis University is not an exception since, as the results of the current study have shown, the university faces a wide range of difficulties and obstacles that may limit its ability to perform its role in serving the community where the average of this area has reached (55.8622). This mean is considerably high compared to the previous ones. This result represents the difficult situation that the university faces regarding to this role and this can provide some kind of explanation of the low averages reached in the previous fields.

By reviewing the averages for each individual statement, it can be seen clearly that they have all obtained averages higher than the expected mean, but some were higher than others. In this regard the statement regarding "*Lack of coordination between the university and the other parties working in this area*" has obtained the highest average, which was 4.0356, followed by "*Shortage of funds allocated by the University of these activities*", which was 4.0089. This last statement can be considered as a consequence of the absence of an annual plan for these activities by the administration of the university as referred to in the statement of "*Absence of a plan of annual contributions to the university in this area*", which has obtained an average of 3.7422.

Consistent with the first statement, the following one, "*The lack of an appropriate database from outside the university for the planning of these activities*", has also obtained a high average and close to the previous two - 3.9911. This may confirm that the presence of the university is ignored by the organizations of the outside community. Coming in the same context the statement "*Ignoring the role of the university in the development by the authorities responsible for development plans*" has also obtained a relatively high average of 3.7733. As a consequence of this ignorance, the statement "*Isolation between the university and community*" obtained an average of 3.4089, which, although it is not considerably high, it is still higher than the expected mean, and so has indicated a degree of isolation between the university and the community. Related to this isolation, the statements "*The gap between the curricula and syllabuses and the community and its needs*" and "*Not linking university research to realistic problems faced by society*" have achieved the following averages 3.4756 and 3.6489 respectively. These two statements can be consequences of the isolation or a reason for it. In other words, they are connected in some way to the isolation that the university inhabits.

This isolation of the university from the community may be a consequence of internal factors, as the results have indicated that there is not a great deal of attention paid by the

university to such activities related to community service, as the statement “ *Non-interest of the university in such activities*” has obtained an average of 3.7378.

Deficiency of interest by the university very possibly results from lack of funds and the absence of plans for this aspect of its role, as pointed out previously, which can lead to more difficulties such as “*Lack of clarity of priorities for these goals*” and “*Lack of clarity of the appropriate methods to achieve these goals*”.

There may also be a lack of interest by the university in this aspect, perhaps caused by non-appreciation of the efforts of members associated with the field of community service, and not taking these into account when developing assessment and promoting programmes, as the statement of “*Lack of appreciation of the efforts of staff in the promotion evaluation system*” shows, with an average 3.4800. Accordingly, the staff may not have much concern with this aspect as long as their efforts in this area would not be appreciated, and that the only role that is important in assessing their work and their efforts is teaching. The statement “*Non-interest faculty members in these issues because of their concern teaching*” has obtained a relatively high mean 3.8044. This can lead to a weak sense of responsibility towards the community because the staffs believe that their only responsibility in the university is teaching, as indicated in statement “*Weak sense of responsibility towards the community by the University staff*” by an average of 3.6667. As well as this, the statement “*Lack of competencies of the innovative capacity at the university*” has achieved an average of 3.4533.

Finally, it can be argued that there are a variety of difficulties and multiple obstacles that impede the performance of Garyounis University in this area and these difficulties could be a key factor in the low level of performance of this role, as indicated by previous results. Some of these difficulties may date back to the university administration and its rules and procedures, where results have showed that there was no clear plan at the

university level for such activities, and therefore no adequate sources of funding have been allocated; and there is no clarity regarding priorities and strategies for implementation, nor for linking university teaching or assessment to these activities and what is happening in the community.

This finding is similar to those of Elhini (2001) in her study at the University of Minya. She noted that the lack of financial allocation was of the most important obstacles that hinder the work of the university in this area despite the fact that the researcher adopted the approach of the university goals to serve its community. These results are consistent with those that have been reached by Al-Jaber's study (1993) at the Faculty of Education at King Saud University, Saudi Arabia, and those of Badwi (1992), Alsunbl (1993), Lotfi and Abdul Qadir (1996), Murci (1998), and Abu-Zeid (2005). It can be said that this problem is common among Arab universities as supported by Shal and Balbisi (2008). They have indicated that financing research centres belonging to universities can have an effective role in serving communities suffering from severe and chronic problems caused by the lack of funds allocated by the government. This deficiency has resulted in weakness in the infrastructure necessary for the achievement of research and community service. In addition, the study of Ahmed Abdul Hameed (2006) has showed that 75% of the faculties researched at the University of Mansoura do not have future plans for these activities. This has also been indicated by Shal and Balbisi (2008), since they have pointed out that the absence of obvious policies and strategies for research and society service is a common problem in developing countries.

At this point, the situation at Garyounis University can be referenced to the similarity of the difficulties and obstacles faced by other universities in Arab countries, despite the different policies of these universities in the area of community service, and the different economic and geographic circumstances. This problem may also exist out of Arab universities, since the study of Siricharutas at teachers' faculties in Thailand (1982), as cited in (Elhini, 2001), referred to the lack of financial allocations and the absence of

good policies as an obstacle of community service. Denman (2005) has stated that maybe this due to the fact that educational systems do not stipulate what their institutions ought to be or in what capacity they should serve the community-at-large.

In addition to the difficulties of the university system and its policies, there are difficulties related to the external community and social institutions' ignorance of the universities' role, which may result in the lack of a database suitable for this purpose. This is probably due to deficiency of awareness by community institutions of the importance of the universities' role in the community. The reason can be also due to the failure of universities to convince the community institutions of their ability to serve society, when it transpires that there are no planning or financial allocations appropriate for such activities by Garyounis University.

Studies by Badwi (1992), Fahmi (2003), Alsunbl (1993), Mohammed (1996), Lotfi and Abdul Qadir (1996), and Abu-Zeid (2005) have reached similar findings: that there is a kind of isolation between universities and their societies, and a kind of ignorance by society's institutions towards the university's role in society. However, this may conflict with this result that was reached by Abdul Hameed (2006, p. 31) in his study at the University of Mansoura in Egypt, where the results showed that the government and private community institutions resort to university faculties asking them to use their expertise to discuss issues or problem faced where the faculties requested by the institutions of society to use their experiences in the study population reached 75%. However, in the same study, Abdul Hameed has found that awareness lectures offered by the university did not receive a high public turnout, which was attributed by the sample to the common belief among the community that the university is for students only.

At this point, it should be stated that this belief implies that the University of Mansoura does not give publicity to their development projects; that its role is not limited to students; and that all members of the community can benefit from its services. This could be the same case at the University of Garyounis, where it was clear from the results that it does not allow the public to take advantages of its services and facilities such as libraries, theatres, laboratories, and other facilities that could be more viable if the wider public was allowed to take advantage of them.

The final set of obstacles faced by the university's work is relating to its staff. The results have revealed that there is weakness in the general feeling among staff of the importance of this role and their responsibilities as university staff towards society, which the researcher believes is associated to a large extent to university policies in this area. Failure to develop clear plans and allocate adequate budgets to this role as well as not taking into account the activities of staff in the evaluation system in addition to their concern for teaching and research responsibilities can generate inaction and lack of interest by its staff.

Some previous studies revealed university staff's lack of awareness of their role in society, as most of them tend to believe that the teaching job is the main role for them as teaching staff; in addition to their engagement besides teaching in other work to improve their living standards. Moreover, the lack of incentives relating to the exercise of this role - as these activities are not taken into account in the evaluation and promotion systems and there is not any physical or moral rewards for them - have led to many staff member not being engaged in such activities (Murci, 1998), (Lotfi and Abdul Qadir, 1996), (Abu-Zeid, 2005), (Abdul Hameed, 2006). In addition, as Shal and Balbisi (2008, p. 9) have indicated, mediation and bribery play a significant role in the selection of some university leaders in some Arab countries. This can be a reason for the lack of competencies in an innovative capacity at the university, as found in the results.

It should be noticed that it is important to have rewards for staff, to encourage them to be interested in this role, as it has been stated by The Talloires Declaration of 2005 at the Tufts University (Watson, 2007). According to this declaration, encouraging and rewarding social service provided through the staff and students is an important strategy for this role to be achieved by the staff.

Chapter Five

Interview analysis and discussion

5.1. Introduction

This chapter aims to present, analyse and discuss the findings from the qualitative research collected through interviews with heads of department, faculty deans and administrative directors of managements.

As previously stated, sixteen interviews were conducted. Most of these interviews took place in the interviewees' offices apart from one, which was undertaken in a staffroom. All the questions were open – ended questions in order to obtain information and opinion from the interviewees.

This chapter is divided into two parts. The first part includes summarized presentation of the answers followed by brief comments to give more explanations to these answers. The second part consists of analysis and discussion of these findings in the light of the results of the quantitative method, the questionnaire. In other words, integration of the findings is provided in the latter part of this chapter.

5.2. The first part; a presentation of the findings

First question; role in the attainment of key social objectives:

- 1.1 Could you please outline any role that you, personally, or your department plays in achieving these goals?
- 1.2 How long have you been involved in this activity?
- 1.3 Do you welcome these goals and if so why?

This question aims to investigate the efforts and attitudes of the staff towards the developmental role of the university, what they think of this role and why they do since staff's attitudes are a major factor that affects the achievement of this role.

The table below summarises the responses to the question:

Table (44)

Summary of interviewees' responses to question one

Interviewee Job	Question	Answer
Interviewee 1 Head of department	1.1	Symposium Students' research related to the local environment
	1.2	Since I started working in 2008
	1.3	Yes, In order to activate the role of our department in the community and to demonstrate its importance as it has been recently founded
Interviewee 2 Head of department	1.1	Field studies and field visits ...by staff Or by students conferences and seminars
	1.2	Since the department's inception
	1.3	These activities are welcome by all members of staff , due to the belief in the importance of the University's performance of this role... it stems from a sense of patriotism and the desire to improve the conditions of society in general
Interviewee 3 Head of department	1.1	Translation of published books Participation and interpretation in conferences Research published The staff conduct field visits and participate in the teaching of French in some of the language centres in the community and providing consultations
	1.2	Since starting university work
	1.3	Yes, it is a university responsibility
Interviewee 4 Head of department	1.1	Lectures on environmental and political awareness and awareness of international law Participation in the conferences on local crime and international terrorism Contacting the Organization of Red Crescent and Red Cross to raise awareness of health and constitutions of international drug
	1.2	Since starting university work
	1.3	Of course, ... the university should be a link between science and society
Interviewee 5 Head of department	1.1	Linking the department to the needs of society by stimulating staff to conduct research and lectures Linking the department with international universities
	1.2	Since I became the head of department

	1.3	Yes, it is a university responsibility
Interviewee 6 Head of department	1.1	I have recently become a head department, but I have many ideas to develop the department to play its role in society effectively
	1.2	
	1.3	Of course, I believe the university should be linked to the community
Interviewee 7 Head of department	1.1	Field activities of students Exhibitions, seminars, conferences Postgraduate students' seminars
	1.2	Through university work
	1.3	Certainly Without these activities, the university loses its central role and isolated from society
Interviewee 8 Head of department	1.1	Training courses for managers of companies to enable them to acquire professional skills such as communication skills
	1.2	Through university work
	1.3	Certainly As a university staff I believe this is a part from my social responsibility beside that the university should not be for teaching only
Interviewee 9 Head of department	1.1	Seminars and conferences and training courses Working to spread knowledge and environmental awareness by pushing students to search for knowledge themselves Encouraging students to participate in some charities to instil the spirit of citizenship Educating students the importance of our department in community
	1.2	Since I became a head of department 3 years ago
	1.3	Sure Because youth have become without a goal as well as the cultural level of society has fallen far I do not think that this staff's role, but it's a duty toward community
Interviewee 10 Dean of faculty	1.1	Preparation of graduates. Conferences and seminars Dissemination of knowledge through the teaching and providing publications at affordable prices for all The planetarium is open for school visits, as well as the language and computer centres Political awareness is provided through teaching the Jamahiriya thought Courses relevant Health awareness are taught in some departments
	1.2	Since I started university work
	1.3	Yes, it is a role of the university
Interviewee 11 Dean of faculty	1.1	Research projects of students, graduate and staff A centre of research, consultancy and training for the convening of conferences, inviting experts and
	1.2	Since I came back from my study abroad
	1.3	Certainly It is Sense of patriotism as A religious and a moral motivation Libya is a developing country, but there is no need to be activated through the educational institutions
Interviewee 12 Dean of faculty	1.1	An office for development to link the faculty to community Campaign to promote afforestation in the faculty Smoking ban within the faculty Charities activities Involving our students and staff in first aid courses in cooperation with the Organization of Red Crescent A session of the anti-drug
	1.2	Since I came back from abroad and started working as a faculty dean
	1.3	Yes

		Academic institution must be a period of preparation of student for the real community Recent global trends of UNESCO and other international organizations to link the university to community
Interviewee 13 Dean of faculty	1.1	Seminars and conferences and field studies as there are some courses related to environmental awareness and political and health education are taught in this faculty Supervising research studies of under and postgraduate students
	1.2	Since I started working as a university teaching staff
	1.3	Certainly Achieving development is a mean aim of a university
Interviewee 14 A director of management	1.1	Linking the university with regional and international institutions and universities and exchange scientific visits and designing training programmes Scientific symposiums, inviting specialists from foreign universities and organizations, seminars, training courses
	1.2	Since I started working in this office
	1.3	Certainly This is a university role
Interviewee 15 A director of management	1.1	Conferences, seminars and research studies
	1.2	We always do
	1.3	Certainly This is a role of any university.
Interviewee 16 A director of management	1.1	Advisory role through studies and research centres to create channels of communication between the university and society institutions through various activities such as conferences, seminars, lectures or training courses
	1.2	Since I started university work as a teaching staff
	1.3	Yes I was always interested in quality study and this role is included in quality

Analysis

As illustrated in the table the finding was interesting since all the interviewees showed interest although they differed according to their enthusiasm. They also presented that they welcome conducting such activities which was due to their belief in the vitality of the developmental role of the University on the grounds that this role is one of the key roles of the university. This belief was common among them apart from interviewees no. 1, 9 and 11, as these three interviewees had different motivations for conducting this role. These motivations ranged from the desire to improve the image of their department to patriotism and moral motivations.

