THE ROLE OF PERFORMANCE EVALUATION IN PROVIDING QUALITY EDUCATION: A CASE STUDY OF THE LIBYAN HIGHER EDUCATION SECTOR

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THESIS APPROVAL PAGE

I certify that in my opinion the thesis submitted by Sami Mohamed MAAYUF titled "THE ROLE OF PERFORMANCE EVALUATION IN PROVIDING QUALITY EDUCATION: A CASE STUDY OF THE LIBYAN HIGHER EDUCATION SECTOR" is fully adequate in scope and in quality as a thesis for the degree of DOCTOR OF PHILOSOPHY IN BUSINESS ADMINISTRATION.

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DECLARATION

I hereby declare that this thesis is the result of my own work and all information included has been obtained and expounded in accordance with the academic rules and ethical policy specified by the institute. Besides, I declare that all the statements, results, materials, not original to this thesis have been cited and referenced literally.

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FOREWORD

First, all praise is Allah, who has given me the strength, patience, and ability to overcome the difficulties and complete this thesis.

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I dedicate this thesis to my parents, siblings, wife, and children for their endless motivation and support.

ABSTRACT

This study explores the role of performance evaluation in providing quality education for the Libyan higher education sector from the viewpoint of faculty members at the University of Tripoli, and In this study, the descriptive analytical method was used to determine the contribution and evaluation of the performance of faculty members on the quality of university education ‹The study population consists of all faculty members at the University of Tripoli in various theoretical, scientific and academic faculties, with different academic degrees of professor, associate professor, assistant professor, lecturer and assistant lecturer and a total of 3744 faculty members, Due to the large size of the society, the researcher chose a random sample consisting of a group of faculty members from different colleges, disciplines and different academic degrees, 400 faculty members were selected . The questionnaire was used as a tool to collect information and it consisted of six tracks (curriculum development, Activating learning and teaching resources, employing financial capabilities, employing methods of measurement and evaluation, developing performance Faculty member, influence students), This study concluded a set of results, the most important of them the faculty members see that their contribution to performance evaluation has a positive impact on the quality of education but are concerned that their opinion is not actually taken into account , and the performance evaluation has a significant impact on the quality of education, according to the opinions of faculty members at the University of Tripoli ,and The study reached a set of recommendations, among which are the most important Working to make the performance evaluation process more reliable for faculty members, paying attention to the evaluation results and referring to them when promoting and the inclusion of faculty members in the evaluation process, through peer assessment or self-evaluation, Giving the evaluation results to the faculty member so that he can benefit from them in developing himself.

Keywords: Performance evaluation, Higher Education, quality of education

ÖZ (ABSTRACT IN TURKISH)

Bu çalışma Libya yüksek öğrenim sektörüne Trablus Üniversitesi öğretim üyeleri açısından kaliteli eğitim verilmesinde performans değerlendirmesinin rolünü araştırmakta ve bu çalışmada performansın katkısını ve değerlendirmesini belirlemek için tanımlayıcı analitik yöntem kullanılmıştır. öğretim elemanlarının üniversite eğitiminin kalitesine etkisi study Çalışma popülasyonu, farklı akademik profesör, doçent, yardımcı doçent, öğretim görevlisi ve öğretim görevlisi ile çeşitli teorik, bilimsel ve akademik fakültelerde Trablus Üniversitesi'ndeki tüm öğretim üyeleri ve toplam 3744 öğretim üyesi, Araştırmacılar toplumun büyüklüğünden dolayı farklı kolej, disiplin ve farklı akademik derecelerden oluşan bir grup öğretim üyesinden oluşan rastgele bir örneklem seçti, 400 öğretim üyesi seçildi. Anket, bilgi toplamak için bir araç olarak kullanılmıştır ve altı bölümden (müfredat geliştirme, Öğrenme ve öğretme kaynaklarını etkinleştirme, finansal yetenekleri kullanma, ölçme ve değerlendirme yöntemlerini kullanma, performans geliştirme öğretim üyesi, öğrencileri etkileme) oluşmaktadır. en önemlisi öğretim üyeleri performans değerlendirmesine katkılarının eğitim kalitesi üzerinde olumlu bir etkiye sahip olduğunu, ancak görüşlerinin aslında dikkate alınmadığından ve performans değerlendirmesinin Trablus Üniversitesi öğretim üyelerinin görüşlerine göre eğitimin kalitesi ve Çalışma, bir dizi öneriye ulaştı ve bunlar arasında en önemli olan Performans değerlendirme sürecini fakülte üyeleri için daha güvenilir hale getirmek için çalışma, değerlendirme sonuçları ve tanıtım ve dahil edilmesi sırasında bunlara atıfta bulunmak Değerlendirme sürecinde öğretim üyelerine, akran değerlendirme veya öz değerlendirme yoluyla, değerlendirme sonuçlarını öğretim üyesine vermek, böylece kendini geliştirmede yararlanabilir.

Anahtar Kelimeler: Performans değerlendirmesi , Yüksek öğretim , Eğitim kalitesi .

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ABBREVIATIONS

HRM: Human Resource Management

HE: Higher Education

LHEIs: Libyan Higher Education Institute

PM: Performance Management

PE: Performance evaluation

MBO: Management by Objectives

QC: Quality control

QA: Quality Assurance

TQM: Total Quality Management

QoS: Quality of Service

SUBJECT OF THE RESEARCH

This study deals with the subject of the process of evaluating the performance of faculty members in higher education institutions, and in this research we will shed light on the role of evaluating the performance of faculty members in raising the quality of higher education outcomes from the viewpoint of the faculty member at the university, and the title of this study is the role of evaluation Performance in Providing Quality Education: A Case Study of the Libyan Higher Education Sector.

PURPOSE AND IMPORTANCE OF THE RESEARCH

The faculty members in higher education institutions are one of the main pillars through which the educational institution achieves its vision, mission and educational and social goals. The importance of the study stems from being there was a research gap the role of evaluating performance on increasing the quality of higher education in Libya. Also, the role of evaluating the performance of faculty members in raising the quality of higher education outcomes from the viewpoint of a faculty member at the university. The importance can be summarized in the following points: -

1 - The importance of the studied group represented by the faculty members in the official Libyan universities, which is the basis of the universities' work and the active component in achieving their goals.

2- Highlighting the role of the faculty member and its importance in the educational system.

3- In response to a request to pay attention to the quality of higher education outcomes and focus on quality.

4- Know the degree of the faculty member's contribution to raising the quality of university education.

5- It is hoped that the results of the current study will contribute to improving some aspects of university education in Institutions of higher education.

6 - The researcher expects from this study to provide information to faculty members, universities, and decision-making centers, and to serve as a feedback on the level of their job performance to help improve the quality level of higher education outcomes.

METHOD OF THE RESEARCH

In this study, the descriptive analytical method was used to determine the contribution and evaluation of the performance of faculty members on the quality of university education in order to determine the phenomenon studied, determine the current situation and identify the strengths and weaknesses in order to know the validity of this position or the extent of the need for changes. The term digital data here represents the preliminary data collected about factors and variables that affect the performance assessment and quality of education in Libya .

HYPOTHESIS OF THE RESEARCH / RESEARCH PROBLEM

The study Problem

Attention to the quality of higher education is one of the main pillars in improving the level of education through institutions that raise the quality of their services according to international standards and regulations. This is done by adhering to the foundations of political and higher education institutions to increase knowledge in the community and reach the level required to achieve global credibility.

Through the exploratory study conducted for this thesis, it was found that the University of Tripoli, suffers from low quality services and weak methodology and policies in terms of its commitment to standards necessary to reach the desired level of its customers and beneficiaries, which affected its international ranking among other institutions. The University under study is found in important classifications such as QS and Shanghai International Universities, while Webometrics is under study

Given that the institution under study is one of the largest educational institutions in Libya and provides large outputs in various fields, its weakness refers to the weak outputs and reduce dependence on them., Since the quality of institutions of higher education is affected by a variety of variables, this study will examine the system of evaluating the performance of faculty members and their role in achieving the quality of institutions of higher education, assuming that other factors are fixed. Problem can be formulated in the form of the following question:

What is the role of evaluating the performance of faculty members in achieving the quality of institutions of higher education?

Aims and Objectives

This study investigated to the gather knowledge about performance evaluation in the Libyan higher education sector and investigate different variables that have negative effects on staff performance evaluation. A second objective was To Shedding light on the relationship between the existing and expected contribution to assessing the performance of university teachers in the quality of university education and to scrutinize factors that hinder the quality of the higher education system in Libya. A third objective was to critically evaluate different performance appraisal techniques suitable to be implemented in the higher education sector and finding or agreeing on a procedure that would ensure that faculty development would be the key purpose of any appraisal undertaken. Accordingly, the primary aim of this thesis is on performance appraisal as a process of helping others learn and develop at work in achieving the quality of institutions of higher education, and investigate the role and impact of performance evaluation on quality education by considering a case study of the Libyan higher education system.

Research questions and Hypotheses

What is the role of evaluating the performance of faculty members in achieving the quality of institutions of higher education?

Research question one: Do university teachers underestimate their performance evaluation contribution to quality of university education?

H1: University teachers underestimate their performance evaluation contribution to quality of university education.

H1.1: University teachers underestimate their performance evaluation Contribution to teachers' performance development.

H1.2: University teachers underestimate their performance evaluation Contribution to curriculum development.

H1.3: University teachers underestimate their performance evaluation Contribution to students' evaluation methods.

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H1.4: University teachers underestimate their performance evaluation Contribution to enhancing learning sources.

H1.5: University teachers underestimate their performance evaluation Contribution to students' positive behavior.

H1.6: University teachers underestimate their performance evaluation Contribution to using university facilities efficiently.

Research question two: Is there a relationship between expected and perceived contribution of performance evaluation of university teachers to quality of university education?

H2: There is a positive relationship between expected and perceived contribution of performance evaluation of university teachers to quality of university education.

H2.1: There is a positive relationship between expected and perceived contribution of performance evaluation of university teachers to teachers' performance development.

H2.2: There is a positive relationship between expected and perceived contribution of performance evaluation of university teachers to curriculum development.

H2.3: There is a positive relationship between expected and perceived contribution of performance evaluation of university teachers to students' evaluation methods.

H2.4: There is a positive relationship between expected and perceived contribution of performance evaluation of university teachers to enhancing learning sources.

H2.5: There is a positive relationship between expected and perceived contribution of performance evaluation of university teachers to students' positive behavior.

H2.6: There is a positive relationship between expected and perceived contribution of performance evaluation of university teachers to using university facilities efficiently.

Research Question Three: Does perceived contribution of performance evaluation of university teachers to quality of university education exceed significantly the bench mark of a five points scale; (3).

H3: Perceived contribution of performance evaluation of university teachers to quality of university education exceed significantly the bench mark of a five points scale; (3).

H3.1 Perceived contribution of performance evaluation of university teachers to teachers' performance development exceed significantly the bench mark of a five points scale; (3).

H3.2 Perceived contribution of performance evaluation of university teachers to curriculum development exceed significantly the bench mark of a five points scale; (3).

H3.3 Perceived contribution of performance evaluation of university teachers to students' evaluation methods exceed significantly the bench mark of a five points scale; (3).

H3.4 Perceived contribution of performance evaluation of university teachers to enhancing learning sources exceed significantly the bench mark of a five points scale; (3).

H3.5 Perceived contribution of performance evaluation of university teachers to students' positive behavior exceed significantly the bench mark of a five points scale; (3).

H3.6 Perceived contribution of performance evaluation of university teachers to using university facilities efficiently exceed significantly the bench mark of a five points scale; (3).

POPULATION AND SAMPLE (IF AVAILABLE)

The residents of this study will be stakeholders with considerable experience working at Tripoli University as temporary or permanent teaching staff. This also includes teachers, mentors, management personnel and other associated teachers, directly or indirectly.

SCOPE AND LIMITATIONS / DIFFICULTIES

The researcher encountered some difficulties when conducting this study, especially with regard to the practical aspect of this study. Perhaps the most prominent of these difficulties is the ongoing war in the city of Tripoli, which closed the university in which the faculty members were in the study community for this research, and stopped

studying for some time, which caused a delay in collecting information related to the study and wasting a lot of time and effort.

1. CHAPTER ONE: INTRODUCTİON

1.1. Background of the study

The concept of providing good quality higher education has a relatively recent story as it was first proposed in Western Europe in mid 1980s when a number of systematic steps were taken to improve education quality (Neave, 1988). Most of the aforementioned procedures are based on a system which evaluates performance in general (Brence and Rivza, 2012). After the system had been in place for some years, performance evaluation, procedures for good quality educations and a number of education-related problems were addressed and resolved with great efficiency (Baartman et al. 2007). A literature search on the evaluation of the quality of higher education shows that the procedures followed are tricky and possible misleading because of the complex nature of the activities involved (Jalaliyoon and Taherdoost, 2012). For these reasons, a consensus of a definition on "quality higher education" is still lacking.

