System Theory perspectives in Technical Education and Private Vocational Training Policy in Libya

Mufida Ali Masoud Abdalla[1]; Jacquline Tham[2]; Albattat Ahmad[3]

[1]Post Graduate Centre, Management and Science University, University Drive, Off Persiaran Olahraga, Section 13, 40100, Selangor, Malaysia

[1]alimufida05@gmail.com

ABSTRACT

The educational policy is in harmony with society's potentials that can benefit the educational process and the goals and aspirations that education seeks to achieve. There is no point in drawing up ideal educational policies that the educational reality cannot promote. This research will attempt to reach a suitable model after analysing the subsector through the review of previous studies. It cannot be an ideal model because it is expensive for those who are difficult to fully implement due to the diversity of restrictions in terms of time, resources, available data, etc., that must be dealt with on the ground. This study has explicitly chosen education investors that can solve private sectors problems stemming from the private sector by adopting policies to improve outputs and harmonise. The outcomes of this study recommended that further research undertake in several areas. First, the researcher can increase the sample drawn from the populations of TVET in Libya. This would reduce the variances according to the sample size by subgroups of investors such as micro, small, and medium-sized enterprises by underlining the type of regulatory preference in selecting educational policy and proportionate structure, particularly in different contexts

Introduction

The educational policy helps determine a mechanism to measure performance in the educational system and determine the frameworks and principles and values in the light of the educational process. It also helps in directing and taking decisions to achieve the goals set and identifying the administrative bodies responsible for implementing these policies. Further, it helps solve many educational problems and change the existing educational conditions that are not desirable. If there is no successful education policy, this will result in the loss of enormous human resources and efforts to build educational institutions that will require high costs without achieving the desired goal (Mohammed, 2015) because it tingles on the educational system in any country. It also reflects its society's aspirations and devotes its people's cultural, economic, social, and political choices. It tries to find the appropriate way to nurture generations as it ensures building the nation's most important capital (Al-Eid, 2019).

The United Nations 2016 report on Libya mentioned that there is no indication of the existence of discrimination in education between the genders. The opportunities and free education are available to all. Further, there is no indication that there is discrimination based on religion, sectarian, regional, or social status in granting educational opportunities). However, there is often criticism in local and international studies with regards to education quality n Libya. Indicators show the quality of education index in Libya was ranked 80th out of 133 countries in 2009, ranked 135th among 144 countries in 2012. The quality index of scientific research institutions ranked it as low as 91st and 125th during 2016. Therefore, these common indicators show an urgent need to reconsider and develop a comprehensive policy plan for education and must be strictly monitored and continually reviewed to reach the desired goals and keep up with development requirements. The Sustainable Development Goals 2017 stressed that the lack of qualified teachers and trainers creates a threat to quality education for all. General Training Index refers to Libya's low rank during these years, where it ranked 99th in 2009 and fell even further to 143rd in 2017; this shows an overall indicator of the poor level and quality of training in the Libyan education sector.

There are efforts made by the Ministries of Education, Labour and Rehabilitation of Libya (Al-Halaq, 2018) in building new schools with technology and training of teachers. However, previous literature in the manufacture and analysis of educational policies proved that educational policy is not achieved for its objectives. Besides, there is a lack of an integrated education policy to reform education and develop training during previous periods because of the absence of a comprehensive view and the absence of standards and the future vision of educational policy standards. Vocational training diversification suffers from limited capacity and operational capacity. And the disruption of its structure due to the concentration of training mainly in higher-profit activities, which are not necessarily those most closely linked to development needs. The labour market suffers from the absence of legalization of levels of craft and industrial labour in general and defining their specifications and standards.

In contrast, production sites suffer from a "lack of quality" for their human inputs, which are the education-training system's outputs, from the angle of skills needed for the productive branch. What skills are no longer just the centre of attention in building the workforce but also the ability to produce knowledge? Consequently, the formation of "skills"

has gradually been replaced to create knowledge associated with innovation and creativity.

The educational policy is in harmony with society's potentials that can benefit from the educational process, goals, and aspirations that education seeks to achieve. There is no point in drawing up ideal educational policies that the educational reality cannot promote. Thus, the education system is to move forward and achieve the goals that serve the community in the light of the possibilities available with minimal effort. A realistic educational policy must develop to define and guide the educational system to achieve cognitive, scientific, social, and economic development and formulate its plans and civilized future in the shortest period. Implementing this policy must provide all the material and workforce resources needed and the cost to meet all the community development plans' demands. Studying comparative educational systems helps to identify the educational system's problems and develop positive solutions and monitor similarities and differences between different educational systems. Besides, Comparison contributes to decision-making on vital education issues. It provides educational policymakers with alternatives to policy-making and sound decision-making. The Libyan model of education is one of the most distinctive models at all levels and levels. It has also made clear progress in the education process, which has positively impacted human development in Libya, based on a set of educational policies. It has a positive reflection on the development of Human money there (Amin, 2018).