With respect to activities carried out by the university, they varied according to the views of respondents. These activities ranged from seminars, conferences, panel discussions, training courses, exhibitions, lectures, research studies, field visits, whether by students or staff.

Some of the interviewees pointed out that the used methods varied from one department to another. For instance respondent No. 3 indicated that their contribution to achieve the targets under scrutiny included not only participation in conferences and teaching outside the university but also included the translation of relevant books. Some tended to consider teaching in itself is a part of this role as they pointed to teach some courses and supervise student research related to this aspect. At the same time respondent 12 carried out activities specific to their faculty such as promoting reforestation between students and staff as well as preventing smoking within the premises of the college. In addition, interviewee No. 14 referred to holding agreements under the name of Garyounis University with international universities and organizations and inviting experts and specialists to take advantage of their expertise. This was also mentioned by the respondent No. 5, where, referring to his attempts to link their department with some international universities. Furthermore, some interviewees pointed out that some of the facilities of the university are to open their doors to the public such as the centres of languages and computer, as well as the planetarium which is open to school visits only. Some different activities stated by each of the respondent No. 9 and 12 are to encourage students to participate in charitable activities outside the university.

Second question; Departmental strategies used to attain the key goals:

- 2.1 What strategies do you or your department employ to try to achieve the key goals?
- 2.2 Can you give any specific examples of initiatives that you have undertaken?
- 2.3 Can you give examples of initiatives that have been particularly successful?

More detailed data about the strategies and implementation policies of this role are aimed to be investigated through this question. The question is also an attempt to find out any activities were done by these strategies and how successful they were.

A summary of the answers of this question is presented in the following table:

Table (45)

Summary of interviewees' responses to question two

Interviewee Job	Question	Answer
Interviewee 1 Head of department	2.1	get support from the university administration... planning according to region's needs... simplify the results for all educational levels...of all segments of society
	2.2	"Symposium... inviting individuals and organizations ...Setting up an association (in process) ...field visits by members of staff to cooperate with them in achieving these goals... training courses...connect the contents and syllabus of curricula to these goals".
	2.3	"You can notice the success ...through the research...by undergraduate and postgraduate students
Interviewee 2 Head of department	2.1	"Strategies may not be entirely clear". "Field research" "invite individuals, organizations...training courses ...technical advice".
	2.2	Field research ...such as health awareness ...social problems ...crime, delinquency, and divorce ...school and its role...teachers".
	2.3	"Successful scientific conference of crime ...studies of slums in Benghazi".
Interviewee 3 Head of department	2.1	Courses abroad for our students
	2.2	Linguistic training courses for society institutions workers Conferences
	2.3	All courses, training seminars and most conferences achieved their goals
Interviewee 4 Head of department	2.1	Research seminars, conferences Contacting some organizations such as the Red Crescent to coordinate with
	2.2	Lectures
	2.3	It is not easy to assess these programmes as most of them are individual attempts
Interviewee 5 Head of department	2.1	Linking department's policy to society needs Stimulating staff to participate in programmes meeting society demands Linking our department to international universities to take advantage of their expertise
	2.2	Evaluation study of the educational process in the department and how it relates to the society needs also included evaluation of students understanding of their specialization nature, and what is required of them to the community and the labour market Inviting visiting professors to participate in teaching and conferences Staff provide joint research with international universities Postgraduate students Seminars to assess the feasibility studies and submit their proposals
	2.3	Most programmes achieved their intended

Interviewee 6 Head of department	2.1	Identifying goals in the light of the available resources Our staff have an effective role in our strategies
	2.2	Creating a website for the Department to disseminate knowledge and communicate with graduates
	2.3	As I am still new here, I cannot evaluate
Interviewee 7 Head of department	2.1	Practical lessons for students to link study to the real life in society
	2.2	Lectures, conferences, symposium, consultations and training courses
	2.3	Most of our research reach good results but no one is interested to apply or take advantage of them from outside the university
Interviewee 8 Head of department	2.1	Courses, lectures and training courses
	2.2	
	2.3	They were successful according to the trainees
Interviewee 9 Head of department	2.1	Motivating students to acquire knowledge
	2.2	Conferences and seminars Exploitation of the Open Day
	2.3	We are still at the beginning of the road and we face many difficulties, I cannot evaluate the results
Interviewee 10 Dean of faculty	2.1	Workforce Preparation
	2.2	I participate through my administrative and academic job
	2.3	
Interviewee 11 Dean of faculty	2.1	Teaching
	2.2	Participation in media programmes Supervision of post and undergraduate students' research
	2.3	Media programmes, I participated, were awareness programmes and achieved good effects on society
Interviewee 12 Dean of faculty	2.1	Setting up some offices at the faculty , such as Office of Development, office of electronic support, development office of administrative skills A journal of the faculty Developing the faculty's website Lectures aimed at students and staff Paying Attention to the art and theatrical aspects
	2.2	
	2.3	Some projects Started achieving their goals slowly but there is some progress over the times
Interviewee 13 Dean of faculty	2.1	Through the curriculum and plans for scientific departments
	2.2	Using models to assess the curriculum and how it relates to community
	2.3	Training courses Symposiums and Conferences Teaching courses related to these goals Educational lectures and forums for students achieved good results Field visits of staff Forming committees and advisory boards
Interviewee 14 A director of management	2.1	Symposiums, Conferences, training courses, agreements with international universities and Libyan and foreign companies
	2.2	
	2.3	According to these agreements we were able to invite several visiting professors to take advantage of their expertise
Interviewee 15 A director of management	2.1	Symposiums, conferences and consultancy
	2.2	
	2.3	
Interviewee 16 A director of management	2.1	Setting up an Office of Quality and forming some committees of the
	2.2	internal and external evaluation
	2.3	Progress is happening slowly, but I'm not a supporter of urgency

Analysis

Answers to this question differed and were varied. Most of the respondents pointed out to the use of conferences, seminars and field visits and lessons and training courses as strategies for achieving their goals. However, some referred to other strategies such as provision of courses in their specialty out of the university. Furthermore, interviewees stated they were, through their departments, seeking to link the goals of the department and what was taught there in order to reach these goals. Some have linked teaching activity to these goals as they considered that teaching itself can be a strategy to the achievement of these aims.

On the other hand, other interviewees pointed to the establishment of specialized units for such activities as mentioned by respondent No. 12, 13 and 16.

Regarding how successful these strategies and initiatives were, all the interviewed members of the sample did not state any clear evaluation systems of these initiatives, and most of them only said that these initiatives had achieved their intended aims. While each of the interviewees No. 12 and 16 indicated that progress was going slowly but that was in the desired direction. Additionally, each of the respondents No. 6 and 11 indicated that their initiatives are still recent and the results were not clear yet.

On the other hand, different answers were collected from both interviewees No. 4 and 7, where respondent No. 4 referred to the difficulty of assessing such initiatives since most of them are individual. This would appear to be a reference to the absence of strategies adopted by the University, thus placing pressure on individuals to respond. Interviewee No. 7 stated that most of the research undertaken by their department had reached good results but none of the societal institutions was interested in taking advantages of them or in their applications.

Third question; challenges in attaining the key goals:

- 3.1 What are the greatest difficulties confronting this role?
- 3.2 Can you give examples of where the strategies you have employed have not been as successful as you had hoped?

Based on findings of the questionnaire, a large extent of obstacles is facing any attempt to achieve this role. Therefore; this question's target is to examine these barriers and how they have a negative impact on the way this role is achieved.

The following table illustrates a large extent of these difficulties based on the interviewees' answers:

Table (46)

Summary of interviewees' responses to question three

Interviewee Job	Question	Answer
Interviewee 1 Head of department	3.1	"Administrative correspondence and personal relationships". "The lack of society's institutions awareness to the importance of the role of the university in achieving the goals ". "The university is almost isolated from the community." "The university often does not give much attention ...funds...clear plan...staff do not feel the importance of this role "
	3.2	"Frequent change in administrators ". "Inadequacy or lack of clarity in some of the laws".
Interviewee 2 Head of department	3.1	"The lack of public understanding of the importance of the university and its staff's role". "Isolation between the university and the community". "No coordination ". "The university has no interest". "The lack of financial allocations ...no plans".
	3.2	Some society institutions refuse to cooperate with the students in field studies
Interviewee 3 Head of department	3.1	Lack of university interest of the scientific research Large Teaching load of staff Remoteness and isolation of the university from society and its needs
	3.2	Printing books needs many years
Interviewee 4 Head of department	3.1	Lack of coordination between administrations and departments of the university with regard to this aspect Non-University interest in this aspect, no plans, no funds, no contacts with the relevant bodies
	3.2	It is not easy to assess because most of these activities are individual efforts
Interviewee 5 Head of department	3.1	Non-University interest in this aspect, no plans, no funds, no clear priorities, no clear implementation policies Large Teaching load of staff
	3.2	Many initiatives were not implemented due to lack of clarity in the mechanisms for implementation

Interviewee 6 Head of department	3.1	University isolation from society, not linking university research to society's needs Non-University interest in this aspect, no plans, no funds Lack of trust between the university and community institutions
	3.2	Due to my new position, I cannot assess the results of my projects, but I can say there are many obstacles
Interviewee 7 Head of department	3.1	University isolation due to the absence of certain structural link of university-community Lack of trust between the university and community institutions Lack of material and financial resources Horizontal expansion in education Management: lack of faith in the importance of scientific research, no taking advantages of its consequences, bureaucratic management style, no activating university role in society
	3.2	Much research has reached good results but no one takes advantages of them and stay on the shelves of the library
Interviewee 8 Head of department	3.1	Large Teaching load of staff
	3.2	Lack of funds Ignoring the university role by society institutions
Interviewee 9 Head of department	3.1	The absence of planning everything random, no fund, no clear policy, Large Teaching load of staff Isolation of the university, not linking graduates to the labour market, the absence of efforts to improve professional culture and vocational awareness Ignoring the university by the society institutions Not employing the results of research Lack of database
	3.2	Many programmes were stopped because of the lack of a database
Interviewee 10 Dean of faculty	3.1	Not linking university outputs to the development needs
	3.2	The absence of good planning to invest university facilities Lack of confidence between the university and community institutions resulted in ignoring the university role by these institutions and lack of coordination between them
Interviewee 11 Dean of faculty	3.1	The public did not receive a lot of awareness and education
	3.2	Management problems: bureaucracy, link activity to personnel (individual and personal initiatives) Lack of resources and budgets (fund) The belief that the University is just educational institution Isolation of the university (internal and external causes) Lack of good investment of time and space Courtesies and social and family relations Negative trend towards the public money Prevalence of bribery due to foreign companies
Interviewee 12 Dean of faculty	3.1	Large Teaching load of staff
	3.2	Student overcrowding Management problems The non heterogeneous administrative University system Unwillingness of individuals to participate The problem is a society problem
Interviewee 13 Dean of faculty	3.1	Large Teaching load of staff
	3.2	Not linking the curriculum to community needs The absence of plans and the lack of clear priorities Ignoring the university role by society institutions

Interviewee 14 A director of management	3.1 3.2	Large Teaching load of staff Isolation of the university, not linking graduates to the labour market, lack of database No related plans, no appropriate policies and non-allocation of funds Lack of a clear policy resulted in the failure of many initiatives and the reason may be to deficiencies in the regulatory or funding or the different points of view
Interviewee 15 A director of management	3.1 3.2	Student overcrowding Lack of vocational awareness Lack of autonomous
Interviewee 16 A director of management	3.1 3.2	The lack of Job Description Mismanagement

Analysis

As shown table 46, the answers to the third question showed that there are a variety of difficulties that are to be faced in achieving this role by the university. These obstacles can be classified into several groups; the most important group may be management problems in the university itself. Indeed, all respondents pointed to mismanagement in this area since there are no plans to carry out this role with a consequent lack of clarity of priorities and the absence of appropriate budgets and an associated lack of clarity in policy implementation and poor coordination between departments of the university. Some of the interviewees connected this to the lack of interest and lack of faith in the university administration in this role. Despite the fact that this area is espoused as a central role we may note that many respondents referred to the widespread belief that the University is only for teaching.