The origin of the idea of educational evaluation is on assessment of classroom practices, but with time it has expanded to include a wider spectrum of education-related aspects (Wu et al. 2011). Currently, by education quality, concepts such as teaching quality, institution location, career prospects of the graduates, university infrastructure, curriculum, and even various services such as library and administration ones are all evaluated (Tsinidou et al. 2010). This wider scope is one of the reasons for increased efforts to improve the quality of education in many countries. Various institutions use different methodologies for evaluating education quality such as Management by Objectives (MBO), weighted checklists, the 360 degree performance appraisal, ranking methods, paired comparison and behavioral anchored rating scales (Karkoulian, 2002, p. 25).

A lot of current performance appraisal methods used in assessing the students in higher education sector are based on the decontextualized idea of learning. As many of the techniques used to collect data for higher education assessment do not include all the aspects of the evaluation techniques, in many cases students' education quality and their learning is adversely affected (Hooper and Newlands, 2009). In addition to the fore-mentioned techniques, a set of other assessment procedures are used in education sector.

According to Kuzmanovic et al. (2013), the method based on student rating is one of the conventional assessment methods for rating the teaching practices in universities. On the other hand, according to Kandasamy and Blaton (2004), there are two main appraisal methods for higher education; the individual-based one, where a professional is built up and a code of ethics are implemented on them, and the institutional-based one, where the education quality is supervised by a body of professionals appointed by the institution.

One of the most important aspects in improving the overall performance quality of education is the evaluation of faculty members, and positive results have already been obtained by applying the ideas of competitiveness and globalization (Jalaliyoon and Taherdoost, 2012). A number of research studies on higher education sector have proved the importance of appraising the members of faculty. In a unique study, Johnston (2007) evaluated the short- and long-term goals and objectives of educational institutes based on faculty members' ethics and responsibilities in carrying out their duties. In another study, Sauvé (1996) emphasized the importance and necessity of assessing the professional quality of key faculty members and creating competition among them in order to improve the quality of education and the performance of institutions.

1.1.1 Study Background

The demands for development of good quality higher education in Libya has increased drastically in the recent years and this phenomenon has led to several attempts for new reforms and regulations. High standard educational institutions are essential for developing a sustainable human society in the twenty first century. It is therefore essential to develop the necessary infrastructure, design the curriculum and provide the needed financial resources to ensure the best quality in order to respond to the demands of the community and the new global reality we are living in. Survival in the post-modern world requires massive investment on scientific research, and the most essential ingredient for this are very high quality higher educational institutes. In this chapter, the historical, religious, cultural, geographical and political background of Libya will be discussed from the aspect of their effects on development of educational institutions. This is necessary to first understand the background of Libya's education as a whole in general, and then move to higher education in particular. However, since Libya is classified as a developing country, a brief discussion of other developing countries'

education systems is necessary in order to provide a better background for Libya's higher education.

1.1.2 Higher Education in Developing Countries

According to United Nations Development Program (UNDP), majority of the countries in Africa, Middle East, parts of south-East Europe and South-East asia are classified as "Developing Countries", a term based on their lower ranking on Human Development Index (Cheibub, 2010; Gulati, 2008; Saheb, 2005). Besides their economic conditions, these countries differe in many aspects such as education development, political systems, religion, culture, language, population, national resources, tehnology and gender issues, to mention a few (Gulati, 2008). These countries do not have a rich education heritage with the exception of Babylonian Universities, Ancent Egyptian Schools and the Indian Gurukul system (Gulati, 2008; Saheb, 2005).

There are many differences between the educational settings of developing and developed countries such as lower quality, high tuition fees and limited access to universities. On hte other hand, national policies always point out that high quality higher education is a national asset and necessity for a sustainable future by providing a competitive advantage among the other nations. Therefore, there is a growing need for reformation if these countries want to reach higher standards and be able to compete with other countries in a globalized and highly competitive world (Collis & Moonen, 2001; El-Hawat, 2007; UNESCO, 2009a, 2009b). According to Mohamed (2005), many Arab countries are coming up with new visions which are radically different from their traditions in order to become more competitive and stop lagging behind other advanced nations in both economic and social aspects (p. 2).

After Arab countries obtained their freedom and independence from colonizing powers in 1950-60, they tried hard to build effective and high quality systems of higher education with little success (El-Hawat, 2007; Mohamed, 2005; Samoff, 2003). However, the situation has been reversed in recent years and more than 200 higher education institutes, colleges and universities are counted throughout the region at the moment (El-Hawat, 2007; Gitsaki, 2011; Mohamed, 2005; UNESCO, 2003) in addition to a significant increase in the enrollment rate (El-Hawat, 2007; Mohamed, 2005). The chart in figure 1 shows that the enrollment rate in five Arab countries (Palestine,

Lebanon, Libya, Jordan and Kuwait) passed the rate of 4000 students per 100000 people in 2008, which is translated as a 40% raise as compared to the enrollment rates of just ten years before (UNESCO, 2009c).
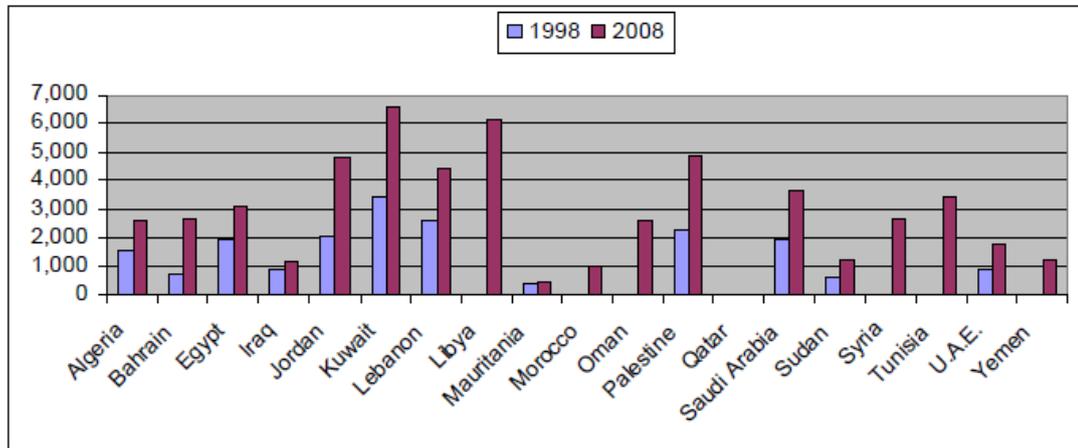
Figure 1.1. Number of higher education students in Arab countries per 100,000 inhabitants (UNESCO, 2009c, p. 9).

Besides universities, there has been an increase in the number of technology instiutes in Many Arab countries which offer many educational opportunities for new students in various fields. A look at their history shows that more than 30% of such educational institutes were established in the last decade reaching at least 170 distributed among many countries such as Libya, Egypt, United Arab Emirates (UAE), Palestine and Lebanon (Hawat, 2007, p. 6).

1.1.3 Overview of Libya

Geographically, Libya is located in the northern region of African continent with a total surface area of 1,775,500 kilometers square. This makes it the fourth largest country in the continent. In addition, Libya has a long nothern shoreline on the Mediterrenian sea, the area where most of the population is concentrated, whereas the other parts of the country are covered by desert and are sparsely populated. The totpal population is 6 million, 90% of which are concentrated in just 10% of the countrys territory (Errabou,2013 p101). From that, about half is living in urban areas with a high concentration in two major cities, that of Banghazi and Tripoli.

Libya was declared an independent country on December 24, 1951 when it was officially recognized as an independent country from Italy. The impact of independence was felt in all aspects of Libyan life, and education was no exception. It was affected affected immensly, since was not given any major consideration by the occupation forces that controlled the country for a considerable period of time.

Besides Libyan Nationals, there are other groups of foreign residents living in the country, the majority of them from North Africa such as Egypt and Tunisia. In addition, there are also minor groups of from Subsaharan and West Africa.

Libya's economy is primarily based on oil revenues since the country is one of the world's major oil producing countries. As a result, oil revenues make up 95% of total export, about 75% of the revenues of the government, more than 50% of the country's total GDP and is the main source of foreign exchange. In addition, there is also a modest agricultural sector and petrochemical industry. Before the 2011 revolution against Gaddafi's rule, the profits from oil and gas were in the range of $100 million per day. Despite the heavy investments in economy, healthcare and education sectors, most of the investments were not successful due to a number of factors. For one, the education sector failed to produce a well-trained force for the new emergent global markets. Libyan workforce was poorly trained in the new skills demanded by the private sector, and as a result, many of the economic plans failed to materialize into successful undertakings to catapult the country into the arena of developed world (Elshaikhi, 2015, p4).

1.1.4 Demographic and Population Distribution in Libya

In order to better understand the demographics and population distribution of Libya, six censuses were carried out between the years 1954 and 2006. According to the last one, population grown in the country was 1.83 in the year 2007. About 90% of the total population is living on the coastal areas in northwest and northeast, including the capital Tripoli. In addition, 35% of the population was found to be under the age of 15, making Libya one of the youngest countries in the world. With regard to ethnicity, Arab and Berber groups make up 97% of the population, followed by 3% of the rest made composed of Tunisians, Egyptians, Italians, Maltese, Turks and Black Africans (Abushina 2017).

1.1.5 Social environment, language and religion

When seen from the perspective of the society's attitude, Libyan society is a traditional one, with family, clan, and tribe still forming the core social units in the society's structure. Islam is the dominant religion and it has had a major influence in country's culture, society's structure and people's daily lives. Islam was brought to the region in the year 642 during the reign of Caliph Umar bin Khattab, and Libyan population id follower of the Sunni sect of islam. Most of the population speak Arabic, which is at the same time the official language used in government nstitutions, schools and universities. In addition, there is also the Berber language, or Amazigh as it is known locally, and it is used mostly in the mountainous regions of the north where the Berber minority.

1.1.6 Education Development

1.1.6.1 Education during Ottoman rule

The main focus of education during the Ottoman period was the religious aspect. During that time, classes were held in a traditional religious setting like a typical madrasa of the time where students were sitting on the ground during the instruction by the "Shaykh", who was the training them on religious and Koranic studies. The classrooms were called "Angles or Slings" and as they became widely spread around the country, they had a major influence on Islamic and Koranic teachings in Libya (Obeidi, 2001). Their main objective was to graduate students capable on Arabic language and religious verdicts.

1.1.6.2 Education during the Italian occupation 1911-1943

Italian occupation left behind a mixture of achievements and failures. Thus, in terms of infrastructure, there were a number of high-quality roads and public buildings, some of which are still standing today. However, in terms of education and political activism, the results were dismal. They created a new administration made up exclusively of Italians and at the same time disbanded the local-based, pre-colonial administrative structures. Due to these developments, after independence in 1951, the country was ruled by leaders whose power relied on Italian goodwill, and from time to time, military power. This led to great mistrust in the government and reliance mostly on tribalism and clans (St John, 2015). Income at the time was about $50, there was lack of primary school graduates, and the illiteracy rate was about 90%. The result was a very slow

development of the civil spirit as compared to tribal and kinship ties. Majority of Libyans received only basic religious education and their main source of learning were the schools in Zawya and Medina. The only exception were some well-off parents who chose to send their children in higher quality Italian Schools.

On the other hand, religious schools were seen as the only bulwark against the "invasion" of foreign values and they provided mostly basic Arabic classes. Their impact is still felt today in Libyan society. The method of instruction was based on classical Madrasa ways of memorization of the Holly Quran where the teacher (or Imam or Shaykh) would recite aloud in front of the class and the students were required to repeat after him. As a result, the students were trained to retain as much information as possible from the instructor but never required to question and analyze its validity and wisdom. In addition, since the Italians were seen as invaders, students sent to Italian schools were seen as being in high risk of losing their religion and identity by their communities. Because of this, Italian language never took roots in Libya as it did in neighboring Tunisia, or as French did in Algeria (Obeidi, 2001).

1.1.6.3 Education during the British administration (1943-1951)

After the defeat of Italians and Germans on World War II, Libya fell under British administration for a number of years. In contrast to Italians, British reopened the existing schools as well as a number of new ones to further increase the rate of literacy. Moreover, they made education inclusive for all Libyans. In addition, they encouraged women to participate in education and for that purpose opened training courses for teachers of the female sex (Deep and Depp, 1982).