No nation can rise intellectually and culturally unless it has a precise, realistic, and flexible education policy derived from society's philosophy, in harmony with its principles and values, and based on scientific foundations. An educational approach based on scientific foundations helps develop plans and build programs that ensure the individual's building of personality according to the community's beliefs and determine a mechanism to measure performance in the educational system (Baghdadi, 2015). This research continued studies previous That recommended the formulation of the general policies of technical and vocational education. (al-Hallak, 2018) Noting that the Libyan state institutions' diligence for technical and vocational education is still deficient, each institution operates in isolation from its counterparts. Therefore, this does not contribute to the graduates' skills that make them compatible with modern technology. The labour market presently manages technical and vocational education (and remained the process of developing the workforce through the national technical education institutions the most critical problems facing the State without actual participation Almsttmereyn beneficiaries) (Al-Senussi, 2018). Previous research found that an employee who has high job involvement will be more pleased and considerably support the organization's goals. Teamwork can be increased by participation and can also promote progress. (Yeong Ping, 2017). The main aim is to improve the policy of technical education and private vocational training in Libya.

Literature Review

The governments have recently begun to pay attention to educational reforms in various aspects of the educational system in the Arab, in line with the spirit of the times and its rapid developments. Several Arab countries have begun developing the entire educational process. After the call for the development of education did not exceed the attention of educators and those in charge of the educational process has taken on new political dimensions, it became a demand imposed by the developments that followed September 11, 2001. The call of the United States of America to reconsider the educational process in the Arab countries, whether we like it or not, that call overshadows the educational process in general. It is fair to mention that efforts are being made to develop the education system in Libya. These efforts come from challenges dictated by many changes and developments on the international and national scene. Unfortunately, despite these efforts, there is still much criticism of education policy and education processes in general.

Libya has only participated in one round of the Torino Process, as political instability in recent years has prevented the ETF from involving the country in its activities. In December 2017, the General National Accord Minister of Education conflicted Libya's interest in ETF support, specifically to review its TVET system. A particular Torino Process round was launched in 2018 with the participation of stakeholders representing ministries and VET. The European Union focused on supporting small projects for youth and women only due to political and economic instability; the education policy has not been addressed.

The research will examine and address why the education policy has failed to develop technical education and private vocational training in Libya. This is very relevant for two reasons: First: It is possible to understand the methodology, policy, and tools for diagnosing the educational sector through analyzing a subsector in the educational system because it is almost the same used for the whole system. Diagnosing all sub-sectors of the educational system may require a lot of time and cannot be accomplished within the current research limits. Second: Through the review of previous studies, this research will attempt to reach a suitable model after analyzing the subsector, and it cannot be an ideal model because it is expensive for those who are difficult to fully implement due to the diversity of restrictions in terms of time, resources, available data, etc. that must be dealt with on the ground. This private sector was explicitly chosen, education investors, because problems stemming from the private sector can be solved by adopting policies to improve outputs and harmonize.

Systems Theory

The history of theory has two stages. The beginning of the Eighties to mid-nineties, 'the almonds' and 'Powell' priority, is the study of the political system's perimeter, i.e., its relationship to society (the so-called Return of the total). At this stage, the focus was also on David acetone's contribution, especially on the Input / Output Process feedback, or feedback that are aware of how to accept the environment to the outputs of the political system. In addition to the study of institutions and decision-makers,

focusing attention also on the surrounding environment change, especially on the company's stability based on A) to please society.

The development stage in systems theory and the information revolution and then the generalization of the use of the Internet in 1993 led to the use of new methods in performing the associative functions between authoritarian institutions and the societal environment. New concepts emerged, such as political rationalization or good governance, electronic government, artificial intelligence in political analysis (Salim Al-Haj, 2017). In 1994, the World Bank defined the Rashad government as to how power exerted around managing the economic and social wealth with a view to development. Good governance has three dimensions: The type of political system; The processes by which power is exercised (in the conduct of the country's wealth); and the government's ability to visualize/build/implement policies (in a way that allows the government to exercise its functions. Kahi (2017) found a relationship between the effect of political interactions on the local environment in the Arab Maghreb countries on the development of public universities in them. However, Salim El Hajj (2017) focused on the impact of Algeria's external and local environment as the current research. Still, he found the effect of the relationship of the social aspect on Algeria's education policy.

Kahi (2017) explained the political system's interaction by saying the components of the political system are distinguished by a set of interactions and relational relationships that differ from other exchanges and relationships. This does not mean that the political system exists in a vacuum, but rather that it lives in an internal environment that affects it and is affected by it. The social reality does not know the clear separation between the political system and the economic and cultural system. The current research resort to this separation to facilitate the task of research and define the phenomenon's framework and reveal its variables and interactions between them. So, we start in the current research from the unity of social truth and its interdependence. The various social systems of political, economic, and cultural are linked and complementary to each other. It follows that any scientific analysis of the political system should consider the broader social framework but without being transformed by the political phenomenon to just a dependent variable. He draws attention to a fundamental principle of all systems (Kahi, 2017).
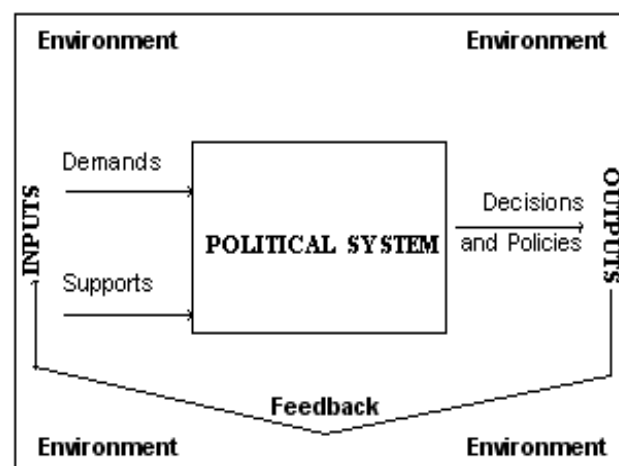

