

ATTITUDE EFFECTIVENESS TOWARDS LECTURERS' IMPROVEMENT IN LIBYA

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Abstract:

This study aims to identify Libyan lecturers' attitude towards staff improvement with knowledge sharing practices model at the University of Derna with examining the differences in performance, knowledge, teaching experience, and academic qualifications and background. This study has found that positive attitude leads to lecturers improvement and the results revealed that there were significant differences in the attitudes of staff improvement based on their academic background. The other discovery is that lecturers who are qualified from Western countries are far better than those who achieved their PhD's from developing countries. Thus, the authors believe that more studies are required by Libyan authors to discover more about the impact of attitude effectiveness on tutors performance and continual improvement.

Keywords: Attitude, Academic Background, Knowledge Practice, Effectiveness, Self-Improvement.

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1- Introduction:

As social transformations become much more spacious and profound, academic professional development appears as a necessity to adapt to changes occurring along a teacher's career path. As well as, the rapidly increased usage of new educational technologies, fortunately offered new and original opportunities for Libyan tutors/educators to proactively engage and motivate new and existing academic staff employ ability skills. Furthermore, since the late 1990s, higher education public sector organizations in Libya have started to recognize the importance to improve the quality of management and academic staff improvement. This situation is illustrated by the launch of the higher education internationalization revolution at the end of the same decade. This global revolution stressed the importance of organizational learning practices through positive attitude that leads to the implementation of an active tutors development program to ensure Libyan academics have the knowledge and professional skills to meet the challenges of the changing Libyan higher educational environment (Malek-Shah, 2005). Moreover, the Libyan ministry of higher education was always concerned about the quality of service of the students and public sector universities and higher education institutes to the establishment of the National Center for Higher Education Quality Assurance, which emphasizes values when working as ethical care behavior and teamwork spirit (Maria, 2002). Thus, Arabic and Libyan higher education institutions including the University of Derna aims and objectives will only be achieved if an organization is professionally capable of moving towards developing a sustainable learning organization. This is because only individual knowledgeable and highly skilled lecturers, academics and researchers who seek to change, and this is where higher education employees are encouraged to adopt a positive attitude model to be able to share the knowledge and competencies acquired (Kanter, 2001), particularly among academic staffs of higher education public sector organizations such as the University of Derna which always have attracted the attention of local students. However, till few years ago, the efficiency and effectiveness of the quality programs among higher education public sector organizations in many developing countries are less favorable (Boon & Fadzlon, 2011). This unfortunate failure stems from their own attitude in which the concept of quality that is emphasized seems to be hard to for comprehension by them and still they do not really have yet the initiative to understand. This phenomenon results in a negative culture that resists any changes and lack knowledge sharing and fail to disclosure the relevant changes in terms of knowledge and academic generic competencies (Stephen, 1990). In addition, work culture of higher education public sector organizations are emphasizing the duties, discipline, strict procedures, and strict work rules and believing in the institutes vision and mission, in addition to less space for creativity and innovation (Kline & Saunders, 2006). This implicating work culture has created a gap between the top academics and other employees as well as between colleagues of different fields, thus, preventing them to share their knowledge, skills, professional positive manners and experience (Boon & Fadzlon, 2011).

2. Study Research Hypotheses / Problems

This study concerns mainly with the problems of Libyan lecturers' attitude and their impact on improving, knowledge sharing practices, experience exchange and academic training at Libyan universities. And the authors realized the importance of tutors' organizational behavior and self-improvement methodology have direct impact on other academic staff development as most of us as lecturers desperately need. As well as, to guarantee academic staff overall improvement by justifying and closing the gap between performance and achievement aiming that the University of Derna lecturers will be equipped with the necessary and required up to date academic employability skills in preparation for experience change, strategic development and ICT knowledge sharing practices. On the other hand, this study responds to the serious need for clear and original higher education teaching improvement, plans and strategies to take the Libyan Higher Education Quality Assurance up to the next level beside combining theory and practice in a well-designed standard.

In this project of Attitude Effectiveness Towards Lecturers Improvement, and for better daily KPI's and Targets results. Furthermore, the authors were also involved in different academic groups (male and female) from different departments, taking in consideration all academic staff critical development issues that might be caused by other lecturers bad attitude affecting the educational process achievement and new academic staff development, so they can be quickly dealt with accordingly at present and in future. Moreover, the authors realized the valuable opportunity for drawing a clear vision leading Libyan university lecturers to proactively engage in positive attitude programmes in order to overcome problems preventing knowledge sharing practices regardless of any BA or BS university programmes, furthermore, it seems that there were no clear serious policies from the Libyan Ministry of Higher Education regarding designing the right models and frameworks for better lecturers' attitude towards staff improvement philosophy. Overall policy makers have to pay more attention for the direct impacts of tutors attitude at Libyan university and the research questions are as follows:

- 1-**How important are the Academic Professional Development Initiatives for Libyan Lecturer?
- 2-** Is it real that academic staff attitude affects new tutors' development and educational achievement?
- 3-**Will Libyan lecturers' positive attitude help for continual academic staff awareness and development?

The authors also worked hard on external literature sources review focusing on work-field and the experimental part results in order to get the best outcomes for examining the convenience and effectiveness of Libyan lecturers attitude towards sustainable knowledge sharing practices and new academic staff development.