However, this function also suffered from some obstacles that increase the isolation of the university from the community. One of these obstacles is the failure in linking the syllabus of the curriculum and the outputs of the university to the needs of community. Some also complained from the bureaucratic style of management at Garyounis University and to the style of senior managements in Libya in general.

In addition to these administrative difficulties, there are external difficulties from outside the university. Perhaps the most important of them is the problem of the lack of connection between the university and other community institutions and the lack of a sense of confidence in the abilities of the university by these institutions. In addition, some felt that there were more external obstacles, such as social relations and courtesies that affect the university in this field. More external obstacles were pointed to, represented by the lack of university autonomy, which resulted in the imposition of policies on the University that may not fit with the university resources and abilities.

One of the most important obstacles that were stated by seven respondents was the problem of the teaching load of staff, which may adversely affect the exercise of other activities.

Fourth question; Perceived methods of improving practice at different levels in the organisation in order to attain key goals:

- 4.1 Based on your experiences so far what are your suggestions to improve the University's role in attaining the key social goals?
- 4.2 What could be done at the departmental level?
- 4.3 What could the University do to assist at the institutional level?
- 4.4 What could individual tutors do?

Since the university's staff is the most aware individuals of the university resource and other problems, they are the people who can improve this role based on their experience. This question is focusing on this experience and how it can be employed to improve this role achieved by the university.

The following table represents an extract of their suggestions:

Table (47)

Summary of interviewees' responses to question four

Interviewee Job	Question	Answer
Interviewee 1 Head of department	4.1 4.2 4.3 4.4	Each department should contact the state's institutions with the same interests "Encourage private associations... Communicate with the state institutions" Staff can do enthusiastically volunteer work
Interviewee 2 Head of department	4.1 4.2 4.3 4.4	"Staff and student...should receive material and moral support". "more emphasis...on media" "Doing field studies... link the university with the community and building bridges of trust". "Update curricula...with the needs of community...prepare students...tools of change and development".
Interviewee 3 Head of department	4.1 4.2 4.3 4.4	Linking the university to society problems Priority should be to the book and the educational process Developing a mechanism for printing and publishing Providing courses related to these targets Setting up conferences and inviting specialists and experts Allowing the public to take advantage of university facilities such as libraries and science centres Connecting students to the community through field research and teaching them courses related to society as well as encouraging them to participate in some campaigns
Interviewee 4 Head of department	4.1 4.2 4.3 4.4	Each faculty must contain an Office of these activities and to be in contact with other faculties Each department should provide awareness lectures to the importance of the role of staff in this activity Linking the university to community Institutions Setting up conferences, seminars and panel discussions to raise awareness of the importance of the university role Developing a clear strategy for the University and identifying clear goals Follow-up graduates Linking education programmes to community and the labour market needs Publishing books suitable for different cultural levels Connecting students to the community through field research and supplying them with related references

<p>Interviewee 5 Head of department</p>	<p>4.1 4.2 4.3 4.4</p>	<p>Specifying the goals Identifying implementation mechanisms Providing funding Developing curriculum to serve these goals Advisory role Providing training courses Allowing those wishing to attend lectures Setting up conferences, seminars and panel discussions to deal with these issues Allowing the public to take advantage of university facilities such as libraries and science centres Connecting students to the community through field research and teaching them courses related to society</p>
<p>Interviewee 6 Head of department</p>	<p>4.1 4.2 4.3 4.4</p>	<p>Material stimulus for staff Setting up an independent technological university Developing scientific criteria for the selection of teaching staff Independence of the academic departments Setting a goal of each department according to the needs of society Developing a plan for each department including the priorities and implementation mechanisms Linking the university to community institutions Providing a precise description of the required graduate Setting up a Consulting Office for community institutions Everything I talked about is largely based on staff's efforts</p>
<p>Interviewee 7 Head of department</p>	<p>4.1 4.2 4.3 4.4</p>	<p>Providing adequate resources Good use of material and administrative resources Use the experience of other countries Improving communication between the university and community institutions Providing training courses for staff to develop skills Benefit from the experiences of others Providing decentralization Tutors can do an important and significant roles if they have the resources</p>
<p>Interviewee 8 Head of department</p>	<p>4.1 4.2 4.3 4.4</p>	<p>Providing budgets for scientific research Improving the relationship between the university and community institutions Using decentralization to reduce bureaucracy Supporting staff physically and morally Staff can do an important and significant roles if they have the resources and their teaching load reduced I suggest that the teaching load includes development work hours</p>
<p>Interviewee 9 Head of department</p>	<p>4.1 4.2 4.3 4.4</p>	<p>Providing free of charge seminars and lectures for all in all fields Reducing teaching load of staff Setting up scientific criteria for promotion away from the cronyism, mediation, personal relations and courtesies</p>

Interviewee 10 Dean of faculty	4.1 4.2 4.3 4.4	Linking Curriculum to society needs Expanding the university A plan for each faculty approved by the university administration and the Ministry of Education and then providing them with financial support Supporting staff Staff should stick to their mission
Interviewee 11 Dean of faculty	4.1 4.2 4.3 4.4	Improving management of public relations of the University Putting the right person in the right place without any personal or tribal considerations Developing positive attitudes toward public ownership Job Description Increasing coordination with the society institutions
Interviewee 12 Dean of faculty	4.1 4.2 4.3 4.4	Identifying the strengths and weaknesses at the level of the Ministry of Higher Education Taking into account the specificity of each university in the allocation of budgets
Interviewee 13 Dean of faculty	4.1 4.2 4.3 4.4	Developing strategies appropriate to these goals and continuously developing them Providing decentralized for academic departments Linking education programmes to the society needs Openness of the university to community Setting up advisory councils and offices
Interviewee 14 A director of management	4.1 4.2 4.3 4.4	Promoting and strengthening connections and relationships with international universities and organizations to benefit from their experiences
Interviewee 15 A director of management	4.1 4.2 4.3 4.4	Improving orientation towards technical and vocational education Granting the university autonomy
Interviewee 16 A director of management	4.1 4.2 4.3 4.4	University's resources must be invested effectively Improving admission policy of university

Analysis:

As shown in the figure 47, multiple and different proposals were made by the interviewees, they can be summarized as follows:

- Emphasizing the importance of university - community engagement and creating an appropriate structure for this link
- Taking advantages of other countries experiences
- Opening the door to the public to take advantage of University facilities

- Disseminating awareness within and outside the University of the importance of the university role in development
- Providing an accurate job description to improve the output of the university
- Emphasizing the advisory role of the university
- Providing decentralization and autonomy of the university and the academic departments
- Supporting the scientific research
- Conducting volunteer work by staff and students
- Providing physical and moral support for staff
- Connecting students to the community through: field visits and research and providing courses related to these goals
- Updating curriculum and linking to the needs of society
- Precise selecting and continuous developing staff
- Reducing teaching load of staff
- Developing management

It can be seen that these proposals take a wide range starting from raising the awareness of this role within and outside the university through emphasizing the importance of this engagement as a part of the university structure to different practical activities that can assist to activate this role taking into account the advantages of other countries experiences passing through the development of the university management which can be done, according to the interviewees, through decentralization and autonomy of the university and the academic departments.

5.3. The second part; discussion and integration

Contrary to what was expected, based on the questionnaire findings, interviewees answers to the first question showed considerable enthusiasm and interest in the practice of the developmental role of the university since all the members of the sample expressed that they had a great desire to exercise this role and they were actually engaged in activities falling within the context of the aspect of the university - community engagement since they started working as university staff. However, the survey results indicated that among the difficulties encountered exercising this role of the university there is a weak sense of responsibility of staff towards society.

Nevertheless, it should be noted that this result may be due to the staff's sense of the futility of their efforts in this aspect where most of the respondents said in the interviews that most of these activities are individual and personal and there is not any support by the university. In addition, the lack of appreciation of the efforts of staff in the promotion evaluation system which was made clear in responses to the questionnaire may also be a factor.

On the other hand, in spite of this enthusiasm, it can be said that there is not an obvious vision of staff towards the nature of this role and how it can be conducted. Indeed, most of them did not indicate any activities performed for the public and the most common activities they stated are limited to symposiums and conferences apart from a few training courses for some society institutions employees and some field research. However, even these activities are not based on plans or specific techniques, but were constructed according to personal contacts of staff themselves and in the light of the demands of these institutions and not in the light of the development goals. This lack of clarity in vision can be due to the absence of obvious vision at the university level as indicated in the previous chapter. This contrasts with the work of Abdel-Hamid (2001) and Abu-Zeid (2005) who have stated that the ambiguous vision of this role may have led to non - interest in performing this role by the staff. Furthermore, as previously

stated, the education curricula in Arab oil producing countries, as stated by Osama (1987), failed in addressing this issue. He stated that:

“Unfortunately the people who ought to be the end and the means of development are seldom aware of the problem of development or the role they are expected to play in solving this problem. They are hardly ever aware of any real development aims, since these aims are not clearly defined and therefore unrecognisable. The education curricula and the media do not give a real picture of the situation: the past is drawn as bright, the portrayal of the present is mere propaganda and the future is hardly ever mentioned”.

In addition, this vague vision of staff can be also confirmed through the motivations of staff for conducting these activities. Although most of them stated that this role is a responsibility of the university towards society and accordingly it is their duty, some of them did not tend to espouse this duty clearly. For example, respondent no. 1 referred to their desire to express the importance and vitality of their academic department since it had been founded comparatively recently. Whereas, both of respondents no. 9 and no. 11 did not believe that this role is a university role and they stated that they were interested in performing this role based on their feeling of patriotism and because of religious and moral motivations. Equally, respondent no. 16 indicated their interest in performing this role for similar causes. At the same time, interviewee no. 12 showed more understanding of this role based on other universities experience and the recent global trends of *UNESCO* and other international organizations to link the university to community, as they said. This understanding can be clearly viewed in the activities they had performed such as setting up offices for development to link the faculty to the community. However, their efforts are still limited within the university and nothing was directed to the public whereas, as stated by Haigh (2006), activities directed to the public have more positive impacts on society than those to students.

In the light of this blurred vision of this role, the university would not be able to perform this important task effectively. This result can be clearly seen in the previous chapter where the findings of the questionnaire illustrated the low level of this role according to the responses of the sample.

The vague vision of this role and non - university interest in it can be also concluded through the answers of the second question. These responses illustrated that there is no obvious strategy for this role which can be considered negative affecting factor on achieving this role in contrast to most studies that the researcher has viewed where these studies showed clear strategies and obvious plans for those universities regarding this field (Abdul Hamid, 1996), (Abu-Zeid, 2005), (Ahmed, 15-17 May 2000), (Alsunbl, 1993), (An-Jager, 2009), (Elhini, 2001), (El-Borai, 2000), (Kim J. , 2008), (Farrar with Taylor, 2010), (Brown et al, 2010), (Barri et al, I., 2010), (Harper et al, 2010). Whereas, Abdul Hamid study (2006) showed that 75% of colleges under scrutiny in his study at the University of Mansoura had no plans for public awareness. Abdul Hameed has also found that 75 % of the faculties searched at University of Mansoura do not have future plans for these activities. This has been indicated by Shal and Balbisi (2008) where they have pointed out that the absence of obvious policies and strategies for research and society service is a common problem in developing countries.

In this regard, interviewee no. 2 referred clearly to this problem as they said that

“Strategies may not be entirely clear”.

This result reflects the ignorance of this role by the university as an institution since most of these activities are individual and personal initiatives and there are no central plans by the University for this role. To confirm this we may refer back to the questionnaire where the statement of *“encouraging students to participate in the clean-up campaigns and afforestation campaigns in the community”* was included in responses to the questionnaire and which failed to obtain a high average. Whereas, interviewees no. 10 and no. 13 stated that some environment related courses are taught in some academic departments, a feature confirmed by a respondent to the questionnaire in answering the open question who indicated that they personally taught a course of *Environmental Psychology* in their department. However, limited teaching of such courses in some academic departments but not others implies that this is carried out as a requirement of specialization and not for the development aims. In addition, interviewee no. 12

indicated that they conducted some efforts relating to reforestation in their faculty which may be common in some Arab universities such as Tanta University in Egypt where Badawi (1992) has found that the staff contribute to encourage students to participate in the activities of environmental protection whereas the university did not participate in any activities or campaigns to protect the environment. This ignorance can elucidate the low level of conducting this role by Garyounis University which was indicated in responses to the questionnaire.

Regarding the answers of the second question, it can be clearly noticed that they varied and included different views of this role. However, there is large focus on conferences and symposiums. This can confirm what was found by the questionnaire where the statement of *"Inviting individuals and organizations interested in these needs to attend conferences and symposia organized by the League to discuss them"* and the statement of *"Holding conferences and symposiums to discuss issues and problems of education"* both have reached the highest averages in their groups. Based on some Arab studies such as the Elhini (2001) study, Abu-Zeid (2005) and El-Borai (2000), it can be concluded, as previously indicated, that this approach may be the most popular among Arab universities regarding to this aspect.