Figure 1: The Political System of Easton

Educational policy

The current research has benefited from this study, which introduces the concepts of education policy and the factors that influence education policy and focused on the need to prepare good industrial education policies through diagnosing education systems in South Africa, Ghana, and Nigeria to see similarities and differences. Who will present this current research but has not developed an analytical framework for identifying strengths and weaknesses? In this research, the comparison is different. As we mentioned earlier, it is of the first type: the interpretation of relationships and knowledge of their causes. Still, Ali revealed the similarities and differences that resulted in cognitive arrangements that do not help generalisation. The education policy's failure links the undemocratic style of government that affected the preparation of an excellent educational policy for technical education and vocational training. From Arfo (2015), public policies are created through a complex iterative process that can vary in many ways at the level of issues and between countries. The education policy derives from public policy a set of orientations, frameworks, and outlines; for the state, it reflects its vision and its directions often (Arfo, 2015). The focus is on structures, organisation, duties, and government functions institutions. Policies are sometimes described and analysed where educational policy relates to educational institutions because they implement this policy using organisational charts. Although often uninterested to the masses, organisational charts have the advantage of tackling problems if roads are well deserved (Kahi, 2017).

Educational Policymaking

The beginning of any policy formulation is to identify and formulate the objectives and clarify the essential and sub-original and subordinate, urgent and forward, and direct and indirect (Kahi, 2017). For example, to address the chronic unemployment situation globally, education policies are geared towards reverse transformation, as many graduates of literary disciplines choose vocational and technical education in technical and community. A distinction exists between general objectives related to vague goals and

abstraction, such as the development of the national spirit. In contrast, the unique or procedural purposes are observable and evaluation, and maybe cognitive or dynamic (Eid, 2019). for example, if the target is interested in the learner to understand the lesson, then here are measured competencies based on achievement and find solutions according to reality the conduct of work in any process. This relates to the educational system or one of its components. It is possible to say that when following a particular policy (procedures or arrangements) in dealing with different levels of planning, a distinction must be made between the educational policy (or planning) as a determinant and a guide to the general objectives of the education system. The study indicates that the reality of the educational system's goals in Libya was and remains quantitative. However, it aims to build people and raise students' skills, such as Libya. The difference lies in identifying priority goals between the two systems, but Libya recently started to pay attention to setting priorities. For example, reaching international education gave priority to beginning to learn English from primary school, not from seventh grade.

Decision-making

Decision-making related to the stages of educational policymaking is determined by the nature of the state and the government system, the nature of the relationship between the political system, the government, its institutions, and actors, as well as internal and external factors. A distinction must be made between routine and strategic decision-making that concerns long-term plans in education. (Milovanovic, 2018). Belhaj (2017) believes that the three levels of planning are:

Level 1: It is a type of planning geared towards developing a general plan or a general framework to move towards achieving the objectives of educational policy and detailed, insofar as they are general trends and indicators that guide the education system.

Level 2: the level of educational strategy, the level of intermediate goals, and this level corresponds to strategic planning; Or in case of changing the conditions of implementation.

Level 3: the level of the executive plan, the level of detailed objectives, and this level correspond to the procedural or tactical planning, which determines the organizational steps that must be followed within a certain period to achieve the purposes of the plan, in the light of the circumstances and possibilities available (Belhaj, 2017).
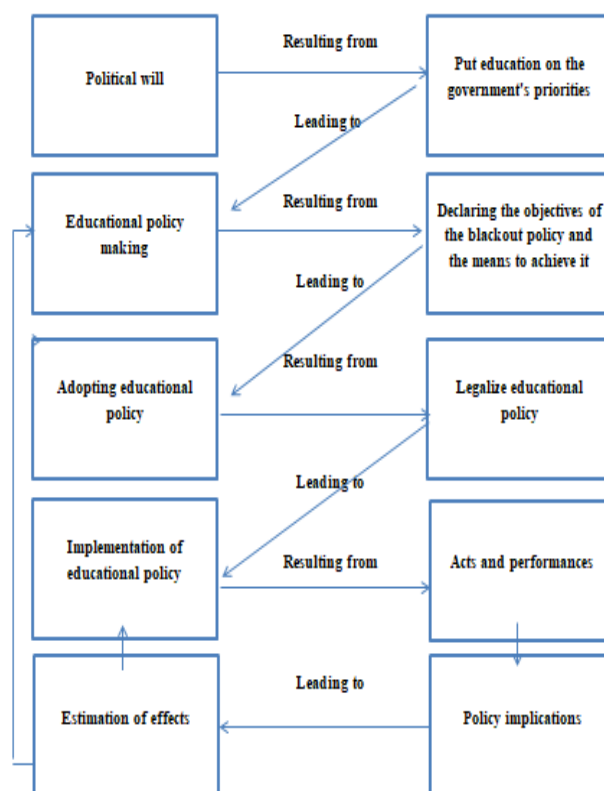

Figure 2 Educational Policy Planning and Contemporary Civilization Challenges.
Source: (Jackson, Sørensen & Møller, 2019).