3. Study Aims and Objectives

The aim of this study concerns with investigating the effectiveness of the Libyan lecturers' attitude towards staff improvement with knowledge sharing practices at the University of Derna with examining the differences in performance, knowledge, teaching experience, and academic qualifications and background. In particular, this study aims to:

1- To assess if this process of knowledge sharing practices among Libyan lecturers mostly refers to the level of mental and communicative algorithms applied during educational communications and interactions in order to reach the aimed and final results not only for the University of Derna fellows, but also for all Libyan and Arab universities lecturers?

2- A further aim of this original academic study is to identify the relationship between Libyan lecturers' attitude towards Information and Communication Technology (ICT) Staff Development Training and the Practices of Knowledge Sharing among New Libyan tutors till they understand and analyze the new related academic materials and teaching methodologies implementation.

3- The other purpose of this study also to explore lecturers' interpersonal skills in relation to adapting the new flipped learning / teaching methodology as the authors are aiming to draw a clear vision leading to convenient flipped learning strategy in order to overcome the problems facing the lecturing process improvement during COVID-19 pandemic crises.

Furthermore, it seems that there were no enough previous studies nor serious arranged programs and policies from the Libyan Ministry of Higher Education regarding the impact of Libyan Lecturers attitude towards new academic staff development and training. There's no specific excuse or justification for not supporting Libyan universities and higher education institutions in this regard. Therefore, by undertaking this academic work the authors decided to open the door for other Libyan academics and researchers to pay real attention and write more related articles, topics, arrange events and workshops, as well as, to do more efforts for improving new Libyan university lecturers within their higher education institutions and the authors have worked hard through academic literature, previous international studies and consulted economics tutors' in the experimental part to decide if Libyan lecturers positive attitude would lead to new academics' quality enhancement while teaching BS Economics Subjects.

4. Study Methodology

The quantitative and qualitative approaches were used in this article design to collect, critically analyze, discuss, evaluate and interpret the required data (Creswell, 2012). The qualitative research approach is the dominant in this academic study. As well as, it is to collect data in order to find whether lecturers' attitude has a direct impact on existing and new academic staff development in the subject of Economics' Achievement. Meanwhile, the quantitative approach was adopted in the final phases of this research by asking ten new lecturers in the treatment group samples crucial open questions

about the impact of Libyan lecturers Attitude towards knowledge sharing practices and ICT improvement and the authors believe that this research is significant for the following reasons:

1- This is a new contribution to new Libyan academics' ICT development. The integration of ICT improvement in teaching/ learning process remains a significant challenge for the faculty of Economics at the University of Derna.

2- This is an original contribution to lecturers attitude effectiveness research efforts and will add more knowledge to the ICT and academic staff training in Libya.

3- This study is important to Libyan policy makers for future higher education strategic planning to improve new tutors' employability skills.

4- This article is a direct response to the need of Lecturing Development Strategies to use modern and different methods including interpersonal skills transformation, different knowledge sharing practices, using educational technology and designing new interactive teaching ways (UNESCO, 2008).

6- Making and developing training videos to be used by new tutors adding more values, using it as suitable resources purposefully because of COVID-19 crisis.

7- Due to the authors' long experience in higher education, we can say that this study is important to light the way well for other academics and decision makers to use ICT effectively in new academic staff support and development. Also this study will help in implementing and utilizing ICT skills transformation differently in the Libyan Higher Education Training System for processing and evaluating the curriculum in light of the 21st century which requires new competencies and using more up to date technology. In addition, the writers found no other study that exclusively has explored team work ICT integration and development in the College of Economics at the University of Derna' students in Libya. Thus, the results from this study has contributed to the body of knowledge sharing practices and minimize the gap between new academic staff performance and achievement.

5. Study Motivation and Literature Review

The twenty-first century has already witnessed a tremendous progress and improvement of different sorts of new training technologies in various academic fields, one of which is the Economics Science and the University of Derna lecturers today are more comfortable with more up to date collaborative activities. Educators and academics must work hard to find out how to proactively integrate this new and more up to date new technologies to be influencing on the educational experience exchange, knowledge sharing practices, skills transformation and research process development. This is to enhance the collaborative teaching and to utilize this important tool for redesigning new staff instructional training systems (Karimi, & Hamzavi, 2017). Other researchers added

that the integration of new technology in the process of teaching today resulted to a successful teaching of economics scientific subjects.

Therefore, the University of Derna's aims would be practically achieved if the organization is capable of moving towards improving and developing a learning organization. This is because only Libyan knowledgeable lecturers and highly skilled academics who seek to change, and this is where existing and new tutors are encouraged to adopt a positive attitude and be able to share the knowledge practices and skills acquired (Kanter, 2001), particularly among staffs of public sector organizations such as the education sector which always attract the attention of the public. However, in the past few years, the effectiveness of the quality programme among higher education public sector organizations in Libya is less favorable (Boon & Fadzlon, 2011) and this failure is because the academic staff own attitude in which the concept of quality that is emphasized is difficult to be understood by new staff members and still they under training.

6.1 Academic Staff Development Definitions

Based on previous studies, there are many definitions of academic staff development, but there is also a reasonable degree of convergence as follows:

1-Academic Staff development is considered to include the institutional policies, educational programmes and procedures which facilitate and support academic staff so that they may fully serve their own and their higher education institution's needs.

2- In tertiary institutions such as universities, new academic staff or professional development has mostly been concerned with higher educational development, the development of teaching and learning, and institutes have grown up in most tertiary institutions to promote this development. Their titles are various but often contain words such as educational, academic, professional, research projects, advisory board, teaching and learning methodologies.