On the other hand, it should be noticed, as stated in the previous chapter, that all these activities related to pure theoretical aspects, such as conferences and symposiums to discuss and investigate problems and attempt to find solutions. In other words, this does not refer to contribute to applications as well as to open the door for the public to take advantage of the university facilities. In addition, there is no follow - up of the extent of benefit from the results of these discussions. In the shadow of the problem of lack of access to research results and studies referred to by some respondents which was similar to those of Barwari and Bashiwa (2010, P. 11) who noted that Arab universities suffer from separation between themselves and the field of production and they fail to ensure that their research contributes to the solution of national problems, it can be said that

these conferences and seminars are kind of wasted efforts and would not have any point in the absence of activating the research results and studies conducted at the university and not to take advantages of them in the real life.

Furthermore, it is known that these conferences and symposiums are not attended by the public, but only by some experts and specialists and therefore they are not addressed directly to the public and there are not practical activities for the public. This means that it cannot be verified as to the extent of its contribution to community service effectively. This is supported by the view of Haigh (2006) who has emphasised the importance of activities directed to the public since, according to him, they have more positive impacts on society. In addition, they cannot be employed to achieve activities related to the aims of this study; knowledge, health, vocational, political, and environmental awareness where these activities need to be conducted directly for the public through some applications such as the media which was not used even by the media departments at the university according to the interviewees in spite of the vitality role of media facilities in such aspects which was also confirmed by some respondents when answering the open questions as one of them stated the necessity to use media to publish awareness in some aspects such as environment and health. This finding can be supported by the view of Osama (1987) who has emphasised the failure of the education curricula and the media in addressing this issue in the Arab oil – producing countries. In addition, Elhini (2001) has stated, the failure of the university in identifying the educational needs. Murci (2005) has also stated that what is currently provided by Arab universities are exposed to criticism internationally. Indeed, it has been suggested by multiple bodies within and outside the university that the curriculum and programmes offered by the university do not meet the needs of the community and the needs of young people and they deep in isolationism.

Another problem related to the subject of scientific research which appears here as research can be one of the manifestations and implementations of university -

community engagement. These results indicate a lack of access to research results and studies being conducted at the University what can imply the absence of feasibility and effectiveness of research and studies and the lack of attention and, consequently, failure to provide sufficient financial support. Not getting advantages of the research findings means that there are not useful applications can be employed through them, subsequently no interest in financing them can be found. This can be due to a double factor; the first is not activating and applying the results of research which indicates a lack of attention by the relevant authorities; the second is, on the other hand, failure to take advantage of the results will also avert attention to funding them where it can lead to spread the belief of not benefit of this research in light of the lack of access of its results and thus will be taken of the financing and provision of support. This result can be supported by that of Fahim (2003) who stated that in Arab countries there is a weak link between universities and society production institutions in terms of lack of access from the results of research conducted at universities. this was also confirmed by Abdo (2001) and Barwari and Bashiwa (2010).

In the respect to difficulties and obstacles facing this role; the interviewees indicated a large extent of difficulties. Some of these difficulties related to the management of the university or senior management that followed by the university and other group associated with the institutions of society outside the university. There are also difficulties related to the teaching faculty.

This result confirms what was indicated by the questionnaire where this field has obtained a considerably high mean including a variety of obstacles and difficulties. Realised that these problems are associated with all components of the university system, the low level of achieving this role by Garyounis University can be understood.

The major group of these difficulties is related to the management. Most interviewees complained that the main obstacle facing this role is mismanagement. These views are also supported by a respondent of the questionnaire who indicated that:

“The basic and fundamental obstacle is the lack of effective management to implement these programmes. Money and minds exist, but successful management is missed”.

These results can interpret the deficiency and lack of understanding of this role which has been shown in previous results. It is already known that good and effective management is the main tool and the first step for the success of any operation, whether productive, educational or economic and others. As stated by Osama (1987, p. 52), it is management which compose the determined factor in the development process. He has also added

“Studies on development assert that it is not financial resources that determine the ability to achieve development, but administrative potentials which enable a country to utilise its own resources most efficiently. It is agreed that administrative development is a fundamental prerequisite for achievement of economic development. The experiences of several countries indicate that a chief obstacle to development is not insufficient finance, as widely believed, but lack of administrative potentials capable of successful running and coordination of projects as well as realising the desired objectives”.

Clearly, in the light of the responses of the interviewees, the administration at the University of Garyounis may not give a damn about this side, where most of the respondents pointed out that there are not any plans related to this role and therefore there is no sufficient funding for it. This is also evident through the previous results, where most of the interviewees indicated that most of the efforts and activities they had undertaken or that occur at the university in general are essentially individual and personal efforts related to people, no programmes and activities planned by the university.

Referring back to the previous chapter, it can be also seen that the following statements *“Shortage of funds allocated by the University of these Activities”* And *“Absence of a plan of annual contributions to the university in this area”* have also obtained high means. It maybe does not need mentioned that the absence of obviously defined aims and a definite role, make it impossible for administration to function. Nevertheless, as indicated by Osama (1987, p. 54), without the capability to perform effectively, the existence of determined objectives and a definite role will not result in any progress.

In this regard, interviewee No. 11 indicated that most activities undertaken at or out of the university are associated with people in charge which means that these activities could be ended or stopped when that person leaves. The same interviewee referred to an example of their college which had received a lot of support in the recent past where it developed from an academic department at a faculty to an independent faculty and this was as a consequence of the new president of the University who was a person of the same specialty. At the same time, respondent No. 6 complained about this problem, when they referred to the lack of material and financial support which their department and faculty receive due to this faculty being far from decision makers at the university administration. This can explain the result reached in the previous chapter where the findings have showed that there was a significant difference among faculties in terms of their staff's evaluation of these difficulties facing the university while conducting this role. This can refer to the fact that different faculties may face various obstacles.

The lack of interest by the university administration in this role may be a major factor that affects achievement in this area in the light of bureaucratic and central administration system which Libyan universities follow as indicated by some interviewees. These styles of management, as stated by interviewee no. 1, resulted in wasting time since all administrative correspondences take longer time than they should do. In addition, this can lead to narrow the scope for academic departments and faculties, where they can work only in the scope of what is planned by the university and, as

results showed, there are not any plans or budgets for this role by the university, and thus it can be referred back to the fact that most of the efforts being made in this aspect are personal and individual efforts. This finding can be supported by what was indicated by Osama (1987). According to him, administration in the third world is characterised by negative traits of bureaucracy, such as sticking to strict formal procedures, slow processes of decision – making, waste of resources, shunning responsibility, weakness of professional ethics, limited competence, inadequate communication, numerous unnecessary committees, absence of demarcation lines for authority and responsibility, absence of clearly defined tasks for each job , prevalence of task repletion, and unnecessary centralisation. This finding can be also supported by the result of Radwan (2011) who has found that the difficulty of delayed response to the requests of data and reports is an obstacle that facing the department heads in decision – making process at Libyan universities.

Within the context of central administration, the subordination of the university to the central administration of higher education affected autonomy and imposed many external policies that may not fit with local possibilities, and therefore, this led to the consumption of resources that could be employed in the service of society.

At this point, we may refer back to the problem of student overcrowding, which was a result of the imposition of large numbers of secondary school graduates to the university which is disproportionate to the potential in the light of the fact that University of Garyounis is the only university in Benghazi. For instance, respondent No. 15 pointed out that there are about 50,000 students studying at the University of Garyounis, while potential does not allow absorption of more than 15,000 students. Most of the respondents have pointed to the problem of student overcrowding and its negative impact on the University and teaching.

This finding agrees with what was stated by Osama (1987), who indicated that in developing countries the subordinating to the government leads to impose the government authority which becomes more dominant and exercise more influence. Therefore, the government agencies will be able to fit for development administration while they are slaves to bureaucracy, routine, complicated rules and the suppression of competence, productivity and morale.

In a connected context to the same problem some interviewees indicated the professional culture of society where the graduates of university education are highly respected in the community whereas technical and vocational training and education does not receive the same degree of respect. As a result of this culture, most parents seek to send their children to university, regardless of the availability of the necessary skills for university education in these children. This is due to, according to some interviewees, the lack of awareness of vocational and professional culture as well as to the lack of clarity of recognition of the needs of the labour market and job opportunities to the public. In this context, respondents pointed out that the university does not undertake any efforts to change this view or in the deployment of vocational awareness among the public or even among students who study in disciplines that many of them do not realize the nature and scope of work in the future as indicated by interviewee no. 9. This result was confirmed by a respondent of the questionnaire who stated that the university does not perform activities related to this aspect.

The results of the questionnaire indicated that the level of the field of vocational awareness dissemination was low and indicated that Garyounis University may not perform any efforts for this aspect. In addition, this can be exacerbated by responses to the statement of “*Organizing courses for pre - university students to aid them choose the appropriate profession*”, which, according to the findings of the questionnaire, was not completely performed by the university. It is clear that this has made some students studying some subjects which they do not even recognize its nature or scope of work as

stated by interviewee no. 9. In addition, this deficiency is also suffered by the final year students. As stated in the previous chapter El-Fadil (2009) has found that final year students at Garyounis University lack the basic database for the labour market which is supposed they would work in. At the time Kim (2008) has stated that universities can make a unique contribution to regional development through market needs and opportunities, and pass it to students. To conclude, it can be stated that this result agrees with the hypothesis indicated by Osama (1987) that efficiency in performing in developing societies is even lower than in primitive societies.

The absence of a precise job description is an influential problem within the university administration as well. Interviewee No. 7 indicated that the problem of the lack of job description made him busy with many administrative issues that are not supposed to intervene in their scope of work such as follow - up attendance of staff every day, which had a negative impact on the practice of his scientific and academic work as a head of academic department. The absence of job description is probably not a problem related to the Garyounis University only, but is a problem suffered by the Libyan economy in general. Indeed, some interviewees indicated that the curriculum is not linked to the needs of the labour market and that the problem of connectivity would not be easy as there are no job descriptions at the level of national economy.

Related to this is the problem of linking outputs of the university to labour market needs mentioned by some respondents. In the light of clear job description absence, the outputs of the university in many cases are not linked to business needs quantitatively and qualitatively. This is due to not linking the university to society and can be a clear sign of this disconnection where this role of the university needs the university to be closer to society. This finding is similar to those of El-Fadil (2009) who noted that the lack of such description is missed in the shadow of university – labour market mismatch.

Lack of interest by the university in this aspect of community service may have a negative impact on the society institution conviction of the importance of its role and the extent of the capacities and the possibilities of the university in providing services to them as pointed out by most respondents that the role of university is ignored by the institutions of society which is probably due to lack of the confidence of these institutions in the university's abilities and potential , as pointed out by the respondents. This was also indicated by the responses to the questionnaire where statements of *"Ignoring the role of the university in the development by the authorities responsible for development plans"* and *"Isolation between the university and community"* were stated as barriers facing their efforts.

According to the researcher, this is probably largely due to lack of interest and focus by the university. Moreover, the researcher suggests that the University administration could make the University activities have a much stronger reputation among societal institutions and thus increase the confidence of these institutions in the University. Otherwise, Garyounis University will continue, as Barwari and Bashiwa (2010) have suggested, in suffering from separation between themselves and the field of production and they will fail to ensure that their research contributes to the solution of national problem; an issue which was indicated by the questionnaire responses where paragraph of *"Lack of coordination between the university and the other parties working in this area"* has obtained the highest average in the field of difficulties. This problem is widely spread in developing countries. Osama (1987) has stated that the administration in the third world countries suffers from the absence of co – ordination among institutions and even within these institutions.

Relating to the previous difficulty there is the problem of lack of sufficient database for these activities as indicated by interviewee no. 9 and no. 14. According to interviewee no. 9 *"Many programmes were stopped because of the lack of a database"*. The same result was reached by the questionnaire where statement of *"The lack of an appropriate*

database from outside the University for the planning of these activities" has also obtained a high average. This difficulty may hamper any efforts by the staff in this regard. Such finding support the previous perspectives produced by Radwan (2011) who has found that the difficulty of collecting accurate data from reliable sources and the lack of necessary information related to the resolution is a major obstacle that facing the department heads in decision – making process at Libyan universities. Consequently, the shortcomings in community service programmes may be due to, according to Elhini (2001), the lack of identifying the needs of the community in the shadow of deficiency of database.

Moreover, as respondent no. 11 stated, the absence of the public relations at the university may have negatively impacted the confidence of society in this aspect. In fact improving the public relations could lead to change the belief that the university is only for teaching as an obstacle facing this role as stated by some interviewees. A consultant stated, according to interviewee no. 11, *"it is not enough to do good, but you must declare that you did good"*. Furthermore, there is the problem of social and tribal relationships and courtesies and personal interests mentioned by some respondents that influenced to a large extent on the performance of the university on this side and on the look - society institutions to the university. In fact the problem of such relation is holding back problem in developing countries. According to Osama (1987), administration in developing countries is held back by tribal values and traditions. This finding is similar to those of Radwan (2011) who noted that tribal relations had negative impact on the process of decision – making of department heads at Libyan universities.

In relation to the staff, most interviewees stated the problem of teaching overload of staff as it is a negative factor affecting the attitude of staff towards these activities and, according to the researcher, could prevent them from performing volunteer activities in the light of the desire to improve the standard of living.

In the shadow of the various difficulties stated by the interviewees, they provided a large variety of suggestions to improve performance in this role by the university. These suggestions seek to develop and to find solutions to these problems.