According to figure 2, there is a continuing coexistence between cooperation on the one hand and conflict on the other. Cooperation is a demonstration of the political power in which choices are shaped to show disagreement and consents to that force's dominance, values, and interests. The strength, deals, and claims that moved the political decision-maker from his time and place to his goal through his decision examined the options available and chose the most appropriate. There is no policy without options, no policy without crises, but crises are irrational strongholds of unstable political action (Jackson, Sørensen & Møller, 2019).

Training Elements

Professional guidance means all actions carried out to help a person choose a profession and prepare for it. This includes providing enough information on the professions regarding their nature, requirements, and circumstances and assessing individual tendencies and abilities using tests designed for these purposes. (Elferjani, 2015). While Abider (2016) adds Professional guidance and guidance services are conducted in individual or group sessions. The primary career guidance tool is the interview. Information is gathered about the individual's characteristics and the problems he faces and provides him with the necessary information about the possible work, requirements, and vocational training opportunities.
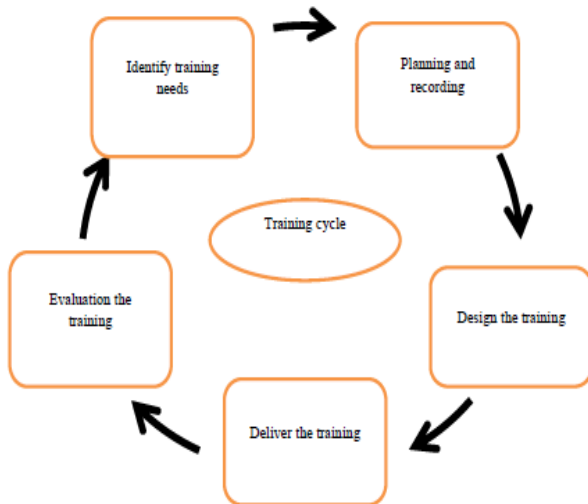
Figure 3 Training Elements

Al Hashimi (2017) explains that considering the state's limited resources, many countries have moved to allow private education. Technical and vocational education systems have been linked to economic development. In poor and less developed countries, technical and vocational education and training (TVET) tasks are often government duties. Both TVET and administratively because of their weak economy. Al Hashimi (2017) adds that While industrialized countries are responsible for the development, management, and supervision of the production and services sector represented by industry and commerce chambers. The government shares this responsibility because it maintains fairness in the distribution among individuals and regions to provide adequate stability in society (Al Hashimi 2017).

Research Methodology

In this research, the elements of systems theory have been identified, it was then used as a guideline, and the data used in this research was collected by reviewing the available documentation on the policy of TVET, this included policies, procedures, reports, and research studies conducted in this area. Some processes regulate and guide the policy of TVET oriented towards the intended objectives. However, resources must be organized well to ensure equitable access and optimal use to carry out the Organization's responsibilities. It is crucial to have a clear outline of how activities are implemented, including the development of guidelines governing processes and setting policies on how to access, use and manage resources to ensure optimal use. The good outputs are specific and well thought out that harness resources and implementation tools to achieve the desired results (Rieckmann, 2017). As for the feedback, studies in this research provided the necessary analysis to develop indicators to improve developing technical education and vocational training in Libya.

Results and Discussion

The education system, aims, stages and styles are determined by education policy. Intellectually or culturally,

no nation can prosper unless it has a simple, practical, and versatile educational policy. Salameh writes that the connection between educational policy and strategic planning should be emphasized. In particular, because of its prominent role in preparing qualified, skilled workers, technical education and vocational training receive significant attention from the government and private sector, he says. Educational policy formulation is not limited to educators alone - as some understand it - but is connected to the country, with all its institutions and bodies. To public and private sector activities, he adds. Higher education is closely related to facets of the state and its economic and social life. Investors have joined the higher education market to reduce public education spending. For instance, secondary and higher education in the Arab Republic of Egypt was extended before complete enrolment was reached at lower levels of education. The lack of demand for technical education is attributable to the non-technical existence of guaranteed government jobs. Libya was ranked 80th out of 133 countries in 2009, 135th out of 144 countries in 2012, and the Scientific Research Institutions' Quality Index ranked it 91st and 125th in 2016. Therefore, these low indicators demonstrate an immediate need to rethink and implement a detailed educational policy strategy, says Al-Talib. He says that to achieve the education target discussed in this study, it is essential to keep up with growth criteria, and it must be strictly supervised and constantly reviewed. The 2016 United Nations report on Libya claimed no inequality in education between the two sexes and that free education and resources are open to everyone.