These two definitions might be of the most problematic aspects that resulted of teacher-centered methods. As well as, other academics and scholars pointed out that Libyan lecturers usually avoid using the Communicative and Technological Teaching Approach because they are not used to them and therefore how are they supposed to provide their students with enough guidance? And the reason behind this fact is that lecturers and learners are affected by the typical silent culture of teaching and learning style, and that had restricted internal skills transformation and new academic staff development as a result of using an old fashioned teaching approach and methodology. Moreover, literature in the Libyan context shows that students pay most of their attention to experienced tutors and educators with being too keen not to miss their lecture in order to develop their knowledge and skills in preparation of their exams at the expense of the communicative value of learning the subject (Baumert. 2011). But on the other side, Libyan universities students ignore attending new tutor's classes as a result of their not bad but weak teaching performance which consequently leads to low achievement regardless of how much efforts they put in the classrooms. As a result, scholars added that "university students fail to understand the meaning of even the commonly used Economics terms like demand, supply

chain, inflation, income, macroeconomics, microeconomics, econometrics, economic system, customers' expectations and economic resources.

6.2 Understanding Academic Staff Development

Over the past twenty years, Libyan staff developers and others have been commenting about the place of development in local higher education sector: the changes they believe should occur, as well as those that have occurred. Scholars have attempted to trace the future of staff development units and they argued that in the past they have tended to be concerned almost totally with teaching and learning improvement, usually at the level of new Libyan individual academics. The authors believe that this is what can be called 'Model A', and it is predominantly an 'educational', 'teaching' or 'academic' development role. The writers of this article see this changing to 'Model B' as Libyan institutions become more conscious of the need to support organizational change and policy development. And in 'Model B' Libyan development units will thus become more management- and policy-orientated and will serve lecturers and the rest of academic staffmembers rather than a narrowly educational development role.

Throughout this part the others purposely used the terms educational and staff development in conjunction, despite their somewhat different interpretations. Educational development is a subset of staff development, for, as we have already seen, new and existing Libyan staff development can include areas such as teaching methodologies, learning skills, research techniques, administration, management, local community service and policy formation. Most of the concerns and approaches raised in this article spring from Libyan higher educational issues, but have wider implications. There are also implications for Libyan higher education staff development and training in settings other than higher education. There are also many ramifications for academic staff developers to consider if they are to follow the policy and management role realignment which many authors such as Warren Piper have previously predicted. However, it does not necessarily mean that there is an unbridgeable gap between what we have been doing and what we will be doing. Nor does it mean that the higher education institutional policy role will last forever. Other previous authors like (Boud and McDonald, 1981) suggested three models which 'educational consultants and developers might adopt.' These three models were:

1- The professional service model casts the consultant as a provider of specialized higher educational services such as information and communication technology facilities (ICT). This being the case, it tends to marginalize the Libyan higher educational consultant/expert as 'specialist expert' with a purely 'technical' orientation.

2- The counseling Model, which sees higher educational developers and consultants as providing conditions under which academics can explore the nature of their teaching problems, and help teachers reach an understanding of how they might be able to deal with problems which they have identified. The consultants provide a safe place for Libyan tutors to discuss their problems and look for solutions.

3- The collegial Model operates when academic developers and new teachers collaborate on a joint research project to improve practice (e.g. an action research project). The strength of the higher education consultant approach is that it approximates activities with

which Libyan academics are familiar, and the main weaknesses are that it lacks a service orientation and tends towards 'reinventing the wheel'.

6.3 New Libyan Lecturers Skills Improvement

The skills which Libyan tutors need to develop are those of both technical specific and generic competences and interpersonal skill that are necessary to be learned and implemented, and the training managers' presentation to the rest of the Libyan educational community needs to be that of a colleague and fellow academic. At certain times and for particular teachers the consultant may need to adopt one or other of these roles exclusively, but if one approach takes over completely then effective development is likely to be hampered. New Libyan staff development allows for greater continuity and moving towards an institutional, policy-linked role does not necessarily take them out of our more customary practices; rather, it changes the landscape. Higher educational developers may be comfortable with much of this in the context of working with a new lecturer to improve their teaching, but uncomfortable in the context of working with senior managers in the development of policy initiatives.

Therefore, in this new situation the understanding and experience of the higher educational staff developer mission may be no less important. For example, in working with senior managers a consultant may well be talking to a different set of human beings, but human beings they remain. The skills the Libyan educational developer may have acquired in terms of facilitation, communication, human understanding ethical care, empathy and the ability to act as confidant or counselor, may be appreciated none the less in the different context.

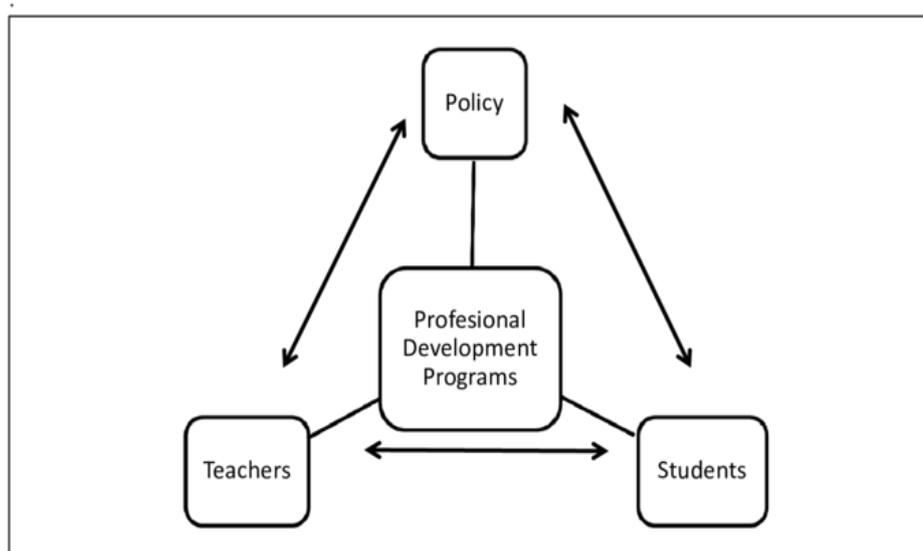
In short, the authors believe that Libyan academic staff development is changing in a direction similar to which high quality academic staff are already prepared for strengthen their experience of human understanding and sympathy, while other academics concern the orientation towards human dignity and social justice, and still others are interested in the abilities criticizing indeterminacy of modern development practice. Each of these Libyan academic areas contributes to our understanding of teaching and learning development. Nevertheless, there are different ways in which Libyan higher educational academic staff operate at present which will help them to prepare for new changes in the various orientations, positions, demands, roles and directions which will confront them at present and in the future.