Since the main and major influential factor in any operation is management, the first improvement should be directed to develop the university administration. The interviewees focused on this aspect considerably and provided many suggestions related to it starting by developing management in general. This improvement may come through some particular steps, according to the interviewees. These steps start from the higher level of administration of the sector of higher education by providing the university with decentralization and autonomy and accordingly to the academic departments.

This stage, as the researcher believes, should be preceded by major reforms since, as, interviewee no. 11 stated, there is a negative attitude towards state funding. In other words, some people tend to think that the state ownership and public money is permissible for all. Therefore, reform may need to be preceded by religious education to make people aware that this behaviour is forbidden in Islam, according to interviewee no. 11.

Indeed, in a country, such as Libya, where religion has an important impact on people's lives, religious education may be an effective factor to guide people to the right ways and methods about dealing with the public ownership and others. This view was confirmed by a respondent of the questionnaire who focused on this aspect in addressing some problems of students and the university.

At this point, we may refer back to that indicated by Shal and Balbisi (2008). They have stated that there is strong influence of the political system; trends of the political elite can play an effective role in this side. According to this postulation it can be said that under a dictatorial regime people might not feel a responsibility towards the public domain and they may tend to limit all their interest to improving their living conditions.

In addition to the previous point, some interviewees suggested improving the structure of university especially in terms of community engagement. This step may need, as suggested by some interviewees, some efforts to spread awareness of the necessity of performing this role by the University, according to recent international trends, in the light of the university message towards society.

With regard to staff, the interviewees provided some suggestions including reducing teaching load. This obstacle was stated by most of the interviewees and the respondents of the questionnaire and this may be a hindrance preventing staff from conducting activities relating to this aspect in particular when talking about volunteer work. However interviewee no. 1 suggested that staff and students can perform volunteer activities in this regard. At this point the researcher tend to say that a large proportion of staff at Garyounis university tend to work in more than one university in order to improve their standard of living which resulted in over load for many of them and this was confirmed by most the respondents of both interview and questionnaire, and therefore, this suggestion may not be accepted by the staff. However, since interviewee no. 1 is a female and, according to Libyan culture and law, Libyan women do not have financial responsibilities towards their families, the researcher believes that this suggestion may receive more opposition among male staff.

In addition, it should be noticed that it is important for this role to be interested in by the staff to have rewards for them as it has been stated by The Talloires Declaration of 2005

at the Tufts University (Watson, 2007). According to this declaration, encouraging and rewarding social service provided through the staff and students is an important strategy for this role to be achieved by the staff.

In the same regard, some interviewees proposed providing physical and moral support which can allow them to perform volunteer work. However, interviewee no. 6 suggested developing a precise criterion for the selection of staff.

In the respect of university and community connection, some interviewees suggested, in order to shrinking the gap between the university and the community, updating the curriculum in the light of society and national economy needs. However, this redeveloping may require more accurate job description which is missed according to the interviewees. So, this step needs to be preceded by providing this description which was already suggested by the interviewees. These updates could lead to connect students to their society where the interviewees proposed to field research and development related courses should be included in the new syllabus.

Indeed, field research and visits, as stated in the previous chapter, can work on connecting students to their society, urge them to serve their community and make them feel the real life and problems in society and then link the university to society. They also allow students the opportunity to apply what they study at the university in the real life since link university teaching to society is a vital aim for universities to be effective to their society as it has been indicated by The Union of the Commonwealth (Watson, 2007).

Some interviewees suggested that other countries experiences should be taken into account as a guide. However, interviewee no. 16 said:

“I am not a supporter of the application of ready-made models because each community has its privacy. There are issues that may conflict with our religion or our culture”.

However, these models can be adapted to suit our society so that what is contrary to us can be excluded or replaced. In addition there are some activities that can be effectively performed at any society since they represent general need for all people. For example western universities have been performing this role by different forms and images as stated by Farrar with Taylor (2010) and these forms include sports, cultural, educational and social programmes which can be adapted by any university according to their demands. In addition, Northeastern University in the USA has produced a programme of cooperative education with community engagement including its various sectors to offer a variety of teaching and training programmes joint between the various institutions of society and university staff (Warner & Leonard, 1997).

Another proposal produced by interviewees was to allow the public to take advantages of the university facilities which is a key failing at Garyounis university according to the findings reached by the questionnaire where the following statements “*Allowing members of the community to use the university library*”, “*Allowing society institutions using galleries and theatres of the university*” and “*Organizing educational trips for members of the society to the university campus*” have not obtained considerably high averages. However, in the shadow of student overcrowding mentioned earlier, it may be not possible for the university to open the door for the public and this suggestion may require further research and study. According to interviewee no. 11 the university could exploit the space and time to set up evening classes which was effective tool for adult education in Makerere University. This Uganda University offers courses during evening and weekends when working people can attend. This kind of courses allowed more flexibility in the timing of teaching and learning for students and staff (Court, 1999). On the other hand, this may be also not possible when most staff complain about the teaching over load.

5.4. Conclusion

Through the results, it is postulated that there is a common consensus of enthusiasm and interest among the staff towards performing this role as all the interviewees demonstrate that they, as individuals, are willing to contribute to this role. They do not show any opposition to it. However, the presence of obvious vision of this role and its nature does appear to be found. This unclear vision can be noticed through the motivations of the staff where some of them did not tend to think that this role is a duty of the university. Furthermore, this blurred vision can be also confirmed through the absence of appropriate strategies for conducting this role.

The absence of sufficient strategies and implementation policies may be due to the ignorance of this role by the university administration as stated by the interviewees since most of them pointed out that all initiatives performed were based on individual and personal efforts.

In addition most activities conducted were limited to conferences and symposiums which may not be effective in achieving aims related to the goals of the current study since these aims need practical applications directed toward students and the public. In addition, these kinds of activities may not have effective applications since some interviewees stated the problem of a lack of access to research results and studies being conducted at the university which implies the absence of feasibility and effectiveness of such activities.

In the respect to difficulties and obstacles facing this role, it appeared that all the interviewees recognise the problems that facing achieving this role. The interviewees indicated the large extent of difficulties. Some of these difficulties related to the management of the university or senior management that followed by the university and other group associated with the institutions of society outside the university. There were

also difficulties related to the teaching faculty. The large extent of obstacles mentioned may be the main factor that negatively affected the general level of activity and effectiveness.

In summary, it can be stated that there was a common sensation among the interviewees that something needs to be done in order to improve the conduct of this role and to address the mismatch between Garyounis University and society in general. Respondents seemed to recognise the importance of the University in societal development and seemed eager to support the aspiration to interlink the work of the university with its locality in order to overcome some of the challenges facing Libya but there seemed to be a consensus that they lacked the skills and training to achieve this goal. One may aver that government aspirations have much to commend them but they are unlikely to be more than general exhortations if the relevant funding, training and infrastructure is not put in pace in order to make them a reality.

Chapter Six

Conclusion

6.1. Introduction

In recent decades, agreement has increased among researchers and educationalists about education in general, and higher education in particular, in terms of its significant role in development and in the progress of societies and individuals. As a consequence, all countries have shown a growing interest in developing and improving their education systems in terms of expanding them and improving their qualitative aspects. This trend has included the attempt to increase the connection between higher education institutions and their societies in order to take advantage of these institutions, since they are considered centres of excellence in relation to innovation in science and culture.

However, some studies in Arab and developing countries have illustrated the unplanned nature of higher education in terms of its failure to respond to society's changing requirements. As a consequence, and in the shadow of the absence of such studies in Libyan society, this study was conducted to examine the background of the mismatch between universities and their surrounding societies, and to assess whether the concerns about the comparative paucity of university contributions to develop the surrounding environment in different fields of life are valid.

As was stated earlier in this submission, studies by various researchers have argued that universities are, to a great extent, not responding to and not adequately equipped to meet the demands of society. In other words, as has been indicated, there is a debate about this role, which focuses on whether or not universities are very constructive and helpful to their local areas.

An analysis of staff perceptions of the efficacy of the implementation of development aims formed the basis for this study, based on the aims of Libyan universities and higher education institutions stated by decree number 22 of the year 2008 by the Ministry of Higher Education, with regard to the law of the organizational structure of Libyan universities and higher education institutions. This decree stated that universities and higher education institutions must aim to participate in achieving the economic and social development goals that are relevant to Libyan society.

The adapted development aims were stated according to the project of 'Libya 2025' developed by the National Office of Planning (2007) ,which was motivated by many factors including the increasing recognition of the importance of awareness and development of the public level of culture since, it is agreed, achieving development is largely based on an urgent necessity to provide the appropriate political, social and cultural climate which allows adequate opportunity for an individual to obtain creative capabilities, and to launch their energies and abilities, when illiteracy disappears and the knowledge becomes common. These aims included:

- Health awareness dissemination.
- Knowledge dissemination.
- Environmental awareness dissemination.
- Vocational awareness dissemination.
- Political awareness dissemination.

These aims were followed by a further aim of investigating the most important difficulties which challenge the university in carrying out this role, in order to offer an integrated view of this role and the extent to which it has been achieved by Garyounis University.

In order to investigate this issue, two perspectives were adapted: first of the teaching staff: their views of what is done by the university and the main challenges from a

quantitative standpoint. The second is that of the people in charge, including heads of department, deans of faculties and some directors of management, related to this aspect from a qualitative standpoint. This part aims to investigate more in-depth their attitudes towards conducting this role; the university strategies for this role; and the main difficulties facing those involved in this role, since they are in charge and have a more comprehensive picture of it. Furthermore, in the light of their experience in the university's work, their suggestions to improve this role were collected and discussed.

6.2. The main literature

As has been indicated, universities are considered a manifestation of the modernism and civilization of any society; they also a way to achieve many goals. At the individual level, it is seen as bringing the individual to a higher social position whereas, at the general level, it is also an instrument to raise national income and economic growth as well as social development. As a consequence, universities are increasingly required to be closer to society and more effective in serving it, since they have potentials and facilities that should be open to the public and society should get advantages from these resources. Nevertheless, the main issues related to universities are still subjected to debate since there are different factors affecting these topics.

Indeed, there is still much argument and debate around the university concept, roles, and the approaches to investigate these roles in general and university's engagement with society in particular. In other words, defining the concept of the university and the nature of its roles is a complicated issue where different factors and various aspects overlap. Nonetheless, this controversial issue has a considerable impact on expanding the perception of universities, and thus the broadening areas of service they could offer to society, and the potential benefits that could be produced for the public. The main issue that can be raised here is that different approaches can be used to examine and evaluate the role of service to society, taking into account the different conditions and

circumstances that surround universities which result in a wide range of activities that they can offer to their societies based on their needs and demands.

.3. Statement of the main findings

This study can be considered as a response to the criticism of the relations between universities and societies in terms of the mismatch in this connection. This study approaches this issue, as stated, from two perspectives, the first of the teaching staff and their evaluation of this role based on their experiences on university work, and the second of the people in charge of some elements of administration, including heads of departments, deans of faculties and some administrative staff.

The findings have yielded some positive and negative points which are outlined in the succeeding pages.

6.3.1. Negative points

The general evaluation of Garyounis University's role in serving society confirms that this role continues to remain tenuous and there is a mismatch between Garyounis and the surrounding society which goes unaddressed. More specific findings can be shown as following:

- (1) The absence of clear philosophies and ideologies for this role at the university has led to random activities without reference to the needs of society. This is evident through the development of the university curricula, as each professor develops a plan for the subjects he or she teaches in the light of his or her personal experience and without reference to any criteria related to the philosophy of the state or the needs of the community. Similarly, most community activities mentioned by the sample were based on the personal efforts and contacts and not planned by the university.

- (2) Due to the absence of a clear philosophy by the university regarding this role, there is no clear vision of what it should do. This is probably reflected in the low level of recognition of the importance of this role by both the university's employees and the external society's institutions, as indicated by the results of the study. This may be due to the fact that educational systems do not stipulate what their institutions should be or in what capacity they should serve the community-at-large.
- (3) This situation has led to a worsening in the problem of mismatch between the university from one side and society and its development needs from the other side.
- (4) The lack of awareness among the staff towards this role can be shown in the motivations of staff towards this role, which were characterised by a sense of patriotism instead of a feeling of the university's responsibility towards society.
- (5) In addition, the university does not seem to actively perform clear actions in determining the needs of society and its problems. Therefore, the university cannot play its role in serving society sufficiently.
- (6) In the shadow of the lack of a database and information from outside the university, it becomes more difficult to perform the appropriate activities to address the problem of mismatch.
- (7) In a country like Libya, which is suffering from the problems of illiteracy, unemployment, and the large numbers of employees who are required to change their paths, Garyounis University does not seem to show any interest in adult education and does not open its doors to the public so that they can take advantage of its facilities. In addition, it does not show any interest in improving the awareness of vocations and professional culture, and students are not being prepared for the world of work, and they do not receive guidance on or induction into the professions.