The shortage of trained teachers and trainers poses a challenge to quality education regarding the Sustainable Development Goals 2017. During these years, the General Training Index refers to Libya's low level, where it ranked 99th in 2009 and dropped even more down to 143rd in 2017. Diversification of vocational training suffers from insufficient capacity and organizational capacity. Thus, to reform education and establish training during previous times, there is a lack of an integrated education program, writes Halaq (2017). The educational strategy is in line with society's ability to benefit the educational process and the goals and expectations that education aims to accomplish, he writes. Halaqa (2017) states that implementing this policy must include all the required material and workforce services and the expense of fulfilling all the specifications of the community development plans. The emphasis changed from year to year in the division of productive work. From the general image to the sub-speciality, this change was followed by the increasing importance of interdisciplinary integration. One of the most distinctive models at all levels and levels is the Libyan model of education. The education process, which has had a positive effect on human development in Libya, has also made clear progress based on educational policies. It also reflects favourably on the growth of human capital.

Quality education at every level has a vital bearing on every aspect of a country's development. Investors contribute to education directly and indirectly in finding technical outputs and a skilled job for the labour market. The educational policy's preparation must be interrelated and integrated into

all the specialities, interests, and aspirations because educational procedure development is not limited to educators only. The rates of success and growth and even economic advancement are measured by human development indicators, and even local, in any country. The education system also reflects its community's aspirations and devotes cultural, economic, and social choices to its population.

The increase in the number of technical and technical education graduates without attention to quality indicates the absence of an integrated educational policy to reform education and develop training. There is, therefore, an urgent need to shape educational policies in general and TVET education because it is today the subject of controversy in all countries of the world. Nasser (2015) agreed that with the High quantitative growth of the number of graduates, TVET graduates do not fit the labour market to achieve the state's economic advancement. The beginning of education development in a similar area requires research, diagnosis, activation, and participation from the private sector (Almeida et al., 2015; Zanca & Valiente, 2019). The private sector's involvement in education in its multiple forms, whether in partnership or privatizations or by opening educational institutions by private companies, directing them to serve the objectives of educational policy and contribute to lifting the burden on the state.

Most Arab countries, however, still rank late in the international rankings of quality education. Libya must review its educational policies in general, keep pace with the challenges, and reform education because it has repercussions on other aspects of the country. The absence of training standards needs to be upgraded technical and vocational education and training, not only in its importance to finding productive and decent work opportunities. Higher education institutions are no longer limited to the preservation and transfer of cultural heritage from one generation to another. It also has a role in serving society to seek the facts and face the ongoing changes and contribute to finding solutions to society's problems. The share of the private sector is gradually increasing in several Arab countries. The difference between public funding and private funding for higher education was stable, and there was not much innovation and interchange between them. There are few relationships between these institutions and labour market representatives. They result from individual initiatives by the training framework or institutional managers, which remain unfeasible and lacking in permanence. It is essential to improve technical education and vocational training policies, which link strategies and plans for economic development and attract domestic and foreign investment.

This research will address the educational policy according to a comprehensive vision based on the diagnosis of the reality of the policy of education TVET in Libya. The latest significant academic development in Libya takes the form of the Libya Education Blueprint 2013-2025, launched on 6 September 2013 to embark on a transformation of preschool to post-secondary education. In this research, the emphasis is upon using the method of systems analysis as this method contributes to problems by placing them in a general structural context derived from specific content. The method of systematic analysis is, therefore, the best choice for this thesis. The research aims to find a model to improve and develop the performance of the private education organizations in Libya to improve the performance in the education system. It aims to show the differences and similarities between the Libyan and Libyan systems regarding the factors, the stages of education development, the education philosophy, private TVET policy, and the most critical problems to find the model to improve. It will provide a comprehensive view of Libya's education policy and the challenges facing Libya and identify the best ways to improve it.

Together, this result of the study outlines the relationship between determinants of the structure by identifying the determinants of structure decisions towards Graduate Performance among TVET in Libya. This study's primary objective is to achieve and significant influences between structure decisions and TVET performance, as well as fill up the research gap of TVET structure decisions appropriately.

Conclusions

This study provides several implications from this research results, including academia, TVET and policymakers in Libya. This study's findings empower TVET to better understand their TVET preference in accessing various policy sources in the market. Some of the valuable information and insights on the nature of the structure of a successful TVET. Therefore, the understanding of making the good TVET decision regarding adjusting the blend of capital sources used to policy their business activities. Ultimately, it is expected that the decision on structure among mature and successful TVET in Libya would give some supportive recommendation to other TVET in dealing with their educational regulatory system concerning the graduate performance and productively.

The literature review revealed gaps between Arab like Libyan-owned TVET and non-Arab TVET educators like others, particularly accessing government grants and loans. The government and policymakers should ensure the racial uniformity and fairness are ethically implemented in the funding and TVET development policies. The government should audit the current quota and amount of grants and soft loans by enlarging the allocation specifically for non-Arab owned TVET in Libya periodically. The outcomes of this study recommended that further research be undertaken in several areas. First, more samples from the populations of TVET in Libya may have a different impact. This would empower the variances according to the sample size by subgroups of investors such as micro, small, and medium-sized enterprises by underlining the type of regulatory preference in selecting educational policy and proportionate structure, particularly in different contexts.