6.4 Academic Professional Development Initiatives

Professional Development Initiatives (PDI) have usually been criticized by higher educational scholars as faddish and lacking a research base (Guskey, 2000). And it is unsurprising that Libyan university Lecturers are widely argued to have little esteem for Professional Development Initiatives, often regarding them as impractical, unsupported by the Libyan higher education sector's policies and practices, and delivered by PDI providers with limited or nonexistent institutional classroom experience (Richardson, 2003). This takes us to realize that the past and present methods and approaches to continuing professional development for Libyan lectures have not produced yet the required final result and new methods and approaches as needed. Accordingly, a growing body of theory

and research is focused on the conditions under which PDI are optimally effective. Much of this work concerns the structural features of PDI programs, as opposed to the characteristics of new lecturers who participate in them (Killion & Hirsh, 2001).

A study conducted by Haney, Czerniak, and Lumpe (1996) was focused on the factors influencing university tutors' intentions to implement the four strands of the Ohio State Competency Based Science Model. They concluded that "teachers' attitude toward targeted behaviors is most critical in predicting academic staff intentions. Producing similar results, Penuel et al. (2007) administered a survey to 454 different science teachers to examine the effects of different characteristics of an inquiry science PD program on teachers' reported likelihood of implementing the program in their classrooms. Respondents indicated more support for PDI programs when they perceived these programmes to be well designed to foster teacher learning and program implementation. Findings also indicated that respondents were more supportive of the PDI program when they perceive and adapt the right model and incorporate sufficient time scale to plan for classroom implementation and when technical support for implementing the program was judged to be adequate also referring to the below Figure (1) as it shows a comprehensive model towards university lecturers' professional development taking into account internal and external elements and stake holders for reaching the best result while designing Professional Development Programmes as follows:

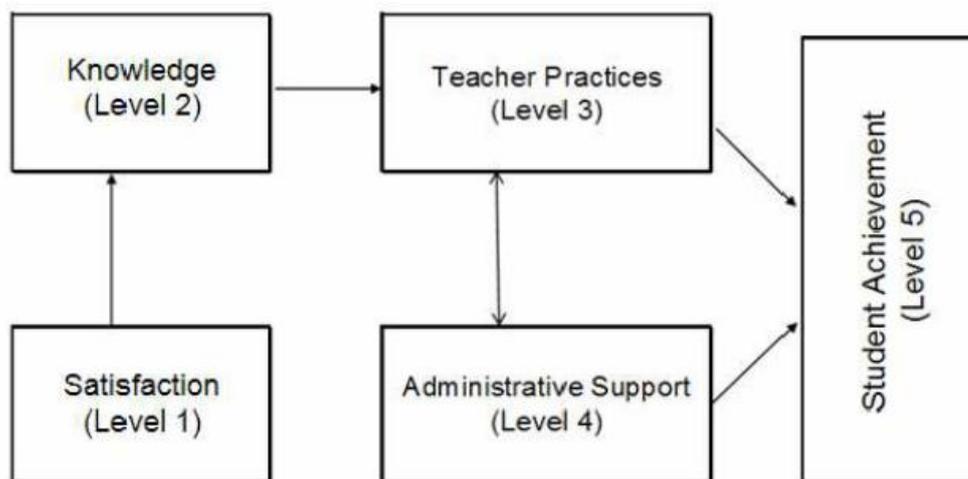


*Figure 1. University lecturers' professional development model
(Model Source: Guskey, T, 2002)*

6.5 Professional Development Evaluation Planning

Evaluations of Libyan academics professional development should be separate and distinct from lecturers performance appraisals. As some scholars previously stated that professional development evaluation teams should establish the safeguards necessary to

ensure that there is no overlap between data collection and reporting evaluation results and Libyan tutors performance appraisals (Sta.-Maria, 2002). The safeguards should be clearly visible to lecturers and others who are involved in the professional development and subsequent evaluations. On the other hand, evaluation planning should be an integral part of professional development planning. Higher Education stakeholders who will be responsible for the evaluation should be counted in the professional development planning teams from the beginning of the planning process. Libyan Planning Evaluation Teams should begin thinking about evaluation as they identify the need for the professional development. As an example this was step 1 of the planning process described in the Maryland Teacher Professional Development Planning Guide to identify the intended participants. And step 2 of the planning process was to determine the professional learning outcomes and related indicators, also step 3 of the planning process is to determine the different types of professional learning activities that are most likely to result in the intended outcomes. The below figure (2) would help the Faculty of Economics for better professional development evaluation structure as follows:



*Figure 2. Lecturer Professional Development Evaluation Structure Model
(ModelSource: Newman, 2010)*

6.6 Implications for Lecturers Professional Development

Implications for lecturers professional development emerge from the finding that community Socio-Economic-System (SES) was associated with differences in lecturers' attitudes about Professional Development. As previously noted by other academic studies, teachers in high standard socio economic system and low standard socio economic system communities were exposed to dissimilar Professional Development interventions. Lecturers in low-SES communities typically attended professional development training programs and events with at least three disadvantages. First, they were afforded fewer opportunities to choose the topics of their professional development work. Other scholars such as Guskey (2002) have argued that university lecturers are more motivated to participate when they have some freedom of choice as to topics and methods they will be studying. Second, tutors in low-SES communities were given fewer opportunities to engage in learner-centered activities. More often, they just attended events using a

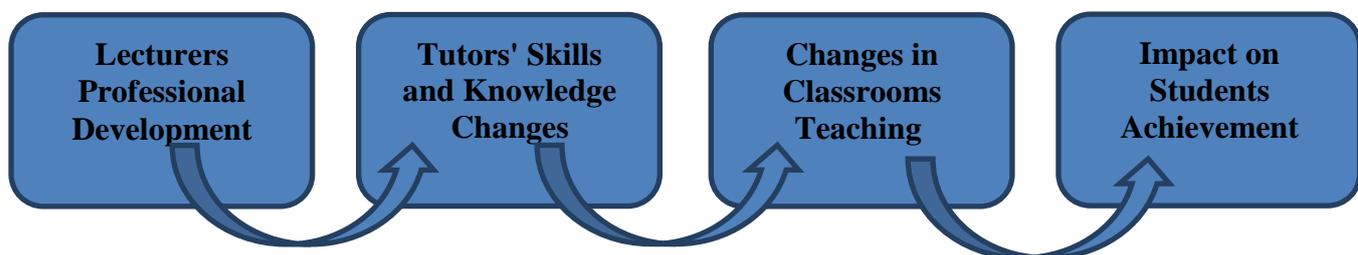
transmission of knowledge sharing mode that did little to facilitate involvement, engagement or learning (Richardson, 2003). Likely a more productive approach is to make Libyan university lecturers active in their learning a pedagogy which mirrors the in depth proactive learning methods often emphasized for teaching in BS settings (Borko, 2004). Third, lecturers in low Socio Economic System communities had few opportunities to participate in leadership of the university's professional development initiatives. Furthermore, giving higher education lecturers leadership roles in the professional development process can enhance a sense of empowerment that increases the likelihood that tutors will take to their classrooms what they learned at a professional development programme/ event (Garet et al, 2001; Guskey, 2002). For the most part, only lecturers in high Socio Economic System communities were given meaningful opportunities to choose their Professional Development topics, participate in learner centered activities, and take leadership roles in different stages. As such, it remains unclear the extent to which the obtained Socio Economic System related differences in attitudes toward professional development results from the aspects of the community/ university environment or differences in the types of professional development events they attended. The authors believe that future research should determine how these sets of factors interact to influence Libyan lecturers' attitudes toward professional development.

6.7 Tutors' Professional Development and Student Learning

Lecturers' and academic professional development is a key mechanism for improving classroom instruction and university student final achievement, yet there is little empirical evidence upon which to demonstrate the bridge between Libyan tutors' professional development and their students' practices knowledge improvement and exams results. This new model of using Information and Communication Technology ICT might place a high priority on inspiring and empowering Libyan University Students and lectures to experiment and they can all get the benefit from professional development programs and events to improve their performance by engaging new economics students and trainees academic staff to become too dependent on their own time management, interpersonal skills and would improve their learning outcomes. As well as, it's known that professional development for new Libyan educators is a key mechanism for improving classroom instructions and university student achievement (Daughtrey, 1995). However, how does lecturers' professional development affect student learning and final achievements? The connection seems intuitive, but demonstrating this is difficult (Amos, N. & Benton, G, 1988). It is generally recognized in the higher education sector that existing and new academic staff professional development affects university student achievement through three steps. First, professional development enhances college tutors knowledge, skills, and motivation. Second, better knowledge, skills, and motivation improve classroom teaching. Third, improved lecturing raises student achievement. If one factor/ link is weak or missing, better student learning cannot be expected nor easily achieved (Little-John, 1996) and the below Figure.3 illustrates the right logical model. In the first step, Libyan tutors professional development must be of high quality in its design and implementation. And in the second step, lecturers must have the motivation and competencies to apply the

professional development to classroom teaching. In the final third step, teaching improved by professional development raises student final achievement. The main tremendous challenge is to substantiate the empirical links among professional development, changes in teacher knowledge and skills, changes in classroom teaching, and university student achievement. However, relatively little systematic research has been conducted on the effects of professional development on improvements in teaching or in student outcomes. This may leads to an evaluation dilemma of teacher professional development in that higher educational advisors know relatively little about what lecturers learn from professional development programs and relevant events, let alone what university students learn as a result of changed teaching practices (Malek, Y, 2005).