1.1.6.4 Education during Property (1951-1969)

One of the pivoting points in Libyan history is the discovery of oil in 1950s since after that the country was never the same again (Depp and Dib, 1982; al-Obeidi, 2001). The effects were not seen only in economy, but education as well. Thus, in 1952, a new law was passed according to which education became free and primary education became obligatory for all Libyans. One of the greteast beneficiaries of this law were girls and female education experienced a great boost. As a result, many colleges ans schools of all levels were established to cope with the increasing number of stuents, both in cities and countryside.

1.1.6.5 Education in the era of Gaddafi (1969-2011)

Education in Libya has become accessible to all especially after the 1969 revolution led by Qaddafi. Many link the success of education with the economic boom after the discovery of oil and the social changes that happened afterwards. One of the main commitments of the new government was education, and as Abidi (2001, p. 174) claims, one of the main beneficiaries of any revolutionary system are women, especially in education sector. The new revolutionary system was in great need of legitimacy if it was to last, and in order to enhance it, the focus became education and productivity, with a focus on women. After completing an obligatory period of 9 years, girls were encouraged to pursue their careers further by getting themselves into offices, managerial positions and high-skilled occupations such as nursing and healthcare. These measures lead to a dramatic increase of seven-fold in the number of women who enrolled in teacher training programs between the years 1969-1970 and 1974-1975. In addition, during the same period, the number of female students in universities increased by four-fold. According to the statistics of 1976, over 50% of the training teachers were females. Despite these encouraging results, there was a huge gap in higher education where only 13% of the total teaching and research staff were females (St. John, 2015, p. 63).

This boost in women's education led to high successes in various jobs. Thus, the number of women in the county's workforce increased from 64,000 to 109,000, and their numbers in service sector almost doubled from 32,000 to 60,000 between the years 1982 and 1991. Enrollment rate into primary and secondary education was very high, but the same success could not be replicated in the rural areas where standards were low. One of the factors that halted the initial progress were a number of geopolitical issues which led to reduction of money resources due to oil prices. As a result, the regime failed to achieve their goals and train a new workforce through secondary and higher education for the new emerging jobs of the 21st century, fast-changing technocratic markets.

In 1986, learning of English language was banned in schools of all levels with a new decree form the ministry of education. This was an important decision with huge implication for learning of English language in Libyan schools and its effects were felt throughout all education sector. Seeing the negative impact, the decree was reversed in mid-90s, but the damage was already done and it would take a long time to repair it.

1.2 Higher education in Libya

Libya obtained its independence in 1951 and the first ever university in the country was built in banghazi, therefore its name is Banghazi University. The first faculty establishes in this univesrity was the school of Arts and Education. Then, in 1957, School of Science was established in the capital Trippoli, followed by the Faculty of Economics and Commerce in 1962. In 1966, two faculties, that of Agriculture and Faculty of Law were also founded, to be followed in 1967 by the Higher Technical Studies and Higher Training College for Teachers.

There was a major revision of the university system in 1981 which affected all public universities in the country. According to the new system, there are 18 public universities all over Libya which have 148 specialized collges as well as over 500 scientific departments (Elshaikhi 2015). The degrees offered in these universities are of three pahses: Bachelor, Msters and Doctorate (PhD). They are explained in further details as:

1.   Stage 1 is that of Bachelor's degree whose duration is 4-5 years of studies. The default period for the majority of department is 4 years, while for Architecture and Engineering departments, the default period is 5 years. s First stage. This degree is obtained only from universities and higher education institutes.

2.   Stage 2 is the Masters' Degree which follows the Bachelors. Its normal duration is 2 years and is mostly provided by big universities such as that of Tripoli and Benghazi.

3.   Stage 3 is the Doctoral Degree. Its duration is 4 years but for certain departments such as Arabic, Humanities and Islamic Studies the degree can be awarded after 2 years of studies following masters. For this stage, a dissertation thesis is required to be submitted. Since the condition within the country are not that suitable, most of the students who want to pursue doctoral studies are sent outside the country (Clark 2004).

On the other hand, Institutes of higher Education mostly provide technical and professional training for a duration of 3-5 years in a wide variety of fields from both, humanities and engineering. They include mechanical and electrial engineering, finance, computer science, social work, industrial and medical technology and civil aviation, among others. A etchnical diploma is obtained generally after 3 years, to be followed by

4-5 years of Bachelor's studies. The graduates of these schools generally are involved in various projects on research and development.

On 1991, Libyan governemnt and the Ministry of Education decided to give a try to the private sector on the education system, and as a result, more than 1000 primary schools, and 30 private universities have been establishes around the country, offering education in almost all disciplines available in the public sector (Rhema and Miliszewska 2010). A map showing the location of the higher educational institutions in Libya is shown on figure 2.
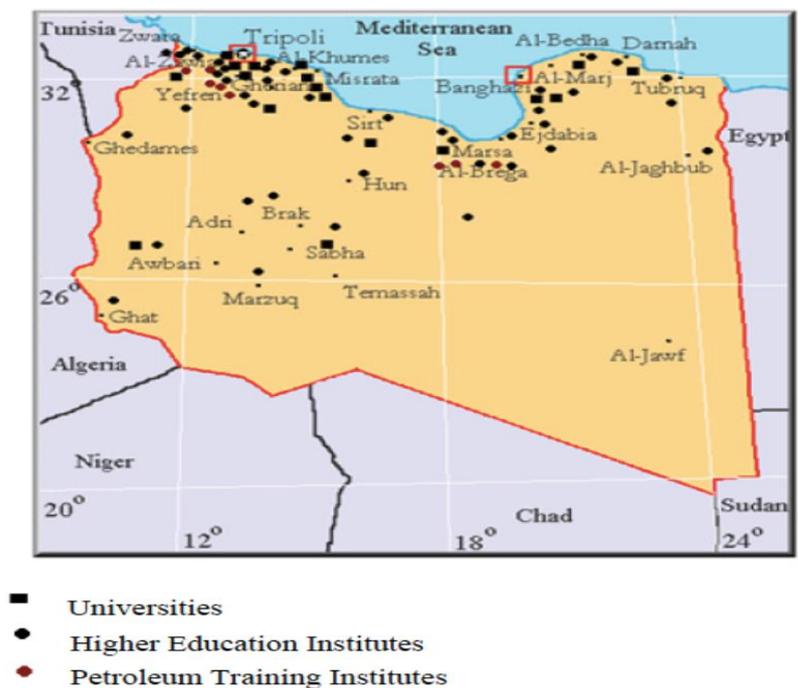
Figure 1.2: Institutions of Higher education in Libya. Source: (Rhema & Miliszewska, 2010,p 426)

1.2. Types of higher education institutions in Libya

In Libya, as mentioned before, there are three kinds of higher education institutions which will be explained in more details below.

1.2.1. Universities

There are three types of qualifications offered by a Libyan University. The first one is a Bacherlor's degree whose duration for most departments is 4 years and the students can be enrolled in it only after completing their high school studies. In addition to the 4-year departments, there are also the cases of engineering, architecture, desntistry, veterinary

medicine and pharamcy programs which require 5 years for completion. Moreover, surgery and other medical departments require 6 years for a Bacheolr's degree. A closer study of the whole system shows that it is almost a replica of the British Educational system (Clark 2004)

Universities also offer graduate programs for Master's degree with an average duration of 2-3 years. Enrollement into Masters requires the completion of Bachelors generally on a related field. In addition, Master's degrees are offered only in major universities, in particular, Gare-Younes, Tripoli and the Graduate Studies Academy. Finally, obtaining a doctorate degree in a certain disciplines geenrally requires 3-4 years of study, which includes coursework as well as a sucessful oral and written defense of a thesis. Most of the Doctoral degrees are offered on humanities such as Arabic Language and Literature, Islamic Studies and Humanities. Still there are no Doctroal programmes for science, technology and engineering, or geenrally STEM. So, any student interested in these programs will have to do so outside the country.

1.2.2. Technical Colleges

With a decree in November 2009, the status of 16 high professional centers was changed into high technical college. These educational institutions offer what is known as technical bachelor's degree in various disciplines. The duration of studies in htem is generally three years and students can enroll after successfully completing their high school studies.

1.2.3. Higher Professional Institutions

The current number of higher professional institutions in Libya is 63. They offer degrees in a variety of professional disciplines for a duration of three years. Here also, students need to have completed high school in order to enroll. The students who graduate from such institutes receive what are known as high professional or technical certificates.

1.3. Objectives of Higher Education

After the 2011 revolution against Gaddafi's regime, there have been major changes in Libyan universities, the most important of which is the increased independence of higher education institution. One of the main sections of the Higher Education Institutions Act it is clearly stated that the main aim of universities is to provide the best possible

facilities for learning on a variety of disciplines in order to create the necessary workforce required by the modern markets to push the country's growth and progress forward and launch it into the developed countries stage. The first task of the new act is to divert resources towards strategic plans on social and economic prosperity as designed by the governemnt. The second task is to increase and improve the graduate programs provided by universities so as to create the necessary academic staff and workforce to achieve the above mentioned strategic objectives. Another very important objective is to create a research culture in the country and significantly improve the quality of faculties. Finally, higher education institutions are required to strengthen or establish new relationships among themeselves within the country, as well as other intrnational institutions beyond the borders. More specifically, the objectives are as follows (Abushina 2017).

1. The University aims to be equipped with a modern curriculum for better quality of education.
2. New initiatives will be taken to provide modern, student-centered learning methods to improve students' productivity, curiosity and motivation for studies.
3. Encourage new practices such as interactive and life-long practices among the students in order to be better prepared for the future job markets.
4. Encourage and enhance critical and creative thinking skills among the students so as to enhance their abilities for research and development (R&D)
5. Develop strong and lasting scientific cooperation with institutions, both within and outside the country.
6. Facilitate the academic staff with better opportunities for career development and training according to the needs of the markets, so as to give them the chance to better contribute to the above and other objectives.

1.4. Post-Graduate Studies

Most of the Libyan postgraduate students complete their education in foreign countries, especially those in departments of natural and applied sciences, and engineering. There are also a number of Libyan universities that offer post-graduate studies, but these are mostly confined to humanities such as Arabic language, Islamic Studies and history. There is no doubt that significant progress has recently been made on improving higher education system and policies related to it. According to an old study conducted by Finch

(1998), there were 8013 graduate students carrying out their graduate studies in Libyan Universities. However, the majority of students preferred to conduct their graduate studies in other foreign countries such as UK, USA or Germany among others. This was because of better quality education and facilities offered in these countries. In addition, there has been a spike in the number of scholarships offered to students for graduate studies. According to data compiled in 2015, over 15000 students were studying outside Libya in various countries (Abushina 2017). Their numbers are summarized on table 1.

Table 1.1: The Number of Libyan Postgraduate Students Studying Abroad in 2015

Country	No. of Stu.	Country	No. of Stu.	Country	No. of Stu.
UK	3681	S. Africa	307	Italy	92
Egypt	2078	France	295	Australia	90
Turkey	1533	Serbia	278	Tunisia	87
USA	1530	Ireland	217	Indonesia	69
Malaysia	1200	Cyprus	210	Spain	41
Canada	1150	Morocco	135	China	35
Germany	766	Lebanon	108	Sudan	29
Malta	344	India	104	Greece	26

(Source: Department of Scholarships, 2015)

1.5. Challenges in Libyan Higher Education

Libya has been facing a great number of challenges after the toppling of Gaddafi's regime in 2011, especially on its way to becoming a pluralistic, democratic country. As the economy of the country has increased significantly during the recent years, one of the main beneficiaries of this growth has been education sector. According to a deep analysis by Ayoub et al. (2016, pp.17-18), there are many obstacles and challenges faced by Libyan higher education on its way to becoming a world-wide competitor. The two main ones are the general performance in faculties and training of high-quality graduates. Another major challenge is the system of accreditation and quality assessment. Next, increased financing according to the demands of the time, more investment and heavier reliance on Information Technology, and finally, encouraging

independent, original and innovative scientific research in all higher educational institutions.

A high-quality education system is a secure foundation in building a successful, innovative and productive modern society in both, economic and social aspects. In doing so, there are a number of obstacles that need to be overcome, such as lack in experience on conducting empirical research, heavy reliance on foreigner lecturers who are not familiar with the norms and culture of the country or incompatibility of the current workforce with the emerging market demands. Some of the major problems faced by Libyan universities on the above aspects were analyzed in a recent study and are summarized below (Tamtam, Gallagher et al. 2011).

1. Material resources are either lacking or absent in most of the programs available in universities.

2. Their short-term objectives were heavily affected and threatened by deficiencies in strategic planning of short-term goals. The majority of higher education institutions have no efficient standards for electing gifted and talented leaders especially among the academics who can give move them in the proper direction for the future challenges of the globalized world.