References

[1] Abider, J. (2016). Regulatory Policy for Higher Education and the Role of the Private Sector in Libya. University of East

Anglia, phD, Norwich, and Norfolk, UK, 35.

[2] Al Aqad, M. H. (2020). Contextualization of Social Media and Its Implications on the Audience. In Off and Online Journalism and Corruption-International Comparative Analysis. IntechOpen.

[3] Al Amri, M. O. (2017). introduction to Comparative Education. Dar Al-Moataz, Jordan, Amman, 260.

[4] Al Aqad, M. H., Sapar, A. A., Hussin, M. B., Mokhtar, R. A., & Mohad, A. H. (2019). The English Translation of Arabic Puns in the Holy Quran. Journal of Intercultural Communication Research, 243-256.

[5] Al Riyami, T., & Al-Issa, A. (2018). Investigating TESOL Teachers' Awareness of Critical Pedagogy at Higher Education Institutions in Oman: Implications for Critical Professional Development.

[6] Albertos Azaria, Efthymios Valkanos, Nick Dukakis, (2017) "In-house experiential education after the Greek crisis: recessionary effects on experiential learning design and implementation of an effective vocational training", Industrial and Commercial Training, Vol. 49 Issue: 5, pp.256-269, https://doi.org/10.1108/ICT-04-2017-0029

[7] AlFerjany, A. A. M., Salama, A. A., Amuna, Y. M. A., Al Shobaki, M. J., & Naser, S. S. A. (2018). The Relationship between Correcting Deviations in Measuring Performance and Achieving the Objectives of Control-The Islamic University as a Model.

[8] Ali, D. A. (2017). National Libyan Public Education Reform: Entire Transformative Strategies, 2020-2026. American Journal of Educational Research, 7.

[9] Allen, M. (2017). The sage encyclopedia of communication research methods (Vols. 1-4). Thousand Oaks, CA: SAGE Publications, Inc doi: 10.4135/9781483381411

[10] Al-Mabrouk, D. (2018). education in Libya compared to other countries. In education in Libya compared to other countries. Dar Hamether Publishing, Egypt – Cairo, 98.

[11] Al-Shakshouki, F. A.-H. (2019). Fahima Al-Hadi Al-Shakshouki - The Future of Education and Training in Libya, https://shakshouki.blogspot.com/2019/04/, p. https://shakshouki.blogspot.com/.

[12] Annamdevula Subrahmanyam (2017) "Relationship between service quality, satisfaction, motivation and loyalty", Quality Assurance in Education, Vol. 25 No. 2, pp. 171-188 DOI: https://doi.org/10.1108/QAE-04-2013-0016, Publisher: Emerald Publishing Limited.

[13] Awadh, A. S., Kreber, C., Donn, G., & Martin, B. (2016). Transnational higher education and quality: Omans experience and the concept of policy borrowing (Unpublished doctoral dissertation). The University of Edinburgh.

[14] Awalluddin, M. A. (2019). Human Capital Management in Libya: Issues and Strategic Measures. Faculty of Science Administration and Policy Studies, University Technology MARA, Libya, 3.

[15] Ayonmike, C. S., Okwelle, P. C., & Okeke, B. C. (2015). Towards Quality Technical Vocational Education and Training (Tvet) Programmes in Nigeria: Challenges and Improvement Strategies. Journal of Education and Learning, 4(1). doi:10.5539/jel. v4n1p25

[16] Azar, A. S., Albattat, A., & Kamaruddin, A. Y. (2020). The effectiveness of hospitality experiential learning from academic and industry perspectives. Journal of Critical Reviews, 7(12), 296-301.

[17] Azman, N., Sirat, M., & Pang, V. (2016). Managing and mobilising talent in Libya: issues, challenges, and policy implications for Libyan universities. Journal of Higher Education Policy and Management, 38(3), 316-332.

[18] Bajunid, I. A. (2019). National Policies, Education Reforms, and Leadership Training and Development: Towards Building a Critical Force of Scholar Leaders in Libya. In Perspectives on School Leadership in Asia Pacific Contexts (pp. 149-170). Springer, Singapore.

[19] Bala, U. (2017). Impact of Oil Price on Inflation, Trade Balance and Economic Growth in African OPEC Member Countries.

[20] Balhouq, H. S. A. (2018). Vocabulary learning strategies of English majors in Libyan higher education: an analytic survey with special reference to stimulated recall methodology (Doctoral dissertation, Manchester Metropolitan University).

[21] Bhengu, T. T., Mchunu, B. S., & Bayeni, S. D. (2020). Growing Our Own Timber! Lived Experiences of Five School Principals in Using a Systems Thinking Approach for School Development. SAGE Open, 10(1), 2158244020902061.

[22] Bhushan, S. (2019). Contesting the Present in the Evolution of Public Higher Education. In the Future of Higher Education in India (pp. 1-20). Springer, Singapore.

[23] Birkland, T. A. (2019). An introduction to the policy process: Theories, concepts, and models of public policy making. Routledge.

[24] Börner, K., Bueckle, A., & Ginda, M. (2019). Data visualization literacy: Definitions, conceptual frameworks, exercises, and assessments. Proceedings of the National Academy of Sciences, 116(6), 1857-1864.