- (8) In the context of adult education, Garyounis University, as mentioned above, does not seem to perform an effective role since it does not allow its halls to be used to provide courses for non-university students. However, it should be noted that most of the sample reported the problem of student overcrowding which came about as a result of the university's lack of autonomous powers.
- (9) In spite of the large extent of environmental problems that are faced by Libyan society, Garyounis University does not show any interest in this aspect, apart from a few courses taught at some academic departments. Even these courses are not taught in such a way as to respond to the needs of society but as a requirement of the syllabus. However, on the positive side, some staff showed an interest in such activities relating to the environment, which may lead to more attention by the university in the future.
- (10) Although the University has a large group of young people who may be vulnerable to the spread of habits that are harmful to health and to society, the university does not engage in any activity to address or ameliorate these issues.
- (11) Regarding political awareness, in spite of the great interest by the Libyan government in the development of this aspect of the students, according to the Gaddafi regime, this topic has not received much interest from the university, according to the views of the sample. Although there are many courses associated with this topic taught at the university, the responses in the research suggest that it can be said that these courses do not perform the role that is assumed or required for these students.
- (12) Most efforts in these aspects of university activity conducted by the university staff are directed towards the students, and there is little attention paid to public activities, in spite of the fact that activities directed towards the public have a more positive impact on society than those directed towards the students.
- (13) A variety of difficulties are faced in achieving this role. These obstacles include:

- As mentioned earlier, the lack of university philosophy which may result in the absence of plans, clear priorities, strategies and sufficient allocations.
- The isolation of the university and the ignorance of other societal institutions of the university's role, and the lack of sufficient database for these activities. This may be due to the university's poor public relations.
- The excessive teaching load of staff as a result of student overcrowding on one hand and the desire of improving the standard of living, which has led staff to work in more than one university, on the other hand.
- Lack of university autonomy, which has led to the imposition of some external policies that may not fit with the university's resources and facilities.
- The lack of some internal policies, such as job descriptions, that the university needs in order to perform its role.
- The problem of social and tribal relationships and personal interests.

6.3.2. Positive points

In spite of the previous unfavourable findings, there are some points that can be considered positive aspects, as follows:

- (1) Respondents expressed great enthusiasm and great willingness to exercise this role in spite of the lack of awareness and clear vision about its nature and strategies by the more senior staff, as well as the lack of appreciation in the promotion/evaluation system of the staff's efforts. This willingness is made evident by the fact that most of these activities are based on personal efforts and contacts. It seems clear that all staff accept the need for change and are willing to contribute to this process. They do not show any opposition to performing this role.

- (2) Symposiums and conferences, referred to as the most used methods in investigating societal needs and achieving this role, are good methods for establishing a dialogue and discussion about these needs. However, they are not practical instruments for the application of these goals. Therefore, there should be more complementary tools to achieve these goals. In addition, in the shadow of not taking advantages of research, as referred to by the respondents, they can be a waste of time and effort.
- (3) Although there are no efforts by the university in the field of distributing health awareness, there is a good initiative being carried out by a faculty dean to prevent smoking inside their faculty's buildings which could form a core of more work for the dissemination of this activity to other faculties. On the other hand, linking these activities to certain individuals, as respondents noted, can lead to their suspension when these individuals leave.
- (4) Through analysis of the results no important efforts regarding the field of environmental awareness were found; however, some staff showed an awareness of some aspects of this field, including a dean of faculty who conducted forestation campaigns among the students and staff in their faculty, which could expand the university's attention in this field. On the other hand, this activity was directed only towards students and did not include activities directed to the community and the public. However, student awareness can have a positive impact on the students' own families and, consequently, on the whole society.
- (5) All interviewees showed recognition of the difficulties that were facing them in this aspect; were aware of many of the factors impeding the conduct of this role; and realised that there is an urgent need to work to avoid them. In other words, it can be said that there are some indications that university staff are becoming more critically aware of the shortcomings and the impediments facing this role in spite of the vague vision they may have regarding its nature and strategies. This awareness can be employed in planning to remove these obstacles and to improve this role, since defining the problem is the first step to solving it. This

improvement can be accomplished in the light of the large extent of suggestions provided by the respondents.

- (6) Field research and visits used by some staff can be an effective activity to connect students and university to their society.

6.4. Contribution to knowledge

It is not expected that one single study, even as a PhD thesis, can provide all the answers in any complex subject area. However, every piece of research makes its own contribution to knowledge. In the current study, the researcher has investigated the views and experiences of Garyounis University staff and, in spite of the university's low level of achievement in this role, much common ground was revealed that gives some hope for the future.

Furthermore, it should be stated that this study has contributed to the understanding of university-community engagement in Libya in theory and in practice. The main contributions are summarised as follows:

6.4.1. Theoretical contribution

- 1- Through the researcher's literature review, it has been found that, with the exception of the work of El-Fadil (2009), there is no study on higher education in general and universities in particular relating to the relationship between universities and society in Libya. None of the few studies that can be identified in this area have referred to the ways in which universities may engage in society. In other words, no research prior to this study has investigated the relationship between universities and societal development aims in Libyan or other Arab contexts.

- 2- The new information to the literature on universities and society provided by this study can be interesting and useful for researchers, academics and educationalists, since there are few studies relating to this field at Libyan universities in particular that are written in English. Consequently, the study is expected to add to the global literature on education and society.
- 3- This study has provided a new approach based on development aims and a new tool. These two contributions can be utilized in investigating this aspect in similar developing countries.

6.4.2. Practical contribution

- 1- The results of this study can participate in identifying the problems and shortcomings that face and impede university-community engagement for those concerned about this aspect.
- 2- Higher education in Libya has faced budget cuts in the last few decades. Therefore, improving this role of the university is a crucial and urgent task that can make university allocations more meaningful, feasible and effective. This is the basic hidden aim of this study.
- 3- This study may be especially significant for other developing countries in general and Arab countries in particular, as stated earlier. Its results could contribute to understanding the Libyan model of university-community engagement and it may be of interest for international comparative studies.
- 4- Furthermore, this study can be significant for those interested in social and economic development programmes in terms of implementation strategies and policies. It is of most significance to the Secretariat of Higher Education and other Secretariats of planning for social and economic development in Libya, in addition to Garyounis University's management. Indeed, the researcher would argue that most societal institutions in Libya may gain advantages from greater

understanding of the possibilities of better relations with Garyounis University's services.

6.5. Research challenges and limitations

Like with any human work, the researcher has faced many difficulties during the period of her study for this research. The most important of these difficulties has been the language barrier. The English language is not this researcher's mother tongue and thus the use of such language in the study and research has caused an obstacle in terms of recognizing the real meaning of the undertaken reading. In addition, the difference in Arabic literature, which has formed the key knowledge base of the researcher when compared to the Western literature, has been both interesting and challenging. This is because there are many theoretical and social differences in approach to research that are culturally specific and nuanced.

In practice, the researcher has faced many difficulties during the data collection, caused by the refusal of many members of staff to answer the questionnaire or to be interviewed, or even to be recorded in the interviews. Equally, problems were caused by the many cases where potential respondents did not return the research questionnaire or chose to return it uncompleted. In addition, it proved impossible for the researcher to meet the Dean of Garyounis University who, it was hoped, would provide data in more depth, accuracy and comprehensiveness on the grounds that he is the person who has a comprehensive and integrated view of what is happening within the university and what the university's activities are outside its walls. This rejection was justified by saying that he was busy and did not have sufficient time available for a meeting. However, the researcher believes that the main reason for this refusal is the lack of stable conditions in Libya, where the dean of a university was always subject to change by senior authorities, which impacted negatively on the stability of the situation at the university.

Finally, it can be stated that the greatest challenge the researcher experienced was that part of the research and much of the writing of this thesis was carried out against a background of severe political problems in Libya, which caused personal distress and severe problems in contacting family and colleagues there, in addition to some financial problems, as sponsorship ceased part-way through the research process.

In addition to the previous challenges, there are some limitations to the research. The most important was that the variety of activities included in the questionnaire may not state all the programmes achieved by the university. However, the researcher tried to avoid this problem by adding an open question to all the fields of the questionnaire in addition to consulting some of the experienced staff, as stated in the methodology section, in order to examine the validity of these statements and check whether any additions were required. Nevertheless, there may be some shortage in this part, since considerably few people answered the open questions as open questions are not very welcome in Libyan society; the high rate of refusals to answer the questionnaire by people who claimed that they did not have time to do so also needs to be taken into account.

Another limitation was the small sample of the interviews, as only 16 such interviews were conducted. This small number may have restricted the validity of the conclusions derived from this method.

6.6. Professional implications and recommendations for practice

Based on the findings of the current study, it can be extremely clear that Garyounis University does not give sufficient or significant attention to serving its surrounding society although it may claim to be the most deep rooted university in Libya and, according to the respondents, it has considerable human resources.

Therefore, in this section, in the light of the results and the suggestions and proposals of the respondents, the researcher wishes to indicate some areas of initial action that would be beneficial.

- 1- Specifying a general strategy, at the national level: targeting and accurately outlining the potential methods and techniques of integrating universities into society should be a major interest and focus of the senior administration level of the *Ministry of Education*.
- 2- Adapting a planning strategy by the senior administrations based on providing a degree of decentralization through giving universities the power to put forward their own plans in line with their potentials.
- 3- Implementing a clear strategy concerning this role at all universities in general and Garyounis University in particular, according to what is possible within the limitations of funding and policy, by addressing the most desirable activities in the light of the surrounding society's requirements.
- 4- Reviewing higher education administrative and financial management in order to find alternative resources beyond the budget allocated by the senior authorities. This may be achieved by improving relations with other bodies and agencies through better public relations.
- 5- Promoting the university's interest in this role. Ignorance by society's institutions can be linked to the non-attention of the university. Universities must justify and prove their existence through the activation of this role and through the enhancing of public relations in this aspect.
- 6- More focus and attention should be paid to greater coordination between universities and societal institutions in order to activate these relations, with the aim of developing society.
- 7- The lack of cooperation and work relationships between the various institutions and agencies on one side and universities and higher education institutions on the other side should be addressed as a structural problem of government.

- 8- Modern and sophisticated centres should be established dedicated to collecting information periodically from the institutions of society to cope with rapid changes, developments and needs in order to facilitate the performance of this role.
- 9- Conducting staff training courses to raise their awareness of the importance of this role and how it can be performed in terms of its strategies and implementation policies.
- 10- Reconsidering the courses and plans and education system of the university in general and updating them in line with the needs of the community to include practical and applied lessons in the educational process.
- 11- Greater material and moral incentives should be provided for the teaching staff to allow them to effectively participate in achieving this role. These should include reducing the teaching burden.
- 12- An emphasis should be placed on the importance of difficulties and obstacles affecting the achievement of this role.
- 13- Career counselling and job consultation should be put in place.
- 14- The university should effectively utilize its facilities by providing free courses and evening classes for workers who wish to continue their education.
- 15- Opening the door for the public and society's institutions to get advantages of the university's facilities.
- 16- Paying more attention to continuing and adult education programmes and providing educational publications to suit different cultural levels.
- 17- Garyounis University should seek to benefit from the experiences of developed countries in this area and adapt these experiences to the circumstances of the community with a focus on successful experiences with similar conditions.
- 18- Simplifying research results and submitting them to the beneficiaries.

19- Stimulating people's interest in contemporary political issues.

20- Paying more attention to the environmental issues at domestic and global level.

21- Offering some health activities to raise the awareness of health issues among students in particular and society in general.

6.7. Practical proposals for the current phase

In Libya's current circumstances, the researcher believes that attention should be paid firstly towards developing the political consciousness of Libyans as an urgent and timely issue that can help to achieve stability and security in a society under the revolutionary change made in the light of the circumstances experienced by the Libyan people over 42 years. This is critical since Libyan society has not received any kind of awareness or education regarding aspects of political life during the previous regime.

In this regard, the researcher believes that the university should first coordinate with the relevant institutions of society and then local media can be employed, since the media is the best way to reach all members of society. The university could then utilize other policies to help promote this aspect, such as the deployment of posters and leaflets, as well as holding conferences, seminars and lectures that can be carried out by specialists in this field and can be attended by everyone who wishes to attend.

Garyounis University can also benefit from the experiences of some international universities in this field. The concept of "*active citizenship*", which is employed at American higher education institutions, sees political engagement as a worthy and non-contentious outcome. According to this concept, American universities are required to disseminate voter-registration forms and such a role would be of immense value in Libyan universities.

The second priority should be the aims of spreading knowledge and environmental awareness. Taking into account the fact that Libya is going through a new phase of reconstruction and development, these two goals should be accorded the attention of all relevant institutions, including the University of Garyounis, which is the largest educational institution in Benghazi and in the whole eastern region.

In this area the university can perform activities that contribute to the enhancement of the two sides in the conflict, using some of the experiments and experiences of other universities. The first applicable step that can be conducted by the University of Garyounis is to open the doors of its libraries and educational facilities for the public, in order to contribute to the delivery of science and knowledge for all. In addition, the university can make its theatres available to organize conferences, seminars and lectures related to these aspects. Furthermore, the university can conduct cultural and artistic activities that support the principles of the new intended community and that could contribute to improving the cultural level of society, such as providing some plays or organizing some art exhibitions, which could contribute to the advancement of the level of awareness even of illiterate people and children.