3. The system also suffers from major shortages in training and development programs for the staff, leading to poor professionalism in dealing with modern developments. As a result, the institutions' quality is on decline.

4. The management of the system in general is very poor due to deficiencies in good educational practices as a result of partial or complete deficiency of quality assurance concepts.

5. There is almost complete lack of accountability for the people in charge who divert the funds supposed to fuel research and development into their pockets. Such actions are considered crimes under the laws of enterprise development but no measures to curb them have been taken yet. This constant leakage of funds compounded by the fluid state of rules and regulations on graduate programs is making it almost impossible to develop strategic plans and devise short- and long-term goals for the future.

6. To date, higher learning institutions have been unsuccessful in building effective and lasting relationship with labor market and its demand for new workforce.

7. There has been a general failure in identifying the most urgent and important areas on which to concentrate research end development and divert the energy accordingly. There is an urgent need to improve laboratory and library facilities in order to better equip the institutions with the necessary materials for experimentation and information sources to supply them with the most relevant information instead of simple subscription to low-quality academic journals.

8. Heavy reliance on traditional methods of learning by many universities is not allowing them to adopt modern methods of teaching based on modern technology. This is making learning less effective for the students.

According to a national report published in 2004, there were three main challenges regarding the academic staff, especially about their selection process and criteria (Abushina 2017) .

1. Many faculty members, despite their academic credentials are not able to teach because of lack of training.

2. The criteria for selecting lecturers are generally ineffective. On the other hand, the number of students attending universities is increasing rapidly, causing a strain in the availability of professional lecturers.

3. Lack of good standards for the process of hiring of foreign lecturers has led to low-quality foreign faculty members.

1.6. Attention to quality to meet some challenges in higher education:

The Libyan government and the Ministry of Higher Education decided to start focusing mostly on quality rather than quantity recently. As a result, the accreditation and quality assurance center for educational institutions was established in 2006. This Center is in charge of assuring and rigorously assessing education quality and issuing equivalence certificates based on credits for both, public and private universities. In order to build and spread a new mindset of good quality via universities and high educational institutions, a number of policies were proposed to assess the quality of such institutions via a set of modern standardized practices. According to GPCE & SR, the main objectives of this center are: (Errabou,2013 p121)

1. Spreading the culture of quality among all universities and other higher education institutions in the country.

2. Propose effective policies to assess the institutions' performance and assure their quality is up to the desired standards.
3. Setting the standards for the academic accreditation system according to the general policies of higher education in the country.
4. Make decisions about Libyan higher education centers accreditation and improve its programs according to these criteria.
5. Encourage the higher education institutions in to improve their standards and upgrade the academic program.
6. Encourage healthy competition between higher education centers in order to better develop and improve the scientific method and in them.
7. Ensure that the procedures for establishment new Libyan higher education centers are based on accreditation and its requirements.
8. Building good relationships and cooperation between universities inside the country and their counterparts around the world.

Summary

This section provided a general background on Libyan education system in general with a focus on higher education institutes. Thus, an overview of developments on education during Ottoman rule, the period of Italian and British administration, property period (1951-1969) and finally, the era of Gaddafi (1969-2011) was provided. In addition, the chapter highlighted and elaborated on some of the most challenging and urgent issues faced by higher education, as well as its objectives and problem in achieving them

2. CHAPTER TWO: Literature Review

2.1. Introduction & Literature Review

In this chapter, a brief review of the literature related to the evaluation process of large organizations will be conducted. The researcher identified performance evaluation as a formal, continuous and systematic assessment. This process is extremely useful in motivating and helping individuals learn and develop professionally by focusing on participation, collaboration, training and mentoring. On the contrary, performance appraisal assesses the performance of individuals for their tasks, analyzes them, identifies their needs, and makes specific recommendations for further development. Evaluation results can be used either during the monitoring process, as a possible means of the future, or both. Evaluation is linked to improved individual performance and increased organizational effectiveness. As a result, the most important objective to assess the performance of researchers is the professional development of staff as well as the overall improvement of organizational development. In this chapter, some previous studies on performance appraisal will be discussed, focusing on the higher education sector. This is an important subject with a long history in the field of scientific research and its importance to public and private institutions can never be over-emphasized. The researcher will discuss some recent studies on performance evaluation in various sectors, always with a focus on the sector of education.

An important, multi-purpose study was carried in Central Florida in US. One of its aims was to analyze and understand the views of students on evaluation processes. In addition, the researchers gathered the views if faculty members on the above-mentioned evaluations and checked the changes done on instruction processes that resulted from the feedback. Moreover, the measures taken by the college's administration as a response to students' evaluations and rating of their instructors were analyzed and the way the results of such analyses improved instruction in general were recorded.

The sample included in the study was made of 358 students and at the end, it was found that 320 students believed that their ratings of instructors were very important for both, instructors and administration as well. On the other hand, majority of students did not have any information or were not convinced on the effect of such evaluations on important decisions or measures taken by the administration. Moreover, twenty-one staff

members conducted phenomenological analysis of student evaluations and found them to be quite ineffective in promoting changes on instruction (Campbell 2005).

The above-mentioned study also dealt with faculty members and their perceptions of a particular assessment process and its impact on their educational performance. This section of the study was focused only on the views of a group full-time faculty members at a private university in Vietnam on performance evaluation. The study used data obtained from individuals in the form of semi-structured interviews with two full-time faculty members. After analyzing the data, a series of results were reached. First, the faculty found the performance appraisal process as both, emphasizing the efficiency and highlighting the useful growth of the profession and the motivation to measure its performance as a means to enhance teaching quality. Second, an important factor that contributed to the positive perceptions of faculty members in the process of evaluating performance and improving faculty teaching was the clarity of purpose of performance assessment, the participation of faculty in PA design and development, the critical role of the evaluator and the evaluation of its constructive comments in evaluating performance (Phan 2014).

A similar study with similar results was conducted in New Zealand in which the manner the performance appraisal systems was applied in primary schools to intertwine the goals of both, accountability and development in characterizing their teachers' performance were assessed.

The methodology applied here was of a qualitative, rather then quantitative nature and the subjects were two primary schools. An analysis of the PAS documentation in each school was also conducted in addition to foreign policy paperwork. In order to conduct analysis of inter-school differences, the data were classified accordingly. Some of the most important results of this study are summarized below: The types and ways of approaching performance evaluation are many, however the focus in the two subject schools were accountability and development. To achieve a successful evaluation, a certain number of criteria are necessary such as having an effective leadership, trust among the subjects, a clear evaluation system, and finally the evaluation process should be under the ownership of the staff (Whitford 2013).

On the same line, another study was carried out by Al-Huwaid in Umm Al Qura University in Saudi Arabia. This was a field study with the aim of assessing the effect of evaluation process on the general performance of faculty members as a means of improving the level of instruction. The research methodology relies on a descriptive analytical method with a sample of 146 members of faculties and 264 students in total. Some of the findings of the study were related to the effect that evaluation had on faculty members' performance The study concluded a set of results one of the important : The degree of the contribution of the faculty member's performance in raising the quality of university education came to a great degree And that is from the viewpoint of female faculty members and female students at Umm Al-Qura University. and there were a number of important recommendations The authors emphasized the importance of evaluation of faculty members in improving education quality in certain directions, such as improvements in evaluation methods, better curricula, better sources and materials of teaching, more effective usage of such materials and better influence on students (Al-Huwaid, 2013).

Also, the study of (Al-Aidarous 2008): entitled "Towards a comprehensive system for evaluating the performance of faculty members in Saudi universities in the light of the principle of Islamic responsibility" The study aimed to identify the most important features of evaluating the performance of a faculty member in Saudi universities, according to the principle of Islamic responsibility The researcher used the descriptive survey analytical method, and the questionnaire was used as a tool to collect information and the study community included Saudi faculty members and those who hold leadership positions in the universities of Makkah Al-Mukarramah region (Umm Al-Qura University, King Abdulaziz University, Taif University (and the number of 2409 individuals) and the researcher reached a group Among the most important results: That the most important features of the evaluation of the performance of a faculty member enable the faculty member from his scientific material and his commitment to performance to the fullest without neglecting, achieving justice and equality in evaluating students, his discipline and accuracy with the dates of the lectures, developing his method and using multiple and modern strategies, methods and techniques for objective teaching and integrity .

2.2. Performance Evaluation:

For any organization, performance evaluation is one of the most crucial processes for following up its progress. It is used to assess the value added to a certain business by an employee as increased revenues as compare to the industry's standards. The evaluation of the employee must be as specific as possible in order for them to get realistic feedback and try to improve the areas where weaknesses are spotted. The method is mainly known by two names among the researchers involved in this field, and they are performance appraisal (PA) and performance evaluation (PE).

2.2.1. Concept of Performance Appraisal

Performance assessment (PA) can be defined as "the overall process of monitoring and reviewing work performance, identifying needs for improvement, and working with staff to improve their effectiveness and make them in the full sense of their skills " (Phan 2014). In other words, it evaluates the productivity of a certain individual or group of people involved in a process inside a defined time frame. This productivity could be expressed in various forms, such as efforts spent, results obtained, work quality or tasks completed under certain conditions (Kumari and Malhotra 2012).

According to some other researchers, PA is defined as the process of reaching a conclusion about an employee's performance by taking into account their working environment and the future potential of the organization where they are employed (Okumbe 2001). Yet according to another definition by Armstrong (2006), PA is seen as the annual rating of the managers done to their workers according to certain criteria done during a routine annual review. However, the best and most comprehensive definition of PA is that offered by the Chartered Institute of Professional Development (CIPD) according to which, PA is seen a two-way dialogue between employees and their managers to boost performance and fill the gaps by providing the necessary material and professional support to do so (Farrell 2013).

2.2.2. Purposes of Appraisal

As for the purpose of appraisals, there are many, but the main ones include evaluation of people's performance, to propose raises in salaries according to their productivity, to motivate professional growth at a certain level etc. Researchers have found that the main

aim of appraisals is to enhance the performance of individuals and as a result increase the effectiveness of the whole organization (Kempton 1995).

Since the perm was proposed, it has always been argued that the aim of a proper appraisal system is not the ranking of teachers or professors from best to worst, nor is it a filtering system to get rid of the weaker ones, but it serves as a means in the creation of proper conditions where everyone has an opportunity to express and develop their talents and professionalism (Bradley 1992). It has been argued by Bell (1992) that one of the pretensions causing the greatest harm to appraisal system has been the idea that it acts as a filter to remove incompetent and weaker teachers. There has been a big debate on this issue and its consequences in the application of the system, but its details are beyond the scope of this study and for the interested readers, more detailed studies are provided in Bell (1992, 1988b) and Poster and Poster (1991).

According to Fitz-enz(1995), applying effective system to evaluate people's performance makes the later feel proud of themselves and therefore leads to better productivity (Fitz-enz, 1995). The author further argues that one of the best ways to increase workers satisfaction is to praise them, even if it is as simple an expression as "well-done" in their working environments. Such pats in the back boosts their morale and increases their productivity significantly, sometimes even more than bonus payments at the end of the month. Beyond psychological effects, there are a number of other benefits of positive appraisal, such as general benefits for the organization as a whole, for the managers in charge and employees (Fitz-enz1995). As to the advantages of the managers, it gives them the opportunity to better understand the strengths and weakness of the institution under their rule by being in constant communication with the other people and fill the gaps by training the employees and improve their skills. For the employees, the system is very beneficial as they are given chances to discuss their problems, ideas and future aspirations with managers, and get the necessary assistance required for the upcoming stages in their workplaces (Kempton, 1995), (see Appendix B).

According to Fieler (1995), appraisal system should never be perceived as a way to pursue the guilty and less productive workers, but as an opportunity to point out the weaknesses and fix them as soon as possible via better training, as the latter is the most effective tool in improving appraisal system. But, in order to make the subjects more

receptive of the ideas of appraisals, more work and changes are required to ensure accountability and fairness (Beer, 1986).

2.2.3. History of performance appraisal

Performance appraisal is a surprisingly ancient concept and its roots can be traced back to China on the third century AD. According to the story, Sin Yu, a famous Chinese philosopher was hired by that century's dynasty to create an assessment system based on workers feedback, not merit (Patten 1977). The system was used again in the sixteenth century by St. Ignatius Loyola who designed a system to assess the members of his religious group. Later, a similar system based on personality characteristics was used in Ireland (Dublin) for evaluating layers. In Scotland was used a similar evaluation system, this time in cotton mills for workers assessment. There, suspended wooden cubes were manufactured in different colors, each of which represented merits of a certain scale for all workers. The colors were changed according to the performance of workers in the mills (Flaniken, 2009).