[25] BTI, (2018). Libya Country Report. Accessed 23 March 2020 from https://www.bti-project.org/en/reports/country-reports/detail/itc/LBY/

[26] Bush, T., Bell, L., & Middlewood, D. (Eds.). (2019). Principles of Educational Leadership & Management. SAGE Publications Limited.

[27] Carlucci, D., Lerro, A., & Skaržauskienė, A. (2010). Managing complexity: systems thinking as a catalyst of the organization performance. Measuring business excellence.

[28] Chai, W. M., Lee, C. S., Wong, Y. F., & Yap, K. C. (2018). The paradox of declining female happiness in Libya: a study of gender wage gap (Doctoral dissertation, UTAR).

[29] Creswell, J.W. (2013) Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. 4th Edition, SAGE Publications, Inc., London.

[30] Department of Statistics (2020) Labour force and Social Statistics. Accessed 23 Mar 2020 from https://www.dosm.gov.my/v1/index.php?r=column/ctwoByCat&parent_id=123&menu_id=U3VPMldoYUxzVzFaYmNkWXZteGduZz09

[31] Eid, H. (2019). The Algerian educational system and the development of the values of citizenship among the teachers: A field study in the Sétif state. the University of Mohamed Lamine Dabagine, Algeria, Algeria PHD, 78.

[32] Felestin, Triyono, Mochamad, (2015). 'The implementation of total quality management at vocational high schools in Indonesia', Research and Evaluation in Education, Vol.1, pg 13-24, Doi 10.21831/reid. v1i1.4895

[33] Ferenczi, S. (2018). Final contributions to the problems and methods of psychoanalysis. Routledge.

[34] Fitori, H. (2019). Difficulties in teaching and learning English grammar in Libyan universities (Doctoral dissertation, Liverpool John Moores University).

[35] Frick, T. W. (2018). Understanding Systemic Change in Education. https://tedfrick.sitehost.iu.edu/siggs1.html.

[36] Galguera, M. P. (2018). Globalization, Mass Education and Technical and Vocational Education and Training: The Influence of UNESCO in Botswana and Namibia (Vol. 31). Springer.

[37] George, A. L. (2019). Case studies and theory development: The method of structured, focused comparison. In Alexander L. George: A pioneer in political and social sciences (pp. 191-214). Springer, Cham.

[38] Hanushek, E. A. (2020). Education production functions. In the Economics of Education (pp. 161-170). Academic Press.

[39] Harari, Y. N. (2018). 21 Lessons for the 21st Century. Random House.

[40] Hassan, N. M., & Wohlmuth, K. (2020). Science, Technology, and Innovation (STI) Policies for Economic Transformation in North Africa–An Introduction. Science, Technology, and Innovation Policies for Inclusive Growth in Africa: Human Skills Development and Country Cases, 21, 181.

[41] Hassan, R., Foong, L. M., & Ismail, A. A. (2019). TVET in Libya. In Vocational Education and Training in ASEAN Member States (pp. 109-132). Springer, Singapore.

[42] Hbaci, I. A. (2018). Evaluating Educators' Competency in the Use of Computer Technology Toward Integrating Technology into Libyan Higher Education.

[43] Henry, C., Hill, F., & Leitch, C. (2017). Educatorship education and training: the issue of effectiveness: the issue of effectiveness. Routledge.

[44] Høgmo, A. M. (2018). Distance Education System Thinking Policy.

[45] Hussein, S. (2018). Factors affecting the implementation of communicative language teaching in Libyan secondary schools (Doctoral dissertation, Sheffield Hallam University).

[46] Israel, B. A., Schulz, A. J., Parker, E. A., Becker, A. B., Allen, A. J., Guzman, J. R., & Lichtenstein, R. (2017). Critical issues in developing and following CBPR principles. Community-based participatory research for health: Advancing social and health equity, 31-46.

[47] Jackson, R., Sørensen, G., & Møller, J. (2019). Introduction to international relations: theories and approaches. Oxford University Press, USA.

[48] John Edmonstone (2019) Is action learning culture bound? An exploration, Action Learning: Research and Practice, DOI: 10.1080/14767333.2019.1627777.

[49] Jones, A. M. (2017). Youth education and guidance for employment in Libya: An evolving scenario. In Career Guidance and Livelihood Planning across the Mediterranean (pp. 159-170). Brill Sense.

[50] Kmiotek-Meier, E., Karl, U., & Powell, J. J. (2018). Designing the (Most) Mobile University: The Centrality of International Student Mobility in Luxembourg's Higher Education Policy Discourse. Higher Education Policy, 1-24.

[51] Knoke, D. (2018). Changing organizations: Business networks in the new political economy. Routledge.

[52] Kouzes, J. M., & Posner, B. Z. (2018). The student leadership challenge: Five practices for becoming an exemplary leader. John Wiley & Sons.

[53] Leonetti, C. (2019). The Syrian civil war, foreign involvement, and violations of international humanitarian law.

[54] Loewen, J. W. (2018). Teaching what really happened: How to avoid the tyranny of textbooks and get students excited about doing history. Teachers College Press.

[55] Magnus Fjellström, Per Kristmansson, (2016) "Learning as an apprentice in Sweden: A comparative study on affordances for vocational learning in school and work life apprentice education", Education + Training, Vol. 58 Issue: 6, pp.629-642, https://doi.org/10.1108/ET-12-2015-0113.