With respect to environmental awareness, this should be also given a great deal of importance. In light of the circumstances of war experienced by Libya, the environment needs great efforts, especially in cities and areas affected by the bombing and destruction. In many cities explosives, and land and marine mines that endanger the lives of humans are spread out and the environment is also at risk. Therefore, the people require enhanced awareness of the dangers of these things and how to deal with them. Garyounis University can contribute to this aspect through the media, as well as through deployment of posters and leaflets. In addition, due to its large potential and resources, Garyounis University can organize conferences by inviting people experienced in such conditions and how to handle them. This should be done in coordination and cooperation with the competent authorities and the new government. Even more,

Garyounis University, as the study currently stalled, can organize campaigns for volunteer students to clean cities and remove remnants of the war, and contribute to the removal of the effects of destruction and devastation.

Consequent to the issue of remnants of war is that of health awareness, with which there are many issues, such as the physical and psychological rehabilitation of those injured in this war. Garyounis University, as it contains specialties such as sociology and psychology, in cooperation with the medical colleges at the Arab University of medical sciences and health institutions as well as the concerned civil society institutions in addition to the coordination with the *Ministry of Health*, the *Ministry of Social Affairs* and the *Ministry of the wounded and the martyrs*, can provide integrated programmes for the rehabilitation of these individuals and their families psychologically, socially and physically in order to re-integrate them into society.

In the context of professional awareness, Libya is on the verge of a new era of openness and a large extent of foreign investment activities will be held in Libya and therefore new employment opportunities would be available for Libyans and new requirements of the labour market would be in demand. Accordingly, the University of Garyounis should organize activities such as training courses and publish some brochures to educate students and the public on the possibilities and new requirements of the labour market. In this field, Garyounis University can benefit from the experiences of other international universities. For instance, in order to improve the level of skills and abilities required of the labour market, Garyounis University could utilize the employability programmes introduced at Leeds Metropolitan University and The University of Nottingham, which seek to provide work experience necessary for students together with enabling them to develop a variety of aptitudes and key skills.

In order for Garyounis University to activate these issues, some critical improvements are needed. In the light of the challenges investigated in the current study, the style of management should be of most interest and concern in order to develop this role. A review is needed of the university's structural organization and the administrative procedures used to contact the society institutions, as well as internal procedures for communication between faculties and the university administration, where most of the sample who were interviewed complained about the difficulties they face in this regard. Garyounis University should also establish an office of community service at the university level and branch offices in the various university faculties. In this context reference can be made to the importance of improving the leadership skills of individuals responsible for these offices and the importance of determining accurately the role of these leaders in light of accurate and specific job descriptions to all university career centres.

With regard to staff, since the findings have shown that there is insufficient awareness of this role by the staff and, at the same time, there is high enthusiasm towards performing this role, there is a necessity for them to be more aware in order to be effective in this area. In addition, some support should be provided for them since a large proportion of them have an over-load of work hours due to working at different universities to improve their standard of living. Therefore, including community services hours in their formal workload could be a good incentive to enable them to participate in performing these activities and performing more voluntary activities. Staff should also receive training courses to assist in achieving this aim. In this regard some improvement could be carried out based on international experiences. In this respect, the experience of Leeds Metropolitan University may also be noted. This university devotes a considerable part of its investment in order to allow staff development opportunities at various levels. In this context, the university organises some festivals over the year and allows its staff to participate in volunteer projects in order to contribute to community services. In one of these festivals, all the staff meet for training, planning, review, and have fun; in addition to participating in staff development courses, IT sessions, and

conferences on public issues. Leeds Metropolitan University also encourages its students and staff to practice volunteer activities in order to improve their leadership and management skills. These kinds of activities could be of significant efficiency at Garyounis University for the staff since such group activities can allow them to share and exchange experiences and visions as well as enhance their skills that can activate their abilities regarding society's service.

6.8. Further research

In the light of the findings of this study, the researcher would like to suggest future study in order to improve the university's participation in this role:

- 1- To conduct studies to investigate the actual needs of society.
- 2- To undertake further studies to identify in more detail the difficulties and obstacles that are facing staff undertaking this role within and outside the university.
- 3- To perform studies based on the general aims of education in Libya: to set up an objective criterion to measure the performance of this role since, as it was stated, there is not clear vision of what is required from the university and what it should do.
- 4- To search more in detail the facilities and resources the university has in order to employ them to serve society.
- 5- To investigate society institutions' attitudes, evaluation and effectiveness towards university role in serving society
- 6- To conduct similar studies at other Libyan universities in order to engage them in serving society at this stage of change and development experienced by Libya.

6.9. Final conclusion

Since the main aim of this study was to answer the question of “*To what extent and how does the educative role of Garyounis University serve to enhance the social development plans for improved notions of community at the beginning of the 21st century?*”, the researcher has set some goals including:

1. to examine the extent and nature of activities at Garyounis University related to the development of:
 - Health awareness dissemination.
 - Knowledge dissemination.
 - Environmental awareness dissemination.
 - Vocational awareness dissemination.
 - Political awareness dissemination.

2. To identify the most important difficulties which challenge the university in carrying out this role.

These goals were set based on the some development plan aims that related to social development.

The importance of this study relates to several factors. One of these elements is that this study is unprecedented in terms of its aims and scope. Thus, it may contribute to the detection of some of the dimensions of the mutual relations between the university and society. In addition, this study can participate in drawing the attention of university leaders to the effectiveness of this role and its vitality for society and identify the main constraints that limit it, which may have influences over the development of a future image of what should be done by the university, and identify strengths and weaknesses in this role.

In addition, the theme of development in Libya is one of the most important topics addressed by many studies and much research. Economic and social development is one of the main issues, which occupies a special place at the national, regional and global levels. In order to achieve development, the appropriate political and social climate must be available, and the awareness of this development has to be published. Therefore some cultural characteristics that may be resistant or anti-change need to be changed or removed through awareness dissemination programmes.

Libya, as a developing country, is going through a transitional stage and is in dire need of condensing the efforts of all institutions, including universities, in order to achieve development goals and plans. It is already known that raising public awareness is one of the main aims of development, and promoting the building of public awareness is a main target of higher education; even more, it constitutes the first step for the success of development plans to achieve its goals, especially in light of the changes and the transition stage taking place in Libyan society. Consequently, the demands of awareness dissemination studies and the importance of intensified efforts for publishing awareness have significantly increased.

The analysis of the findings of the current study have showed that the general evaluation of Garyounis University's role in serving society confirms that this role continues to remain tenuous in all fields of the questionnaire; and there is a mismatch between Garyounis University and the surrounding society which goes unaddressed. This can be linked to some further issues, including the absence of clear philosophies, which may have resulted in the lack of clear vision of what should be done by the university and the lack of awareness among the staff towards this role.

In addition, according to the results, Garyounis University does not seem to actively perform clear actions in determining the needs of society and its problems; or in some

significant fields for society such as adult education; and does not open its doors to the public. Furthermore, most of the interviewees argued that the university's lack of autonomy had caused some difficulties to the university in achieving this role, such as the problem of student overcrowding which negatively affected the teaching process and led to a rise in the staff's teaching load.

A variety of difficulties were faced in achieving this role. These obstacles include the absence of plans, clear priorities, strategies and sufficient allocations; the isolation of the university and the ignorance of other societal institutions of the university's role; the excessive teaching load of staff as a result of student overcrowding on one hand and the desire of improving the standard of living, which has led staff to work in more than one university, on the other hand; the lack of some internal policies, such as job descriptions, that the university needs in order to match labour market needs; and the problem of social and tribal relationships and personal interests. However, most respondents expressed great enthusiasm and great willingness to implement this role, which can be an effective factor to improve it.

Consequently, the researcher has proposed some recommendations in order to support Garyounis University in improving this role. These suggestions included some important issues that can directly contribute to this improvement, including specifying a general strategy outlining the potential methods and techniques of integrating universities into society at the national level. At Garyounis University and other universities there should be a clear strategy concerning this role.

More focus and attention should be paid to greater coordination between universities and societal institutions and society in general. This can be done through modern and sophisticated centres established dedicated to collecting information periodically from the institutions of society to cope with rapid changes. In the same context, the

university's courses, plans and education system should be reconsidered and updated in line with the needs of the community. In addition, an emphasis should be placed on the difficulties and obstacles affecting the achievement of this role.

Finally, Garyounis University should seek to benefit from the experiences of other countries in this area, with a focus on successful experiences with similar conditions, and adapt these experiences to the circumstances of its own community.

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Appendices

Appendix (A)

The questionnaire of the study



Liverpool John Moores University,
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A questionnaire about the “The Role of Garyounis University in achieving social development objectives based on the staff point of view”.

Dear Sir/ Madam,

This questionnaire is part of doctoral thesis requirements entitled “The Role of Garyounis University in achieving social development objectives based on the staff point of view”. Therefore, the researcher needs your assistance via your answers to collect her data in order to find out what Garyounis University performs to achieve the aims of social development plans in Libya.

Your participation is voluntary. Confidentiality is guaranteed; your name will not be associated with your answers in any public or private report of the results. Your participation would be highly appreciated.

Preliminary data:

Name (optional):

Faculty:

The number of years of experience:

Please read the following instructions before you answer:

- Read carefully each statement
- Choose the appropriate answer in accordance with the actual role played by your college or university
- Tick in the box agrees with your view
- Add your suggestions at the end of each section
- Please answer all questions

First: the means of the university's contribution to investigating social development demands:

University seeks to contribute to achieving social development goals through:

	Statement	Strongly agree	Agree	Do not know	Disagree	Strongly disagree
1	Field visits by the faculty members to the various institutions of society					
2	Inviting individuals and organizations interested in these needs to attend conferences and symposia organized by the League to discuss them					
3	Offering some courses that discuss these needs					
4	Establishing advisory boards to study ways to achieve these needs					
5	Follow-up to what is published by the local media regarding the these needs					
6	Conducting meeting with officials in various related sectors					
7	Providing technical consultation to the productive and service sectors in the light of what they present of their needs					

Other means used by the university please mention:

.....

.....

.....

Secondly: goal of Knowledge dissemination:

University seeks to achieve the dissemination of knowledge in society as a goal of social development through:

	Statement	Strongly agree	Agree	Do not know	disagree	Strongly disagree
1	Allowing members of the community to use the university library					
2	Allowing society institutions using galleries and theatres of the university					
3	Using university halls to provide educational services to offer evening classes for members of the society					
4	Organizing educational trips for members of the society to the university campus					
5	Allowing members of the society to benefit from the services provided by the centres of the University (language centres, computer centres, etc. ...)					
6	Providing free courses for members of the society does not grant degrees					
7	Providing educational programmes for members of the society through the media					
8	Disseminating of simplified publications in order to raise the educational level of citizens					
9	publication books which suit different cultural levels and at reasonable prices					
10	Allowing members of the society from non-students to attend some courses					
11	Holding conferences and symposiums to discuss issues and problems of education					
12	Providing different studies in the field of adult education					
13	planning and implementing of contributing to the eradication of illiteracy problem					
14	Organizing courses for computer literacy					
15	Establishment of branches of the Central Library in some areas surrounding the university					

Other means used by the university please mention:

.....

- **Thirdly:** goal of Environmental awareness dissemination:

University seeks to disseminate environmental awareness in society as a goal of social development through:

	Statement	Strongly agree	Agree	Do not know	disagree	Strongly disagree
1	working on linking students to society's problems through conducting research and field visits					
2	supplying students with Publications and scientific references associated with community and environmental problems					
3	Teaching courses for students on local environmental problems (such as desertification) and international ones (such as pollution) in university faculties					
4	encouraging students to participate in the clean-up campaigns and afforestation campaigns in the community					
5	Issuing publications and posters rationalization of the means to maintain public hygiene and rationalization of water use					
6	Conducting campaigns to public awareness of the importance of afforestation and combating desertification					
7	organizing awareness sessions for the damage of plastic bags on the environment					
8	Assigning to some of the specialized committees of the university scientific departments to monitor quality standards in some local industries					

Other means used by the university please mention:

.....

Fourthly: the goal of Vocational awareness dissemination:

University seeks to raise vocational awareness in society through:

	Statement	Strongly agree	Agree	Do not know	disagree	Strongly disagree
1	Emphasizing on respect for work and not to raise the value of the work for government and the dissemination of this perception among members of society					
2	Training students in institutions of society in order to make them feel reality of their society					
3	conducting training courses to upgrade the performance of graduates before they work					
4	implementing courses for workers of different community institutions to upgrade their skills or transfer to other fields needed by the labour market					
5	Organizing courses for pre-university students to aid them chose the appropriate profession					
6	conferencing and dissemination of posters that highlight the value and importance of manual work					
7	Linking university education programmes with the needs of the labour market					

Other means used by the university please mention:

.....

Fifthly: the goal of Political awareness dissemination:

University seeks to spread political awareness in the community as a goal of social development through:

	Statement	Strongly agree	Agree	Do not know	disagree	Strongly disagree
1	raising interest among students of contemporary political issues via holding meetings and symposia					
2	training students to dialogue and express their opinion freely					
3	Preparation an extensive programme of					

	political upbringing of the student with the beginning of joining the university					
4	training students on the importance of opinion and accept the other opinion					
5	holding symposiums and conferences and establishing programmes to raise public awareness of certain contemporary international and domestic issues					

Other means used by the university please mention:

.....