Figure 3. Logical model for how professional development and student achievement



(Model source, MacNeil, C. M. (2003))

6.8 Teachers Attitudes towards Reflective Teaching

The authors believe that there's a significant critical success of improving Libyan lecturers attitude in the Libyan higher education sector is being a reflective practitioner of one's own teaching performance. This implies, as other scholars in higher education previously stated, that reflection upon lecturing daily practices will probably lead Libyan tutors to understand the pragmatics of classroom instructions and this will promote educators' self-reflexive awareness of their assumptions about language instruction and willingness to explore how their implicit ideas and theories match or do not match their lecturing methodology. Although the notion of being reflective may sound appealing to many Libyan tutors, especially for the benefits that this might promote in one's teaching, this is an activity that has to be guided and designed rather than be left at random (Kalsom, S, 2008). In other simple words, for a Libyan academic to succeed he/she needs to be committed and have a systematic account of it, and it is up to university lecturers to improve their teaching or leave it as it is. Other scholars such in the public higher education sector stated that no specific university lecturer can persuade another to change in any way, shape or form as each of them keeps guarding their gate of change that can only be opened from the inside. Therefore, higher education lecturers cannot open the gate of another, either by argument, scientific debate, academic challenge or emotional appeal. Penguin. (Siti-Zanariah, A, 2010). Nevertheless, the way forward regarding this complicated situation is through participating in a professional development program to initiate a reflective thinking process that could allow them to question their beliefs and actions as a

way to improve their practice. So, in the lines Libyan lecturers and new educators can find some kind of theoretical and practical underpinnings that allows them overcome all negative obstacles regarding improving their teaching generic competencies and teaching attitudes isthrough a well-designed professional development programmes.

6.9 Postmodern and Academic Staff Development.

Nowadays, in thinking of how to open this important part of this study, it's obvious to pay attention to previous higher education scholars such as Lyotard when he described postmodernism (Modern Society) as the rejection of 'grand narratives' or any form of totalizing thought. Therefore, the authors see the wide spread of computers usage, communication and information technology generally as being integrally linked with the diffusion of higher education knowledge to far more bigger international levels because higher educational internationalization is rapidly becoming more prominent and at the center of attention worldwide including Libya, with better quality standard, diverse and contingent. While other scholars like Giroux puts the concept of postmodernism as an ideological and political marker for referencing a world without stability, a world where higher educational knowledge is frequently changing and where meaning can no longer be anchored in a teleological view of history. Moreover, there are quotes from other sources of higher education which sums up much postmodern thought such as: Postmodern is inclined to discourse, literally narratives about the world that are admittedly partial. In fact, one of the crucial features of discourse is the intimate tie between higher education knowledge and interest, the latter being understood as a 'standpoint' from which to notice 'reality.' Putting these terms in flipped commas signifies that will to abandon scientificity, science as a set of propositions claiming validity by any given sufficient investigatory. What postmodernists deny is precisely this category of impartial capacity.

For competence is constituted as a series of exclusions of women, people, color and nature as a historical agent, of the truth value of art. In the postmodern condition educators and staff developers, would acknowledge each of the preceding chapters with its interpretation of what higher educational and staff development looks like from the standpoints of positivism, hermeneutics and critical theory, we would accept each as a 'grand' or 'meta' narrative, and dismiss the totalizing effect that the acceptance of any Libyan lecturer would imply. Conceiving of phenomenography, reflective practices research as supplying the theoretical program for practice would be seen as illusory (Khadijah, D, 2012). The Libyan academic staff developer in a postmodern world would retain the resilience to step from one to the other. The view or theory adopted by the higher educational coach/ developer would depend upon the interests of the pointed developer and the demands of the local context. Since there is no grand, unifying theory, the postmodern staff developer would also be very interested in the position of those claiming to articulate such theory. For instance, how does one become a 'competent' and 'qualified' phenomenographer, reflective practitioner or practice researcher, and how is power used to exclude other interests and voices? As no grand narrative can represent the 'truth' about higher educational and staff development, a pragmatic approach is indicated. The flexibility which this affords might

well be regarded as of distinct advantage. However, this flexibility also comes at a certain cost or price.

6.10 Developing Staff' Attitude Developers.

Working with university lecturers to improve higher education teaching and their students' learning outcomes, soLibyan tutors should be committed to developing a relationship in its richest sense. Libyan lecturers can learn much from Carl Rogers on ways in which such relationships can be nurtured and staff developer can do much to set the mood for this kind of communication and for allowing both the intellectual and the emotional content of the dialogue to come through (Nadler, 1986). While much has been written on the importance of solution providing and problem-solving, a major skill for the developer in such relationships might be called "really hear" requires at least a self-reflective acknowledgment of how easy to judge academic staff and their problems into a form of representation and understanding which is then susceptible to being 'solved'. (Cochran-Smith, M., & Lytle, S.L, 1992). This is to better the relationship one's self from the Other. It casts the developer as an expert, professional consultant, a role which higher educational scholars regarded as limited for the insecurity felt by the reflective practitioner and the realization that an academic developer is constantly starting from scratch, rather than offering 'expert' solutions from the distance of a 'professional' stance. The basis for what is conceived as a higher educational professional relationship lies in the technical rationality which authors like Max Weber criticized together with its tendency of dividing human understanding into smaller compartments, each policed by resident 'experts'. This does not mean that we have nothing to learn from modern professional practice.