Some researchers are furthering the claims that performance evaluations are rooted in the study of time and movement by Frederick Winslow Taylor, the famous American mechanical engineer who made the first attempts at improving the efficiency of industrial processes (Price 2000). Others argue that the formal management procedure in use today dates back to World War II and Walter Dill Scott, the famous American Psychologist who persuaded the army to use the system in assessing the efficiency of army officers and their units in war. Since then, the practice has become an inseparable part of all companies in their efficiency analysis and workers layoff, especially after 1950s. Performance appraisal is a universal issue because there is always a tendency for people to judge the performance of others from the same, or even different sectors (Karyeija 2010).

During the first attempts of performance appraisal system, the main interest was to have a basis for justifying wage levels. It was the basic procedure on which salary related decisions were based, and as a consequence, it was firmly connected to material outcomes. A salary cut was the expected result for any employee whose performance did not match with the expected outcome, and the opposite would be the case for those whose performance surpassed the expected level; their salaries would be increased

accordingly (Lovrich, Shaffer et al. 1980). The main logic of the whole system was based on the principal-agent theory, which is concerned with the issue of encouraging one party to act on behalf of the other. According to this theory, an employee should be compensated for performing a set of particular tasks that are beneficial to the employer or supervisor. The agent (in this particular case, the employee) and the principal (employer or supervisor) have different interests, but both parties would like to maximize their interests. If need be, the employee and the supervisor will enter into a binding agreement that protects each other's interests. As far as the performance appraisal is concerned, civil servants might be eager for promotions, salary increments or other benefits that come with a positive appraisal, but the main focus is to align the interest of the agent to that of the principal and ensure that the agent is accountable to the principal (Karyeija 2010).

In the above-mentioned instances of appraisal systems, little consideration, if any, was given as to how the tool might be developed. It was assumed that the only thing to persuade the employee to continue his/her work in an efficient way and even make some improvements was the cut or increase in payment. Despite the successful cases of this simplified system, the cases when it failed were many.

2.2.4. Performance Appraisal t in perspective

PA is an essential tool in business world today as it is concerned with the assessment of a persons' (generally workers) productivity output. Given the fact that productivity assessment is the bases on which employees' position in an organization such as salary, promotion to a higher position, demoting to a lower position, transferring to another department or branch are determined, PA is indispensable tool for more efficient human resources management and better performance of the whole organization (Zhang and Lovegrove, 2009).

As PA practices are at the heart of HR systems, there has been extensive research on their effectiveness and practices throughout the years and the literature on the subject is quite rich. Two of the most important researchers on the field are Levy and Williams (2004) who have written extensive reviews on the subject. One of their main contribution are is that on the errors of rating employees, their reactions to PA processes, the ways information is processed and dynamics after the process such as training of the workers

based on the outcomes. Other PA areas that have been under intensive research involves the satisfaction of workers with their jobs and their intention on staying or leaving their work based on their general performance (Poon, 2004).

In contrast to the above broad theoretical research, practical research on the topic is not as extensive (Callahan et al., 2003; Grund and Sliwka, 2009) and its limited nature mostly on understanding the way the process work has been recognized by researchers a long time ago (Lathan and Lee, 1986; Murphy and Cleveland, 1991). The majority of the early research on the subject had a tendency to see performance as something measurable by certain tests which were supposed to be unbiased and as fair as possible. Most of the emphasis was put on the role played by the appraiser and the criteria applied by him/her. Some research carried by the scholars showed the huge effect that anchoring effect, the case where the appraiser started the process with a certain expectation, had on the rating results, and they pointed out a series of systematic errors committed by those studies. Other biases included the halo effect, which meant that in case the appraiser created a good impression on one workers once, will have a tendency to always rate them higher even if their subsequent work did not keep up with the standards, and vice versa, where an initial bad impression erased all the good performance afterwards in the sight of the appraiser. There was also the opposite case, or what is known as the recency effects, where the rating of the employee would depend on the performance of their most recent work and the previous actions were not taken into account. Yet another systematic error was tat of the central tendency, where the rate of all employees would be according to the center of a pre-determined scale without taking into account sometimes huge differences between them (Brown and Heywood, 2005).

One of the most extensive reviews on the effectiveness of PA research covering more than three decades between 1950 to 1980 was published by Landy and Farr (1980). They concluded that the PA research could be graphically divided into five main subpoints (Dhiman and Singh, 2007) which can be summarized as; (1) roles, which describes the role the characteristics of the appraisal play. (2) context, which determines the aim of rating and the kind of organization on which it is applied. (3) vehicle, which stands for the scale and format of rating to be used. (4) the rating process, which includes factors such as hindrances by the management on the appraisal, appraisers' training on the rating

process as well as the characteristics of the job on which it is to be applied. (5) results, whether they are based on raw or transformed/imputed information on performance.

Taking into account the review mentioned above, Landy and Varr (1980) noted that despite the studies undertaken on different areas, a lot of emphasis has been placed on the development of classification tables and minimization of classification errors or biases and very little attention was paid on the ways the evaluators make their final judgements. Furthermore, large segments of the research on how the evaluators appraise, encode, store and record the information on workers' performance was found to be completely missing or deliberately ignored. The authors recommended that more intensive research should be carried out in these missing or ignored areas. This review is extremely important and strongly related to the central hypothesis of this thesis as it aims to investigate PA on the quality of education sector in Libya. The review paper of Landy and Vare (1980) caused a major shift on the aims of research on PA as most of PA research in 80s was concentrated on designing more effective evaluation scales. After the above-mentioned research, the focus started to be on the appraiser and his/her effect on the assessment process.

As a result, research carried out on PA during 1980s introduced a number of important concepts and ideas on HR practice, such as the way that the information retrieved by PA was used by the appraisers and the necessary attention that needed to be paid to the observations during the evaluation procedure. In addition, some ideas such as the thinking that the errors observed during appraisals were actual appraisal errors were found out to not always be consequences of inaccuracies (Walsh 2003). Another major addition was on the usage of PAs, the context on which they were carried out, and the way they impacted appraisals' results. The researchers reached the conclusion that for PAs to be effective, they should be utilized only according to the aim and the time stated by the appraisers (Zedeck and Cascio, 1982).

Another important development during this period were the aspects identified by the researchers to increase the effectiveness of the PAS as compared to those that did not have such effects. According to Muhrmann et al. (1989), a successful PAS is the one that fulfills the needs of the company on which it is carried out. According to them, a constructive system for evaluation relies on the following factors:

1. The tools and techniques used for the appraisal.
2. The grade of consonance between the evaluation system itself and other regulatory aspects.
3. The way the system is designed.
4. A proper manner of introducing the system.
5. Training of the users who will apply the system.

They argued that one of the vital elements of a Performance appraisal lies in clearly stating and defining the aims of the PA system beforehand. Therefore, according to Mohrman et al. (1989) the full assessment system consists of the following components:

1. Two PA sets, each concerned with the direct and long-term consequences.
2. Clarity on who will decide on performance.
3. Identification of the Performance appraisal techniques.
4. Who will be the appraiser?
5. Technique(s) to be used in collecting performance data.
6. Make sure that the feedbacks are collected on time and are evaluated by the appropriate appraiser.

It is important for the assessments to be on time so that the work features can be matched. The performance appraisal system in organizations should support top-level managers to maintain the core commitment to the mid-level ones (Walsh 2003).

For a person to make proficient evaluation, at least two qualities are required, namely motivation and high expertise on the subject. However, carefully crafted evaluation forms and proficient appraisers are not always enough to carry out a highly accurate assessment. There are many responsibilities connected to performance ratings and carrying them out is very difficult for the majority of the jobs they are supposed to assess. According to a study carried out by Wood and Marshall (2008), there are a number of factors decrease the motivation of a supervisor in carrying out assessments, such as badly-designed appraisal forms, data shortage on workers' performance, subjective outcomes, and concern about the response to the results.

There is broad consensus among the researchers involved in PA studies on the significance of assessing the reactions to appraisals. For instance, many argue that it is necessary to have positive PA results if the managers want their workers to show improved productivity and as a result growth in their companies. However, this is

contrary to any unbiased study and it implies that all PA assessment are a major failure in the industry. It should be kept in mind that PA satisfaction is one of the most regularly assessed PA result as there is a wide variety on research on it (Keeping and Levy, 2000, Levy and Williams, 2004). Despite these, there is no well-established evidence as to why satisfaction with PA results is of such great significance. Levy and Williams (2004) carried out a wide variety research projects on PA, but they suggested that more intensive field research was required for building a better understanding of unknown factors (Kuvaas, 2006).

One of the reasons for employees' dissatisfaction with PA may be connected to the unfairness of the system and the potential of being misused by the management, but for the researchers, employees' feedback is an indispensable piece of information for a better assessment of the company. Even a very-well planned and organized system or organization can easily crumble if its users are not happy with it, therefore, the perception of the employees has an immense weight on the final assessment on achievements of a system. Another pillar on which PA relies heavily is fairness. This means that any successful PA assessment is used appropriately and measures the employees' performance only on the tasks they are responsible and nothing else beyond them. This fairness has two major advantages; first, it has a positive role on general job satisfaction, and second, increases the accessibility of the system by its users. There are many studies that have estimated that 20-50% of total satisfaction with the job can be explained by employees' contentment with PA assessments (Sabeen and Mehboob 2008).

According to Murphy and Cleveland (1991), employees will start deeming performance ratings as fair and accurate only when a number of conditions are fulfilled, such as when assessment are carried out on a regular base, they acquire an official nature, the people in charge really understand what they are doing, when appraisers acquire their right for appeal, the components of performance to be assessed are realistic and well-linked to the employees' positions, actions to be taken based on the PAs are designed to deal with the problems appropriately, and when the working environment within the organization acquires more of a cooperative, rather than competitive nature.

Mohrman et al. (1983) further argue that people who are in charge with designing PAs need to pay more attention on the perception of the employees to these assessments if

they want to have more reliable and productive results. In addition, they suggest that the responsible institutions must first test the use of PAs and then decide whether they provide accurate results as such studies are still missing in both literature and organizations. Evaluation of whether and to what extent PAs are effective are part of managerial responsibilities, but there is no empirical evidence to date. Such absence could be due to the complex nature of the systems and as a result, huge difficulty in deciding on the appropriate criteria.

Murphy and Cleveland (1991) go as far as proposing that the scale of HR success, PA included need to be appraised as well, because according to them, the current methods for evaluating PA have a number of flaws and therefore pose great challenges for appraisers. This was supported by Bernardin et al. (1998) who emphasized the almost total lack of research on PA (Lawaj, 2014). Most of the problems faced by practitioners have been blamed on the wide gap that exists between practice and theory in PA (Rouhani, 2001), and such an assertion is backed by the works of many other researchers (Arvey and Murphy, 1998; Banks and Murphy, 1985; Napier and Latham and Lee, 1986; Britts et al., 1992; Murphy and Cleveland, 1995). The above studies show that such a gap started early and was noticed in 1980s when some laboratory investigations whose center of attention were different values for cognitive processing of assessments (Walsh, 2003).

Even some of the most important pieces of research on PA have not addressed some of the key problems of the evaluation procedure, such as a number of factors that have no connection to performance (Murphy and Cleveland, 1995; Latham and Mann, 2006). One of these factors is the cultural setting which cannot be held constant and therefore cannot quantify employees' performance in an objective manner (Fletcher, 2001). Another problem are the PA tools themselves, which often times rates elements not related to performance at all (Catano et al., 2007).

Fletcher (2001) has argued that most of the research on appraisal had been focused on its assessment procedure, and the researchers have mostly been attentive to improve the schemes and scales of measurements (Levy and Williams 2004). One of the main concerns of appraisal research is the nature of judgement utilized to make the evaluations, and there are two kinds of this procedure; the absolute style according to which the subjects' assessment is done in accordance with pre-determined criteria, and

the comparative style, according to which subjects' assessment is done relative to each-other, rather than pre-determined thresholds. According to theorists in the field, comparative style is the better among the two styles as it gives a better assessment of the employees' productivity (Spicer and Ahmed, 2006).

A careful study of the available literature clearly shows that there has been very limited attention given to contextual factors, while on the other hand, most of the attention of the researchers has been on proximal factor. A huge number of research studies have been conducted on the purpose of appraisals as pointed out by Landy and Farr (1980). Moreover, there has been also a large neglect on distal factors, especially those related to external environment, including social values held by employees, the political and legal environment where the studies are conducted, culture, technological advancement and economic status. Another major absence in the studies is the "eastern context", i.e., high concentration on west and a huge lack on eastern countries, most importantly for this study, Libya. Taking this gap into consideration, the aim of our current study is to provide a contextual and deep understanding of appraisal process in "eastern context" by focusing specifically on Libya. As this context is a total black box, this study is an attempt to throw some light on it and serve as a basis for further research in the future.