[56] Manning, K. (2017). Organizational theory in higher education. Routledge.

[57] Mansoor, Z., & Williams, M. J. (2018). Systems approaches to public service delivery: lessons from health, education, and infrastructure.

[58] Mchunu, B. S. (2015). Examining the use of Systems Thinking Approach to School Development: A Case Study of Five Schools in the Umgungundlovu. PhD, University of Kwazulu-Natal, Durban, South Africa., 21.

[59] MEMO, (2019). Middle East Monitor, Libya: teachers go back to work after agreement to raise salaries. Accessed 24 March 2020 from: https://www.middleeastmonitor.com/2019 1202-libya-teachers-go-back-to-work-after-agreement-to-raise-salaries/

[60] Menozzi, O., Di Valerio, E., Tamburrino, C., Shariff, A. S., d'Ercole, V., & Di Antonio, M. G. (2017). A race against time: monitoring the necropolis and the territory of Cyrene and Giarabub through protocols of remote sensing and collaboration with Libyan colleagues. Libyan Studies, 48, 69-103.

[61] Mezher, R. (2017). Strategic Management and its Role in Achieving the Quality of Educational and Research Services: A Comparative Field Study between Arab and Foreign Universities, Suez Canal University, Egypt PhD 2017, p. 57.

[62] Milovanovic, M. (2018). Policy Analysis Manual. European Training Foundation (ETF), 9.

[63] Mitchell, D., & Sutherland, D. (2020). What really works in special and inclusive education: Using evidence-based teaching strategies. Routledge.

[64] Mohsin, M. I. A., Dafterdar, H., Cizakca, M., Alhabshi, S. O., Razak, S. H. A., Sadr, S. K., ... & Obaidullah, M. (2016). Current Development of Waqf Properties in Selected Countries and Their Socioeconomic Roles. In Regulatory the Development of Old Waqf Properties (pp. 37-220). Palgrave Macmillan, New York.

[65] Molesworth, M., Nixon, E., & Scullion, R. (2009). Having, being and higher education: The marketization of the university and the transformation of the student into consumer. Teaching in Higher Education, 14(3), 277–287. doi: 10.1080/13562510902898841

[66] Ogun, M. N., Yurtsever, S., & Said, A. (2020). Libya's Past, Present, and Vision of the Future. Cambridge Scholars Publishing.

[67] Parasuraman, A., Zeithaml, V.A. and Berry, L.L. (1988), "SERVQUAL: a multiple-item scale for measuring conumer perceptions of service quality", Journal of Retailing, Vol. 64 No. 1, pp. 12-24.

[68] Popkewitz, T. S. (Ed.). (2018). The formation of school subjects: The struggle for creating an American institution. Routledge.

[69] Rasheed, A. A., Albattat, A., & Azam, S. F. (2020). The Impact of School Infrastructure on Professional Learning Community and Teaching Practices: A Systematic Literature Review Framework for Maldivian Schools. PalArch's Journal of Archaeology of Egypt/Egyptology, 17(9), 6692-6707.

[70] Shahijan, M. K., Rezaei, S., & Guptan, V. P. (2018). Marketing public and private higher education institutions: A total experiential model of international student's satisfaction, performance and continues intention. International Review on Public and Nonprofit Marketing, 15(2), 205-234.

[71] Shalem, Y., & De Clercq, F. (2019). Teacher Development and Inequality in Schools: Do We Now Have a Theory of Change? In South African Schooling: The Enigma of Inequality (pp. 243-261). Springer, Cham.

[72] Tham, J., Azam, S. F., & Albattat, A. R. (2021). Critical Online Learning Implementation and Determinants in Rural

Areas in Malaysia. In Higher Education Challenges in South-East Asia (pp. 222-237). IGI Global.

[73] Trani, J. F., Fowler, P., Bakhshi, P., & Kumar, P. (2019). Assessment of progress in education for children and youth with disabilities in Afghanistan: A multilevel analysis of repeated cross-sectional surveys. PloS one, 14(6).

[74] Vandewalle, D. (2018). Libya since independence: oil and state-building. Cornell University Press.

[75] Vasiliki Brinia, Petros Stavropoulos, Anastasia Athanasoula-Reppa, (2018) "Trainees' perception of vocational training institutes degree apprenticeship: An empirical approach", Higher Education, Skills and Work-Based Learning, Vol. 8 Issue: 4, pp.365-375, https://doi.org/10.1108/ HESWBL-10-2017-0074

[76] Virtanen, Anne & Tynjälä, Päivi. (2018). Factors explaining the learning of generic skills: a study of university students' experiences. Teaching in Higher Education. 1-15. 10.1080/13562517.2018.1515195.

[77] Waterbury, J. (2019). Reform of Higher Education in the Arab World. In Major Challenges Facing Higher Education in the Arab World: Quality Assurance and Relevance (pp. 133-166). Springer, Cham.

[78] Zimmerman, B.J. (1989), "A social cognitive view of self-regulated academic learning", Journal of Educational Psychology, Vol. 81 No. 3, pp. 329-39.