Academic professional developmental support concerns the experiential learning regarding an academic colleague who has more experience in the area of specialization than ourselves. Then Libyan academic staffmember require advice from such a colleague and to learn how he/ she might proceed. If university lecturers reject the technical-instrumental 'expert' tag then they acknowledge themselves as learners, too. All of this suggests that we should have explicit and considered support mechanisms in place, and from this end other questions of academic professionalism might be raised (Chu, S, 2009).. For example, at present we do not have a professional body which controls our entry into the field through credentialing, which regulates our professional activity, hears grievances and has the power to impose disciplinary sanctions. (Mohan, B, 2008). Libyan higher education teaching staff members in many institutions are increasingly finding themselves continuously involved in formal inductions, mentoring, development, review and credentialing processes. Until now, Libyan academic staff development units are poor at offering these for their own staff. Furthermore, the Academic Staff and Educational Development Association in the UK has offered a professional credential in higher educational and staff development based upon the submission of a portfolio. Currently, there is discussion in Australasia of a professional association to credential developers and accredit certificates and diplomas in tertiary teaching. (Mohamad, N. J, 2004). The strategic advantages of such moves are obvious. Just as certificates and diplomas in the

high school teaching raise the profile and prospect that teaching might feature more prominently in the university landscape, so, too, might a 'professional' qualification in the Libyan higher educational and staff development. It is also said that the certificates and diplomas in tertiary teaching are of varying standard. However, there are risks of 'capture' which come with a strategic move to academic professionalism, particularly in terms of current practice becoming enshrined as straightforward.

7- Study Experimental Part/ Field Study

This research field study was conducted in the University of Derna which is a public institution in Libya and counted on the participation of two groups that were of 10 lecturers participating in the Professional Development Programme (PDP) on Literacy Development at the faculty of economics. The selection of the 5 male and 5 female university tutors was based on the fact that they were both from the Department of Business Administration, they worked as public university lecturers and both groups are highly interested in changing their current professional attitude towards knowledge sharing practice. Both groups of male and female participants could be described as tutors who had taught for several years and who were also interested in participating and changing their lecturing practices and positive attitudes towards self-improvement and new colleagues support, training and assistance. They saw their participation in the PDP as an opportunity to do so since at school they were not very much supported by the principal to continue studying and developing professionally to understand its activity within important circumstances. The fact that this study intended to describe the attitudes of two in-service lecturers towards Academic Professional Development, reflective thinking and the factors that might have influenced those attitudes made it entirely descriptive and particularistic. The results of this study cannot be applied to the whole population of Libyan university lecturers that participated in other higher educational PDP. The following are several data collection procedures used to collect the information:

- **Observation**

Through participant observation done during a three-months period of time, several observations were conducted in order to gain a general overview of the context in which teachers worked, their interaction at college and participation in the PDP. Furthermore, higher education scholars stated that in many Business Administration Program tutors are often reluctant to take part in observation or related activities since it is associated with evaluation. In this particular case, it served to gain entry into the group and develop rapport and trust with male and female participants. During the authors' participant observation they tried to overcome the differences between the tutors' agenda and our agenda. This stage permitted the small group sample observation of their college, lecturers' practice, their relation with students and learning about their concerns in regard to classroom teaching and learning. To encourage a rapport, the authors visited the Business Administration Department during the break time, had a cup of coffee with both groups of tutors and listened to them talk about various teaching and academic issues. Doing participant observation was really time-consuming and made the authors act as an open-minded

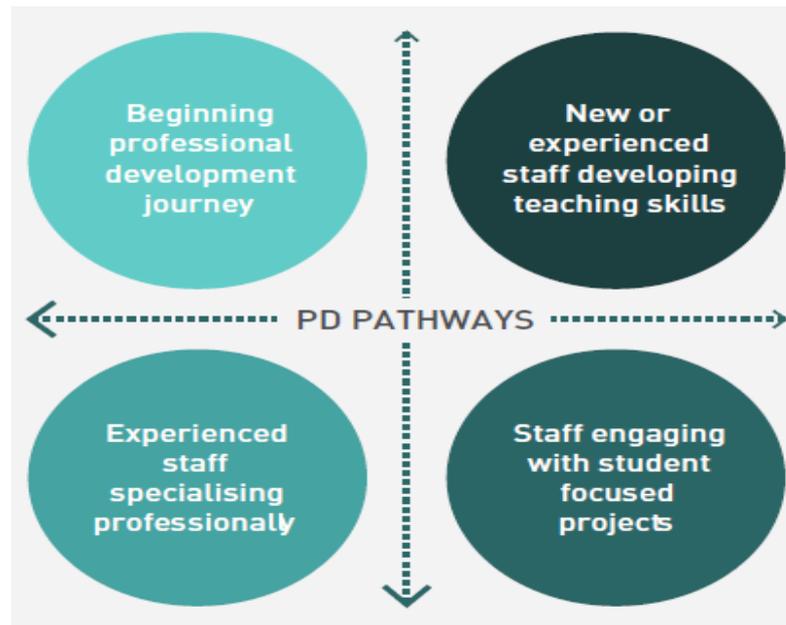
professionals in order to understand Libyan teachers' thoughts and experiences. These were registered in our diary in order to follow the two groups case studies' reflective process as well as to register our own reflections.

- **Interviewing**

The purpose of interviews in this study was to allow Libyan university lecturers to discuss what they thought about their teaching methodologies, techniques, actions and to guide them to reflect upon their actions so that they could try to understand and question their teaching practice. All this served as a starting point in the process of reflective teaching. Interviewing was also one of the authors main sources of information. It was from this practice that targeted faculty of economics lecturers commented on their teaching and narrated experiences, which permitted exploring their beliefs about teaching and learning. It also offered the authors the opportunity to register both groups of teachers' attitudes toward Relation Therapy (RT) as well as to question their practice and think about possible changes.