2.2.5. Performance Evaluation Terminology

Before delving deeper into the subject, there are a number of important terms that need to be clearly defined and avoid any misinterpretation. First, the term Human resource management (HRM) need to be clearly understood, especially its notions of vertical fit or mutuality, and the adaptation of soft or hard approaches in PAs. Afterwards, a number of other terms such as Performance Management, attestation, teacher development, accountability and performance appraisal are also discussed.

A. Human resource management (HRM)

The origin of the term "performance management" comes from HMR and includes a set of actions on the area of human resources used to increase the chances of success for an organization (Rudman 2002). There are many concepts affecting the performance management on HMR, therefore researchers and people involved on assessment of performance management need to design a system tht takes care of the aims of both, the employees as individuals, and organization as a whole, a concept also known as

mutuality. When this concept is incorporated into HRM framework, it is called "Vertical fit", which is conceptualized as the right balance between the workers with their skills and attitude, and the organization with its own strategic goals. Therefore, a well-balanced approach will ensure the interests of both, and as a result, will increase the efficiency of the organization and the satisfaction of its employees. This important link is also called "Mutuality", i.e., the mutual relationship between organization as a whole, and the employees working in it as individuals with personal characteristics, desires and goals.

According to Rudman (2002), one of the major assumptions of HRM is that in an organization, meployers and workers both share a common goal, or their interests are aligned or mutual. Therefore, when it comes to schools performance management can utilize either of the two perspectives, a hard, or a soft one. The former approach is mostly ruled by bureaucracy and strict accountability, while the later is mostly driven by the goals of the company and recognize a sort of autonomy for the employees (Fitzgerald, Youngs et al. 2003). Therefore, these two terms are very important as they are linked to "bureaucratic" and "professional" models of performance management assessment.

B. Performance Management (PM)

The term performance management (PM) could be simply defined as the utilization of performance evaluations and reports from the past to detect and analyze general or specific trends on employees' performance. According to this approach, an employees' performance is followed up over a certain time period and then an appraisal is made accordingly. Such information is highly valuable in determining the performance of a worker or a group of people in relation to their requirements in the workplace according to the aims of the organization they are employed in, and as a consequence, increase the efficiency of the unit as a whole and individuals in person (Karkoulian 2002).

Armstrong's PM is another term that can be defined as structured procedure to increase the performance of the organization through improving the general production of individuals and teams by setting a set of goals and the necessary requirements in workforce talent and materials beforehand according to an agreed framework. It counts the need for an efficient procedure to set a common understanding on the necessary achievements and train the people in a way to increase the probability of such goals as

much as possible. At the heart of this approach is the clarity of the goal and diversion of the necessary resources to achieve it.

Thus, the main aim of PM is the formation of a highly productive atmosphere and tradition in an organization where not only teams, but individuals as well have a duty to improve their skills and work process to maximize productivity. It aims to maximize the efficiency of the organization as a whole by making sure that the services are of the highest possible quality. In order to reach the goals set on the yearly or monthly plans, employees should be continuously encouraged to increase their productivity over the expectations (Armstrong 2006).

In many occasions, the terms PM and PA are used interchangeably as many people think they represent the same thing. However, the reality is very different as these concepts have very different meanings in different settings. Thus, in education sector, PM is mostly about the strategies and policies to be implemented in order make sure the teachers design and provide an efficacious education program that fulfills the needs of the students and the requirements of the educational goals (Whitford 2013). It has three main roles when it comes to the management of the personnel (Cardno , 2012,p.91):

1. Induction and monitoring of the teachers.
2. Staff appraisal
3. Development of the staff professionally to reach the necessary standards.

These are the three distinctive components of an efficacious performance management framework. To sum up, the main goal of PM in education is to enhance the potential of the staff in order to maximize student productivity, and as a consequence, increase the success of the organization, in this particular case, the educational institute. According to Cardino (2012), PM is a conglomerate of various but integrated regulatory activities whose main goal is reaching the strategic objectives of a certain organization. Therefore, PM has a huge potential to restructure our educational institutions in a way for them to reach their highest potential (Forrester, 2011, p. 7).

C. Performance evaluation (PE)

Performance evaluation (PE) is one of the three basic components in the performance management system. When considered from the context of education, it encompasses both the performance and accountability of each teaching staff. According to the

researchers Fullan and Mascall (2000), PE is similar to a political movement on teachers accountability because they are public servants working for the government, and as a result they are held accountable for their deliverance. According to a broader definition by Cardno and Piggot-Irvine (1997), PA includes many components such as employee identification, performance definition, performance monitoring and all the necessary help through both, formal and informal channels to assist in the development of staff to perform a certain task well" (p. 11). If we concentrate on education system specifically, Piggot-Irvine (2003) have argued that assessment needs to be a continuous monitoring process for all teachers and the data gathered on performance need to be assessed in real time in order to provide the necessary feedback to enhance their performance at work. Moreover, the authors further assert that such assessments motivates teachers to set clear goals for the future, and in this way their work performance and professional growth is enhanced substantially. According to Nusche et al. (2012), appraisals for teachers are especially important in two specific cases; for getting a job in the first place or renew the contract for the coming year, and for their salary increases, which are based on their general performance in teaching.

D. Accountability

Accountability is a vital component of PA, therefore a clear understanding of the term and its contextual use is very important for this study. Accountability is a frequently-used term in literature concerning both, performance management and performance appraisal. The origin of the term comes from HRM, and it always goes side-to-side with quality, According to Whitford (2013), in any workplace, the parties have a set of obligations towards each other besides the contractual ones. From an educational context, accountability is providing a valid and acceptable explanation about the performance of a teacher, and to be able to justify it in accordance with the expected standards of the workplace to the shareholders (Cardno 2005).

E. Teacher development

Any integrated appraisal model includes another essential component, which is that of developing and improving teachers' skills. This component is of extreme importance to improving the performance of the organization, and as a result, it is a vital task for the leadership and management (Bolam, 2002, p. 103). Seen from the management perspective, teacher development means supplying the staff with the necessary facilities

and materials to become better professionally and intellectually, learn and grow so as to have the best possible influence on their students. This has become even more challenging in our modern, continuously-changing world as the teachers are under continuous strain to learn new things in order to cope with the new demands in a daily basis (Oldroyd, 2005, p. 187). As a result, it is very important for the teachers to take part in programs aimed at professional development as frequently as possible.

F. The Organizational Culture

It is almost impossible to see organizational development unless there the business strategy and its goals, HRM and its aims, and the organizations' fabric and culture are not aligned to each other (Harrison, 1993). Actions such as application and given a position, assessment as a high performing employee, and getting promoted into a higher position within an organization are all affected very strongly by the fit of a certain individual within the organization's structure and culture. If the hired employee's character, culture or values do not fit with the general culture of the organization, the employee's productivity, commitment, satisfaction and eagerness to work there will all be affected negatively (Robbins, 1998).

A research study published by Sheridan (1992) showed that employees seen as unfit for an organization have higher rates of dropping out of the job that those perceived as suitable for the job. The culture of the organization is decisive on the way productivity is assessed because many components related to evaluation, such as employees' treatment and reward by their peers and managers, the decisions taken, strategies of the companies, the culture of the organization, and policies that are applied (Kermally, 1997). Even the language used within the organization for communication among the employees or with their managers significantly affects the way the organization as a whole perceive itself and the world outside as well as reinforcing the working relationship among the workers (Hackman & Johnson, 1996). As a bottom line, culture matters a lot because studies have shown that nay decision taken without taking into account the culture of the organization, generally has unwanted outcomes (Bennis, 1999, p. 3).

2.2.6. Types of Performance Evaluation

In PE, two kinds of measures are used, namely objective and subjective measures. The former are quantifiable, while the later are of a rather qualitative nature. On the other hand, PA is generally measured by two main methods, namely, traditional and modern methods. We will first explain the traditional methods in some detail and then move on to the modern ones.

2.2.6.1. Traditional Methods

These methods are the oldest set of ways used in PA and they rely heavily on the studying of workers' personal qualities such as their knowledge related to their position, taking initiative in projects, loyalty to the organization, leadership qualities and their judgement in various situation (Aggarwal and Thakur 2013).

A. Ranking Method

This method is based on the ranking of employees from the best to the worst according to a set of criteria. The alternative arrangement requires all staff initially to start on a paper sheet and rotate them from top to bottom so that all members are usually classified according to their effectiveness from effective to less effective regarding their overall performance. Gruber et al. have argued that this method is very advantageous as compared to others because it is easy to carry out and it also done away with leniency or central tendency, two factors that introduce biases. However, this method has its own drawbacks as it does not help much in employees' development because they do not receive any feedback on their strengths and weaknesses regarding their performance. It was also noted the absence of a common benchmark on employees' performance by which an interdepartmental staff comparison could be made was a major flaw of this approach (Adofo 2011) .

B. Charting Charts

During 1922, two groups headed by Patterson and Scott collaborated on designing a graph to provide consistency, reliability, utility and practicality over time , The method was further improved by Bradshaw in 1931 by introducing an additional variable on the attributes of behavior to make the metrics more reliable. According to Flyn (1972), a score from 5 to 9 indicated higher quality. According to Desler, a scale chart is a measurement type that lists a certain number of attributes by setting e performance

coefficient for each. Then, the employees' performance is calculated by the scoring he or she receives on each of the attributes under consideration.

C. Critical Incident Method (CIM)

The origins of this technique lay with the works of Fitz and Jones in 1947 when they were trying to classify the errors done by airplane pilots on their readings of aircraft instruments in the cockpit. Their original term was "error" and not "critical incident" as it came to be known later. In addition to the name change, unlike the method of the founding authors, the collection of data during mission performance has now become vital criteria for CIM. The modern term used today dates back to the work of John Flanagan in 1954, when he defined critical accident technology as an undertaking to delineate the behavior of humans through collection of the narration of events of special importance and comparing them with pre-defined criteria (Flanagan 1954). In order to collect information on critical accidents, he used trained monitors. Spotting critical accidents during while a certain task is being performed can be either individual or a mutual action between the user and the resident. Desler et al. defined Critical Accident Pattern as the attempt to gather the cases of rare or unwanted instances of employee behavior related work, and review them with the subjects according to prescheduled times (Aggarwal and Thakur 2013).

D. Narrative Essays

In the case of narrative essays, the person in charge of assessment writes a detailed explanation on strengths, weaknesses, past performance, and local proposal (s) of the staff when the evaluation period is approaching its end. The main focus of this technique is the behavior of the employees. The outline of this method, according to Mathias and Jackson (2004), allows it to be more elastic than the previously-mentioned ones, and this is the main reason why appraisers combine this method with the others. However, one major drawback of the method is the fact that the appeal and effectiveness of the essay depends strictly on the appraisers' power to write effective prose. Some supervisors do not or cannot express their views very effectively, leading to poor descriptions of staff performance (Adofo 2011).

2.2.6.2 Modern methods

The development of modern method was the result of the necessity to improve the drawbacks, especially the prejudice of traditional methods, as explained above. Some of the main modern methods will be explained in detail in the paragraphs below.

A. Management by Objectives (MBO)

The most widespread management strategy today is the so-called Object Based Management (MBO). This approach is urgent and very satisfactory because it tries to achieve its objectives by relying on the participation of the entire team. MBO's philosophy is based on the assumption that if people have certain expectations, their performance will be greatly improved and their personal goals will match the goals of the entire organization. The main characteristics of MBO are setting a common goal for employees and organization, increasing participation for all involved and supporting and motivating senior managers. Some of its main advantages are effective leadership, highly motivated workforce and clear goals and objectives. According to a new model based on the original principles of this method, Wehrich proposed a seven-component MBO system. These seven elements are the hierarchy of objectives, strategic planning, goal setting, careful planning of work, implementation of MBO, organizational and organizational development, and finally subsystems (Weihrich 2000). Part of the goal setting process allows managers to monitor employee performance by comparing results with predefined staff objectives (Erasmus and Schenk 2008).

*Integration of Organizational and Individual Objectives

In 1960s, a new concept became widespread among the line managers and consultants and it came to be known as self-control. The idea of this approach was to have the subordinates included in decision making and control process, and they perceived MBO as the means by which organizational and individual goals could be integrated (Howell, 1970). One of the fundamental assumptions of this method is that the managers involved in controlling a company do not have to have a comprehensive knowledge of everything because all the people involved cane make their contribution for the organization to reach its goals in the most effective way. Another important distinction is that besides the objectives of the organization, professional growth of the workers to such levels as not blindly accepting orders from superiors is a major objective. Moreover, workers are trained to demand more autonomy from the managers and use their right to know the

direction on which the company is heading, encouraged to become part of decision making processes, etc (Weihrich, 1985).