Sixthly: the goal of spreading awareness of health:

University seeks to disseminate health awareness in society as a goal of social development through:

	Statement	Strongly agree	Agree	Do not know	disagree	Strongly disagree
1	Allowing all members of society to benefit from the services provided by the University Clinic					
2	Holding symposiums and conferences and publication of posters showing the most harmful health problems in society and how to be avoided					
3	Disseminating of posters and programmes to develop sound dietary habits					
4	Establishing of awareness campaigns for citizens to combat harmful habits such as drug abuse and smoking					
5	Establishing a programme of medical examination of the student before the start of his university in order to detect infectious diseases and to raise awareness among the people about how to deal with and live with them					

Other means used by the university please mention:

.....

Seventhly: the difficulties facing the work of the University to achieve its aims:

From your point of view do you think that the following problems limit the ability of the university to perform their work in achieving development goals?

	Statement	Strongly agree	Agree	Do not know	disagree	Strongly disagree
1	Non-interest faculty members in these issues because of their concern teaching					
2	shortage of funds allocated by the University of these activities					
3	Non-interest of the university in such activities					
4	absence of a plan of annual contributions to the university in this area					
5	Lack of appreciation of the efforts of students in the university evaluation system					
6	The gap between the curricula and syllabuses and the community and its needs					
7	Not linking university research to realistic problems faced by society					
8	The lack of an appropriate database from outside the university for the planning of these activities					
9	Lack of clarity of priorities for these goals					
10	Lack of clarity of the appropriate methods to achieve these goals					
11	Ignoring the role of the university in the development by the authorities responsible for development plans					
12	Isolation between the university and community					
13	Lack of competencies of the innovative capacity at the university					
14	Weak sense of responsibility towards the community by the University staff					
15	Lack of coordination between the university and the other parties working in this area					

Other means used by the university please mention:

.....

Appendix (B)

Interview questions



Liverpool John Moores University,
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Aigburth,
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An interview about the “The Role of Garyounis University in achieving social development objectives”.

Name of interviewee:

Location of interview:

Date:

Time:

Thank you for consenting to be interviewed. The researcher is undertaking a PhD thesis about the role of Garyounis University in attaining social development aims in Libya. Therefore, she requires your assistance in order to accomplish her goals. Your aid is greatly appreciated. It is expected that the interview will take about 40 minutes to one hour. All the information provided will be entirely confidential and none of what you say will be passed on to any third party. Should you wish to remain anonymous this will be guaranteed by the researcher.

Questions

Key Responses

1. Role in the attainment of key social objectives

As you may know the government has set key aims in terms of the social objectives to be achieved by Universities like Garyounis. The objectives cover key areas such as: Health awareness dissemination; Knowledge dissemination; Environmental awareness dissemination; Vocational awareness dissemination; and, Political awareness dissemination.

- 1.4 Could you please outline any role that you, personally, or your department plays in achieving these goals?
- 1.5 How long have you been involved in this activity?
- 1.6 Do you welcome these goals and if so why?

2. Departmental strategies used to attain the key goals

If the key goals are to be achieved it is clear that the strategies employed by departments will be a major factor in success.

- 2.1 What strategies do you or your department employs to try to achieve the key goals?
- 2.2 Can you give any specific examples of initiatives that you have undertaken?
- 2.3 Can you give examples of initiatives that have been particularly successful?

3. Challenges in attaining the key goals

Any major new initiative of this kind presents challenges to an organization and I would like to ask you about the challenges that you may have experienced

- 3.1 What are the greatest difficulties confronting this role?
- 3.2 Can you give examples of where the strategies you have employed have not been as successful as you had hoped?

4. Perceived methods of improving practice at different levels in the organisation in order to attain key goals.

If we are to attain the key goals it is clear that it will be important to learn from our experience and continually improve our approach.

- 4.1 Based on your experiences so far what are your suggestions to improve the University's role in attaining the key social goals? -
- 4.2 What could be done at the departmental level?
- 4.3 What could the University do to assist at the institutional level?
- 4.4 What could individual tutors do?

Appendix (C)

Full transcript of the first interview

Interviewer: Good morning!

Interviewee: Good morning!

Interviewer: Dr..... How are you?

Interviewee: Fine, thank God!

Interviewer: Before I proceed to ask my questions to you, I would like to express to you how much thanks and appreciation to you for giving me this opportunity to conduct the interview with you. In this occasion, I would like to assure you that the data collected through this interview will be used only for academic research and will not be used for any other purposes without your permission. With confirmation that it will be fully confidential....

Interviewee: Thank you very much! Be sure that it is my pleasure

Interviewer: Thank you!

As I have told you before, I am a PhD student studying in the UK at LJMU. My topic is about the relationship between the university and society. In other words, the university is supposed, depending on educational studies and regarding to Libyan higher education policy; it is supposed to be effective in achieving economic and social development plans and in helping to make their aims in making these goals applicable and paving the way for it through the contribution to the awareness of development. Because of that, Garyounis University, as a big and deep rooted university is required to be effective to obtain the objectives of development plan, as we all know Libya is a developing country and they have planed for different fields of life. And in order to obtain these goals we need to make all people in society aware of them. As you may know the government has set key aims in terms of these objectives to be achieved by Universities like Garyounis. The objectives cover key areas such as: Health awareness

dissemination; Knowledge dissemination; Environmental awareness dissemination; Vocational awareness dissemination; and, Political awareness dissemination.

Interviewee:

Up to now, the role of the university is almost confined to teaching only and the instructional method is still followed at the university education because of the lack of teaching aids including legend and show aids what due to unavailability of the required facilities or non-use them by the professors. These things can be more visible in universities in small towns and for the subordination of administrative and central management method, which creates lots of difficulties in the administrative and financial procedures. This applies to all types of purchases of books and laboratory tools. The role of the university in the interaction with the community is limited in cooperation with social institutions, individual initiatives by the members of the teaching staff as possible for them, or in the form of participation in scientific seminars and conferences at local and international events such as the National Environment Day, World Environment Day, Earth Day, Water Day, but that is not subject to the annual schedule or there is not often sufficient time before these occasions to plan, there are a lot of improvisation in the planning and implementation of these activities.). However, it could be said that there are some activities performed by the University which aims to achieve social development such as providing an opportunity for members of the society to benefit from the galleries and theaters in addition to the stands and centres of research and education at the University for educational and awareness purposes. As for the environmental aspect, most academic departments at Garyounis university often work to associate their students with their community and what events are going on as well as what updates are emerging through conducting research and field visits, as well as by providing them with some of the publications and references of relevant scientific and teaching some courses relating to Problems of the Environment within the scope of his specialty. In addition to holding conferences and Symposiums and dissemination of posters that illustrate the most important health problems in the community and some negative destructive social phenomena such as the use of drugs and alcoholic beverages in order to raise awareness and try to reduce their risks of proliferation

Interviewer:

Could you please outline any role that you, personally, or your department plays in achieving these goals?

Interviewee:

This kind of activities is always welcome. We play this role through lectures, we usually try to link the topics of these lectures to social needs and environmental phenomena and global events. Each member of teaching staff plays a guiding role for students in all aspects of life directly and indirectly. .

We are now preparing for a seminar on the occasion of World Environment Day. We will invite different classes of society and this event contains a variety of workshops and guidance to talk about. We also commissioned some of the students to conduct research related to the local environment for quality control in some local products; for example, we are conducting a study on water resources in the region.

Although, I have recently started working at the university, I've been working here since 2008, after I got my PhD, But since I became the head of this department in 2009, I hope that we, the teaching staff, can take part of the responsibility of this aspect because of its importance to the environment. At the departmental level, we have directed all the students toward field research and other things to a local issues which the citizens concerning about such as:

- Research to assess the drinking water industry.
- Studying the sources of the region's water, its quality and quantity.
- City planning, pros and cons.
- Archaeological areas in the region and its importance.
- Monitor local weather conditions (rain and temperature).
- Returns of agricultural projects environmentally.

We will choose a number of such researches to be delivered in the seminar which will be held at the beginning of the academic year 2010-2011. - Now we are trying to get a permission to set up Environmental Association aiming to communicate with the community in all issues of the environment (natural and social) to achieve sustainable development and agenda of this association will be derived from the reality of the needs and problems of environment in the city to develop solutions and suggestions for presentation to senior administrations.

Interviewer:

Thank you for this explanation!

Let's move on to the practical side..... In order to achieve any goals and aims at any institutional level, strategies and facilities should be taken seriously taken into account. It is clear that the strategies employed by departments will be a major factor in success. What strategies do you or your department employs to try to achieve the key goals?

Interviewee:

We usually start by trying to get support from the university administration in accordance with the requirements of administrative procedures here. Then we start planning for the research taking in mind the needs of the region. As these demands are always considered as a base to which our projects and our research aim. As I've said earlier, the university has been founded to serve the community, the environment and the citizens. I mean this is the main reason for it. This, of course before conducting research and studies. After the completion, we try to simplify the results as what can be delivered to all segments of society from different educational levels.

Please note that we always try to conduct our meetings and events on a regular basis over the academic year so that there is continuous contact with the community.

Conducting scientific symposium (which should include guide workshop for the citizens) and inviting individuals and organizations, who are interested, in this area to attend these seminars is one of our strategies. Setting up an associations to open the door to connect and assist the public and to offer services to help in improving the

surrounding environment and leaving the negatives and supporting positives in daily life which usually done through the field visits by members of staff to the relevant organizations and institutions in order to investigate the actual life as well as to ensure coordination with these bodies to cooperate with them in achieving these goals, is another strategy. As well as follow-up what is published by the media in relation to this domain and the means of development and its desired objectives in order to coordinate with them. Our department also arranges training courses for the employees in many organizations and in different sectors and organizations related to the implementation of these plans.

Regarding to the internal level of the department, we always try to connect the contents and syllabus of curricula aiming at achieving these objectives.

Interviewer:

All right, as you have said these are some strategies and activities which you are personally or your department has performed. Could you please specify some examples of initiatives that have been particularly successful?

Interviewee:

You can notice the success of these initiatives through the research and studies has been carried by undergraduate and postgraduate students here in Libya and abroad. As well as good results of the training courses conducted by members of the department teaching staff for many companies and institutions.

Interviewer:

All humanitarian work must be facing some difficulties and challenges. This is the nature of life. However, these difficulties may vary from one country to another and from one community to another. For example, you mentioned earlier that there are probably some difficulties which have been faced by universities in the small and rural areas, especially in light of the central administration of the Libyan universities. In this

range, I would like to ask you about the challenges that you may have experienced. What are the greatest difficulties confronting this role?

Interviewee:

Any activity in governmental institutions needs permission. This is directly related to government institutions where it sucked into vortex of administrative correspondence and personal relationships. Whenever work was private and voluntary would be more successful and safe. Moreover, the lack of interest or in other words, maybe the lack of society's institutions awareness to the importance of the role of the university in achieving the goals of development. Where the university is seen as an educational institution only, what means that its role is pure educational and has no relationship to what happens in the society. Therefore, the University is not provided with any data related to these plans and the means of implement or priorities. In other words, we can say that the university is almost isolated from the community.

Interviewer:

Well! This is regard to the community perspective on the role of the university and how it looks to some extent negative and unsupportive to activate the role of the university in society. What about the university itself is there any internal difficulties impeding the implementation of such activities?

Interviewee:

Yes, definitely yes! We can not completely disclaim the university responsibility for this dereliction. The university often does not give much attention to such activities. For example, the university does not allocate adequate funds to these activities and do not put them in any clear plan. As well as, many of the teaching and administrative staff do not feel the importance of this role And that due to their belief that the primary and only job of the university is to prepare and graduate highly qualified work force who are able to work in the productive and service sectors in the community.

Interviewer:

Can you give examples of where the strategies you have employed have not been as successful as you had hoped?

Interviewee:

I have never experienced this situation because I always have an alternative plan for any matter. I do not knock any door for only one subject. However, we face the problem of frequent change in administrators of the university, where officials change one or two years. Also some things need immediate decisions but sometimes they are frozen because of the inadequacy or lack of clarity in some of the laws.

Interviewer:

If we are to attain the key goals it is clear that it will be important to learn from our experience and continually improve our approach. Based on your experiences so far are you suggestions to improve the University's role in attaining the key social goals?

Interviewer:

The university has two roles: the academic role: representative by the teaching and scientific research. Interactive role with the community and its needs: this needs well-built infrastructure because it is an important bridge between university and society and it also include two parts: 1 - a scientific advisory: through the consultants who are supposed to exist in all disciplines. 2 - Guide and awareness part for different institutions of society and this is what has not been well built.

Interviewer:

Ok. In the light of what you have talked about; what could be done at the departmental level? At the institutional level? What could individual tutors do?

Interviewee:

The beginning should be at the academic departments' level. Where each one of them should contact the state's institutions with the same interests and make proposals on the important points that need to raise awareness. Offering simplified summaries of scientific research that are well done to be as a guide to the community.

For the University, it should encourage private associations specialized in specific points that needs support. - Communicate with the state institutions at the level of university administration.

For the staff, I believe that they can do enthusiastically volunteer work which is greatly missed. Please note that there are some individual works. I think that the reason for this is due to the fear of liability for consequence which can result from volunteering. Since there is no mechanism for volunteer work in Libya to ensure the protection of volunteers from any reaction may occur as a result of volunteer work unless that is through government institutions.

Interviewer:

In the end, I highly appreciate your time and all the answers that you provide which will have a significant impact on the achievement of this research.