- **Diaries**

These served to register and reflect upon all the events that occurred during the development of this study. The data collected through the above data collection procedures plus other sources of information such as Libyan tutors' life histories provided information on how the Libyan male and female participants had learnt Business Administration, how they perceived themselves as language teachers and users. In addition, the literacy project work requested by the Professional Development Practice as a requirement to show teachers' innovation in their practice offered information on some of the changes lecturers tried to implement in their teaching. These data were then triangulated and analyzed. The data collection was a very difficult stage which taught the authors, above all as a teacher educator, that being reflective is not easy. Several competencies are necessary to do it and it does not happen from one day to the other. However, it was very interesting to see how the participant teachers made an effort and offered the best of themselves to this study. At the end of this experimental part the authors resulted that for Libyan educators' attitude professional development, it is better that Libyan higher education to adapt the following Development Framework as shown in Figure 4. below:



*Figure 4. Development Framework for Libyan Tutors in Higher Education
(Model Source: The Head Journal, 2015)*

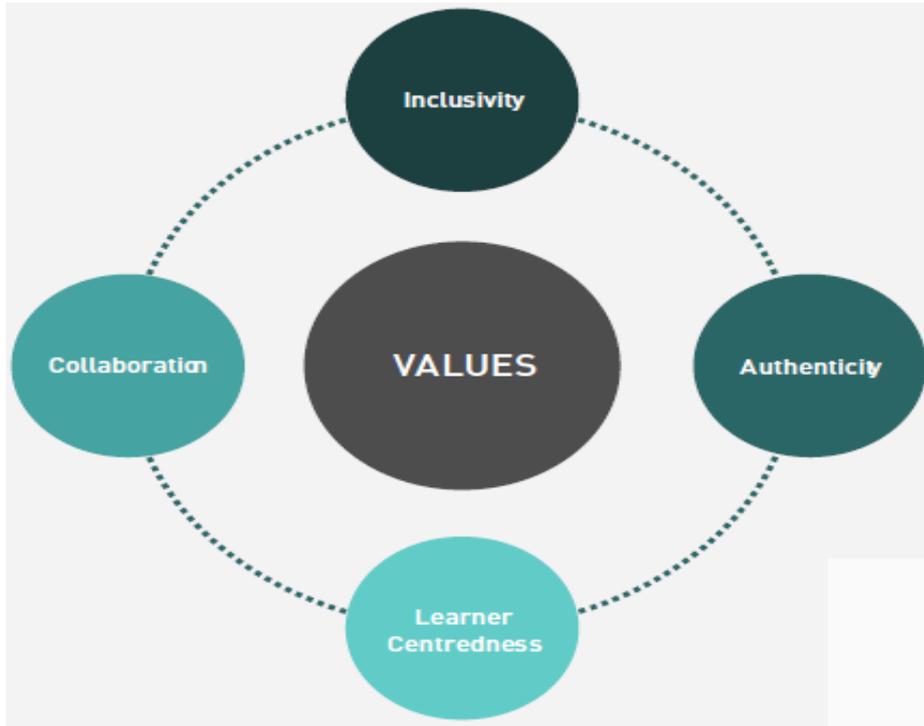
8-Findings and Conclusions

This academic study had eventually found that strategically improving Libyan lecturers' positive attitude at the college of economics at the University of Derna is one of the most/ best ways towards experience exchange and academic staff development and knowledge sharing practices and helps for continual academic staff awareness and development. Furthermore, there was significant difference in tutors' positive attitude against staff members collaboration and development at Libyan universities based on gender and teaching experience. Another significant factor that made a huge difference in terms of knowledge sharing practices was based on tutors academic backgrounds and level of qualification, as lecturers who are qualified from Western countries are better performers and proactive team players comparing to those who graduated from eastern and developing countries. However, the results revealed that there were no significant differences in the attitudes of lecturers improvement based on cultural backgrounds. This study also found to contributed to identify the different aspects of demography, particularly in terms of gender, teaching experience, and academic research. The authors at the end of this academic work also concluded that the information and the results of this study produced an important source of details and information for the University of Derna, other Libyan higher educational institutions, Libyan Ministry of Higher Education and Human Resources to design and adapt the right model of lecturers' organizational behavior/

attitude towards better/ guaranteed staff development and more significant higher educational achievement.

9- Study Recommendations

Based on the above findings, the authors highly recommend all interested writers for further studies with including the increased dimensions of this important article, research methods and additional variables. This study also managed to identify a strong relationship that exists between attitudes towards Libyan university' lecturers' sustainable improvement with practice of knowledge. And more research efforts need to be done further with focusing more on the dimensions of tutors' academic background towards the implementation of Libyan academic staff members' development and practice knowledge sharing. Preferably the encouraged studies would rather be undertaken by Libyan academics today in future. Moreover, the methodology of the study can also be done in a wider scope, involving a larger group sample. Furthermore, the recommended studies can be related to the aspects of demographic items taking into account the economic, cultural, placement, status, and social environments as well. This study is a steppingstone for studies related to attitudes towards Staff Improvement and knowledge sharing practices, particularly in the faculty of economics at the University of Derna and other higher education institutions in Libya. Studies like this will hopefully help to unravel the secrets of educators' attitude towards Staff Strategic Development and knowledge sharing regular practices of the higher education institutions' teaching staff in Libya. Finally, the faculty of Economics at the University of Derna is in need of a high standard counseling National Professional Development Framework for Lecturers in the Libyan Higher Education Sector as shown in Figure 5. Which sees Libyan higher educational academic staff members as consultants and developers 'under which academics can adapt knowledge sharing practices to explore the nature of their teaching problems, and help other new tutors reach an understanding of how they might be able to deal with problems which they have identified.



*Figure 5. National Professional Development Framework
(Model Source: The Head Journal, 2009)*

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