According to research carried out by Hargreaves (1992), MBO is certainly one of the most productive strategies for advancing employees' personal development. In addition, the source of this confidence stems from collective participation at all levels, and this support opens the ways for more willingness on the side of everyone involved to take more risks for a better future, which in turns makes people recognize that higher common goals can be only achieved with better preparation and communication. This becomes a virtuous cycle of a collective commitment for more efficiency and improvement, and this is the greatest advantage of MBO. Thus, improvement is achieved by involving the collective community in the organization (Hargreaves, 1992; Campbell and Southworth, 1992). Despite the rosy picture explained in the previous paragraphs, MBO has its own deficiencies pointed out by Hargreaves (1992), among others.

Most of the criticism on MBO has been concentrated on the difficulties involved on its implementation in real settings. One of the main pillars of MBO is the importance it puts on human relations, or as called differently, the cultural perspective. Such relations are based on common values, belief and customs (Schane, 1984), and the problem comes from the assumptions associated with each of these components. First, the existence of a common culture is presumably not complicated and distinct for the organizations studied. Second, the theoretical and practical concentration on what is shared by all the members of the organization can lead to a bias on the consensus and suppress the differences among its members, which is a very negative occurrence (Woods, 1990).

Drucker (1955) emphasized the identification of participatory goals, self-development to enhance productivity and self-direction by every member of the organization. Although the focus of literature on MBO has mainly been on the integration of the individual, in practice the alignment of personal objectives with those of the organization are often not fully lined up. For instance, the organization may be focused on making a process as efficient as possible, but its regulatory concerns are of no con ern to the employee who is a member of the company (Wehrich, 1985). The organization which is concerned with providing the best career opportunities for its employees should recognize that these goals are not always in agreement with the aims of all workers and that there will almost always people who will be in conflict with these aims. The

institution must try its best to fulfill all the goals set among its staff, but sometimes such aims may put restriction on the freedom of dome managers who are eager to take advantage of their potential and abilities to promote themselves into higher position (Karkoulian 2002). The potential conflicting points between the company and individual staff are listen on table 2.1

Table 2 -1

Potential Conflicts between the Organization and the Individual

Organizational needs and demands	Individual needs and career goals
Effective and well-planned work, increased productivity and profitability.	Self-fulfillment and reaching of personal goals.
Eager to care as best for all the employees in the organization.	Self-centered concern.
Need to fill the roles in the organization structure	Need for self-fulfillment and self-actualization
Need for skills to fill all positions	Interested in challenging work only
Need for some specific, well-developed skills	Bored by routine work using specific skills
Best utilization of all talents within the organization	How to utilize own potential within or outside the enterprise
Manager to work in geographic location best for the organization	Location most suitable for self and family

(Weihrich, 1985, p. 159)

MP does not only have an effect on the performance of the worker, but it has an influence on the performance of the entire company. This was put forth in a remarkable manner by Costello (1994), according to whom a firm management framework is vital in developing and continuously improving a company and its people. A management system that is efficient and effective is the engine behind the progress of an organization,

whether it involved making decisions, endeavors, or allocation of the resources in an optimal way. PA is the framework under whose directives people learn, help and cooperate with each other in a productive atmosphere of mutual trust and respect.

A. Behaviorally Anchored Rating Scale (BARS)

Behaviorally anchored rating scale (BARS) was first introduced in 1963 by two researchers, Smith and Kendall, in response to the problems related to authenticity and validity of the ratings. BARS scales have much more information than simple numerical values used by other methods and it has the great advantage of being able to differentiate performance related to behavior from the others (Aggarwal and Thakur 2013). Another advantage of BARS is that it places the rater on the role of an observer, rather than judge. It helps them concentrate on certain incidents of work-related behavior for the rating. Performance is rated on multiple levels and dimensions to have as objective a rating as possible (Freinn-von Elverfeldt 2005).

B. Humans Resource Accounting

Sir William Petty was the first to introduce the idea of human resource accounting (HRA) in 1691, but its importance was not recognized until 1960 when it was discovered by Rensis Likert and it received a modern definition as an organizational resource by Flamholtz. The principle behind the idea is the way it sees the employees as precious resources of any organization, and therefore any investment done on employees for their betterment is a direct investment on the enterprise itself (Sharma and Shukla 2010). It has been argued by many researchers that the reason why the management of human resources is lacking in its full potential is the lack of an amalgamate structure to give it the proper direction (Bricker, 1965; Haire1,967; Flamholtz, 1971a).

Moreover, Flamholtz (1971a) has gone as far as claiming that the value of a theory on human resources could serve as the founding rock in improving management services in an enterprise. He has also asserted that such a theory is a precondition in dealing with problems emerging in the researchers' attempts to assess the value of the employees as resources in an organization. There are many advantages of a theory about human resources, such as its ability to point out which variable is essential for measuring the value of human resources monetarily, and also it can provide the basis for introducing a set of surrogate values for human resources (Sripriya 2016).

C. Assessment Centers

The approach of Assessment Centers came into play after the results of AT&T Management Progress Study was carried out by Bray, Campbell and Grant in the year 1974. Common job simulations which are used in evaluation centers are in basket exercises, group discussions, simulations of interviews with junior collegues or customers, fact finding exercises, problems of analysis or decision making, oral presentation or written communication exercises (Byham 1986).

D. 360 Degree

The 360 Degree technique is another PA method that takes into account input from many levels within the organization as well as external resources such as clients, therefore the name is 360 degrees, representing the large breadth of its evaluation collection. The feedback for an employee comes from many sources such as manegers, colleagues, junior workers, supplying personel, and even their clients and spouses, therefore providing the workers with data on the effects of their actions on the people interacting with them, in this way increasing awareness and improving the behavior of workers (Aggarwal and Thakur 2013).

Among other names of this method are team evaluation, full-circle feedback assessment, and multi-rater feedback, to mention some of them, but mostly these days it is known as 360-DFM. Another reason for collecting data from multiple sources is that single-source data will help the worker fix problems related to a single dimension of his/her work. In education, this method is very important as it allows the teachers to see how they are perceived not only by their managers and peers, but also students and student families as well (Norton 2003).

E. 720 Degree

The 720 degree method was founded by Rick Gal Breath who was not content with 360 methos explained in the previous section. He introduced it as a more comprehensive, personalized technique that targeted higher level managers, including in it the views of subordinates, investors and clients in addition to those included in 360 degrees method. The focus of the method are investors and clients, as they are the people that matter the most according for a company. In addition, this method provides the people with a perspective of viewing themselves as individuals reaching up the level of bureaucracy and leaders as well. In this case, the 360 method is applied twice, once to assess the

performance of the employees by their managers, and when it is found satisfactory, they are required to sit together once again for the employee to receive the necessary hints for reaching the preset goals (Aggarwal and Thakur 2013).

As the paragraphs above show, there are a myriad of techniques for evaluating employees' performance and it is very hard to differentiate the more efficient form less efficient ones. Their effectiveness generally depends on the culture and size of the organization. A more comprehensive summary on all the above-mentioned methods is provided on table 2.2.

Table2.2 Techniques of Performance Appraisal(Aggarwal and Thakur 2013)

Sl. No.	Technique	Key Idea	Advantages	Disadvantages
A.	Ranking Method	Ranking employees from best to worst on a particular trait, choosing highest, then lowest, until all ranked.	1.Fastest 2.Transparent 3.Cost Effective 4.Simple and easy to use	1.Less objective 2. Morale problems who are not rated at or near the top of the list. 3. Suitable for small workforce. 4. Workers strengths and weakness cannot be easily determined.
B.	Graphic Rating Scales	A scale that lists a number of traits and a range of performance for each, the employee is then rated by identifying the score that best describes his or her performance for each trait.	1. Simple. 2. Easily constructed. 3. Ease of use. 4. Results are standardized what allows comparison to be made between employees. 5. Reduce the personal bias.	1. Rating may be subjective. 2. Each characteristic is equally important in evaluation of the employee's performance.

C.	Critical Incident	Keeping a record of uncommonly good or undesirable examples of an employee's work related behavior and reviewing it with the employee at predetermined times.	1. Easy and economic to develop and administer. 2. Based on direct observations. 3. It is time tested and provides more face time.	1. Time consuming and laborious to summarize and analyze the data. 2. Difficult to convince people to share their critical incidents through a survey. 3. Provides a personal perspective of organizational issues.
D.	Narrative Essays	Evaluator writes an explanation about employee's strength and weakness points, previous performance, positional and suggestion for his (her) improvement at the end of evaluation time.	1. Report actually shows employee's performance. 2. Can Cover all factors. 3. Examples are given. 4. Provides feedback.	1. Time consuming. 2.Supervisor may write a biased essay 3. Effective writers are very difficult to find.
E.	Management by Objectives	Employees are evaluated how well they accomplished a specific set of objectives that have been determined to critical in the successful completion of the job.	1. Easy to implement and measure. 2. Employee motivated as he is aware of expected roles and accountability. 3. Performance oriented diagnostic system 4. Facilitates employee	1. Difficult to employees agree on goals. 2. Misses intangibles like honesty, integrity, quality, etc. 3. Interpretation of goals may vary from manager to manager, and employee to employee. 4. Time consuming, complicated, lengthy and expensive.

			counseling and guidance.	
F.	Behaviorally Anchored Rating Scale	BARS combines elements from critical incident and graphic rating scale approaches. The supervisor rates employees" according to items on a numerical scale.	1. Job behaviors describe employee performance in a better way. 2. More objective 3. More acceptances due to participation of managers and employees.	1. Scale independence may not be valid/ reliable. 2.Behaviors are activity oriented rather than result oriented 3. Very time consuming for generating BARS. 4. Each job will require creating separate BARS scale.
G.	Human Resource Accounting (HR A)	The people are valuable resources of an organization or enterprise, Information on investment and value of human resource is useful for decision making in the organization	1. Ascertain the cost of labor turnover. 2. Development of human resources. 3. Planning and execution of personnel policies. 4. Return on investment on human resources. 5. Improve the efficiencies of employees.	1. There are no specific & clear-cut guidelines for finding cost and value of human resources of an organization. 2. The method measures only the cost to the organization but ignores completely any measure of the value of the employee to the organization. 3. The life of human resources is uncertain and therefore, valuing then under uncertainty seems unrealistic.

H.	Assessment Centers	Employees are evaluated over a period of time; say one or three days, by observing their behaviors across a series of selected exercises or work samples.	1. Concepts are simple. 2. Highly flexible methodology. 3. Helps in selection and promotion decisions and for diagnosing employee development needs. 4. Allow for the measurement of multiple attributes. 5. Exercise is hard to fake.	1.Expensive and difficult to manage 2.Requires a large staff 3. Requires a great deal of time. 4. Only a limited number of people can be processed at a time. 5. Much cognitive loads o assessors.
I.	360 Degree	It relies on the input of an employee's superior, colleagues, subordinates, sometimes customers, suppliers and/or spouses.	1. Excellent employee development tool. 2. Accurate, reliable and credible system 3.Legally more defensible 4. More objective being multi-rate system.	1. Time consuming and very costly. 2. Sensitive to organization and national culture. 3. May damage self-esteem of employees if the feedback is brutal. 4. Prone to political and social games played by people. 5. Difficult to implement in cross-functional teams. 6. Maintaining confidentiality may pose challenge in small organizations.
J.	720 Degree	360 degree appraisal method is practiced twice. When 360-degree appraisal is done, then the performance of the employee is evaluated and having a good feedback mechanism, the boss sits down with the employee again a second time and gives him feedback and tips on achieving the set targets.	1. Improved feedback from more resources. 2.Team Development 3. Personal and organizational Performance Development. 4. Responsibility for career development. 5. Reduced discrimination risk. 6. Improved customer Service. 7. Training needs assessment.	1. Exceptional Expectations for the process. 2. Insufficient Information. 3. Design process downfalls 4. Failure to connect the process. 5. Insufficient training and process understanding. 6. Focus on negatives and weaknesses. 7. Requires commitment of top management and the human resources (time, finance, resources, etc.) 8. Paperwork (computer entry overload) 9. Rater inexperience and ineffectiveness.

Using the 360 degree Appraisal and Feedback Method

The novelty and importance of this PA, especially its potential to greatly enhance the quality of feedback the employees received when applied to education sector requires a lot more elaboration (Grote, 1996). It gives a chance to people involved to check the quality of appraisals and see whether there is room for improvement in the future. The 360 Method is has been only recently started to be applied on education and for all practical purposes is new to the field, therefore there are no references of studies on it (Karkoulian 2002). The sources of information it uses for assessment are multiple, including here chairpersons, colleagues, students and the faculty deans.

Despite the deficiency of references from education, the available studies on large enterprises can be used as analogies. Data collection for evaluation can be gathered from multiple sources in multiple ways such as questionnaires and the are kept confidential so that the identity of the person providing feedback is not revealed. Although there are certain disadvantages to questionnaires, such as answers which are not complete or waggish or questions being misunderstood either due to their flawed design or the inability of the responder, they are a better choice than interviews (Drever, 1995) due to their practical nature of requiring less time for conducting and processing the responses, and resources. On the other hand, interviews provide high quality answers, unambiguous information and avoid all forms of misunderstanding on the side of the responders (Drever 1995). As a second step, in a higher education setting, the Chairperson or the Dean is then required to sit teta-a-tete with the employee and analyze the results of the feedback. This process can be summarized diagramically as shown on figure 2.1 in an educational institution.
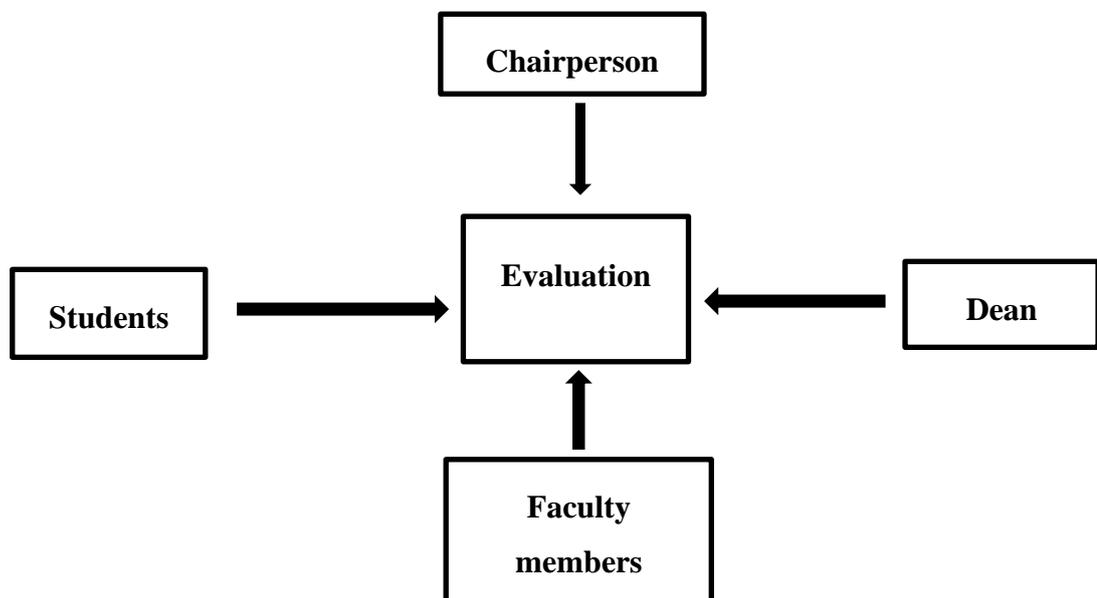
Figure 2.1

360 degree feedback

2.2.7. PERFORMANCE APPRAISAL – Effective characteristics

If the literature review presented above is considered as a whole, it turns out that there is no best method to conduct PA, but there are certain elements which are found in all the methods. According to Mustapha and Daud, a successful performance evaluation is related to specific, clearly pre-stated goals, which in turn are linked to particular performance standards well-received by the evaluator and appraiser. In addition, assessment becomes effective and valuable when a balance between development, whether general or personal, and accountability is reached. If one side is missing, there will always be deficiencies. It has been asserted by Piggot-Irvine (2003) that interactions in an effective assessment are not dominant, i.e., it is two-sided for both superiors and subordinates, not defensive, but they are supportive, educational and confidential. The chart presented on figure 2.2 represents the basic criteria for an effective assessment. All effective PAs have some basic elements in common such as binding of rewards to performance, cooperation between supervisor and the employees on defining the aims of the organization, feedback on the work of appraiser and always complying with the legal demands (Rankin & Kleiner, 1988).
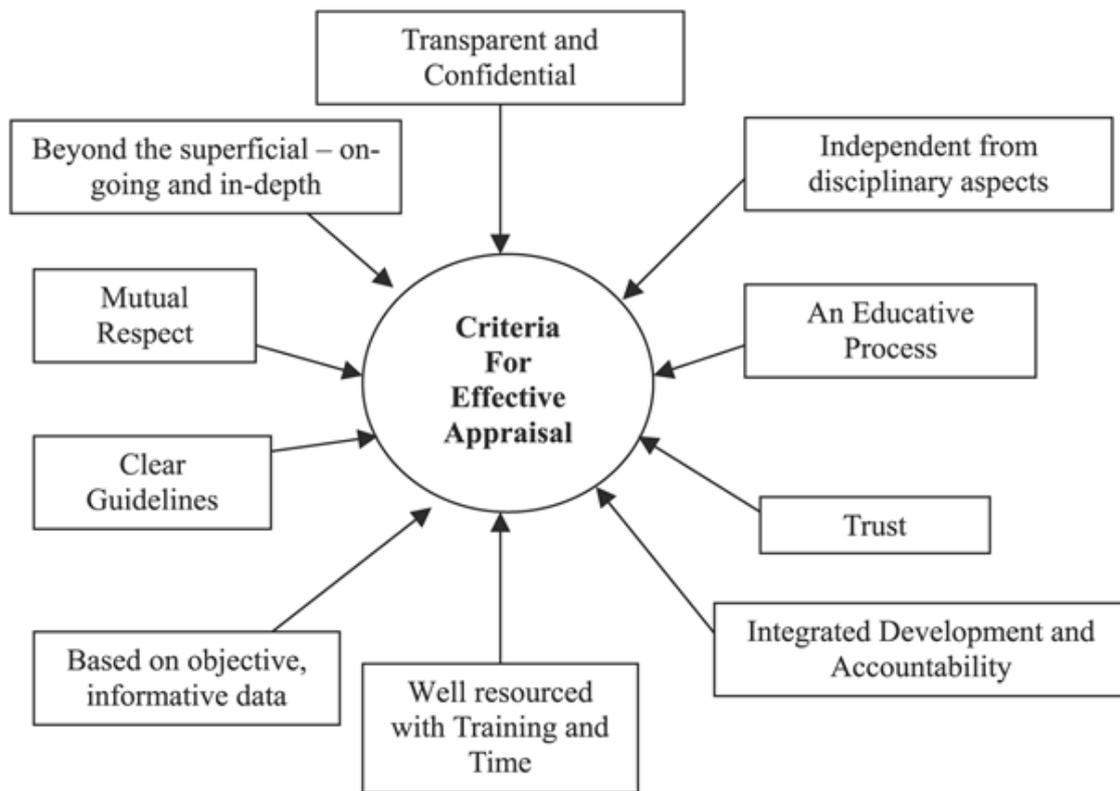
Figure 2.2 Elements of effective appraisal Source: (Piggot-Irvine, 2003,p173)

2.2.7.1 -Employee perception

The success of any interference with the human resources of a company depends strictly on the way suhch an intereference is seen and understood by the staff working in it (Rahman & Shah, 2012, p.11). If the PA is to be successful and achieve its original goals, it is vital that the beneficiaries include both, participants and evaluators. It is also important that both sides perceive such an action productive, otherwise the whole enterpise collapses. Employees' perception, especially on the reliability, authenticity and fairness of the assessment on their performance are of great importance if the assessments are to be successful (Dipboye and Pontbriand, 1981; Erdogan, Kramer & Leiden, 2001). Most of the literature on PA is focused on the qualitative side and accuracy of of the evaluations, underestimating the feedback of the employees on the assessment system which negatively affects its outcome. Therefore, more resources and research should be directed on these aspects in order to make it more effective (Cawley, Keeping & Levy, 1998). It has already be proven that no matter the accuracy of the PA system, if it is not perceived as positive by the employees its effectiveness is dimineshd greatly. According to Fletcher (2004), there are three criteria from the staff point of view

that make a PA effective, namely, accuracy and fairness, their current relationship with the appraiser, and whether the feedback will have positive impact on their well-being and earnings.

Figure 2.2 shows in a diagramic format the essential conditions for an effective assessment according to the criteria of Piggot-Irvine (2003). From their studies, it has been shown that in order to obtain effective PA, the system must have a number of characteristics, such as confidentiality and usefulness for all the parties involved, offer counseling and be of an educational nature. In addition, the system should be applied on all the levels of the institution in which values are part of day-to-day mechanics (Piggot-Irvine, 2003). According to Rankin & Kleiner (1988, p. 14), there are six main criteria for a performance assessment to be effective, and they are listed below:

1. Clearly define the aims of the performance beforehand.
2. Great care must be taken to identify any varying levels of performance and try to measure them as accurately as possible.
3. Rewards of the employees should be connected to the general performance of the organization.
4. Bothe employees and their managers should search and find out common methods to enhance the employees' performance and help them achieve higher aims in the organization.
5. Feedback should also be provided for the appraisers about their effectiveness during the appraisal process.
6. Strict compliance to the legal system, especially the guidelines of Equal Employment Opportunities Act, is essential, no matter the PA system used for evaluation.

A strong association between PA and the high aims of an organization are fundamental to the success and effectiveness of any evaluation, and in case this association is in contradiction, then the PAs are detrimental to the performance of the organization (Barrett, 1967). PA systems are recognized by managers mostly as means to better manage their subordinates, and not as a tool to measure their performance. It is generally seen as a mean to enhance the employees' performance and increase their eagerness for improving themselves (Wiese & Buckley, 1998, p244). Having managers who set the aims of the organization and performs the appraisals by having those goals in mind is

vital for PA effectivity and will ensure that the employees will strive more to achieve the aims set at the beginning in coordination with the managers. Therefore, the degree to which employees take part in the process is a strong indication of the general success of the system as a whole.

2.2.7.2 Ineffective evaluation

As mentioned before, if the criteria are not met, then the assessment becomes ineffective, and for this are many reasons. The first one is the dislike that appraiser and evaluator have for the process itself, since the assessment itself is emotionally charged (Swan, 1991). One reason for the managers to not make accurate and objective assessment is the fear of hurting their employees' feelings, especially in cases when low assessment results means no increase or even decrease in salary, no promotion, reassignment to places not preferred by the employees and other emotionally charged measures (Kearney, 1978). Watling (1995) has emphasized the vitality of making as objective assessment as possible far removed from personal subjective feelings, and has suggested that the best method to achieve this essential goal is by utilizing surveys, peer assessment, monitoring the work process, and measure how close the results are to the pre-set goals. The evaluation has no chance of being accurate if the director conducting the evaluation has difficulty making honest and objective observations.

As the emotional element interjected into the process, it is generally inaccurate, But is this a vital element of management, where executives who provide valuations with ulterior motives and purposes transcend the mundane interest in accuracy (Sims et al., 1987). According to Sims et al. (1987) who surveyed managers, describing the conducting of the employee very accurately was not as essential as having good ratings in order to keep the work going. Another reason for manipulating the results is that the managers will have to deal with their employees all the time, and providing them with negative feedback makes them fear that their work relationship will be negatively affected. Using hard-copy documents for appraising leads to the appraiser using a more lenient language than the reality as the documents become part of the organizations archive. Appraisal system must be fair to the utmost, and always be based on accurate and real data, as actions of unfairness and cheating lead to job dissatisfaction and production diminishing (Karimi et al., 2011).

Therefore, the managers must always be impartial in their assessments for the organization to reap the package of benefits and achieve its goals. Many PA systems are only used to let the employee know of their roles in the company or to determine whether there is any need for certain upgrades in processes or training programs. But as mentioned previously, instead of utilizing PA systems as a form of ruling over the employees, managers should use them for the benefit of subordinates and the institution as a whole. Having a system of continuous evaluation in an enterprise is a valuable tool to identify strengths and weaknesses, and act accordingly to increase productivity in a highly-competitive world.

2.2.8 PERFORMANCE APPRAISAL – Links between accountability and development

As mentioned before, in order to be effective and serve its purpose rightly, PA must always achieve its two fundamental purposes, that of development and accountability. Therefore, PA should be focuses on the accountability of employees individually and organization as a whole in addition to coming up with ways to improve the efficiency of people and organization they are working in. This balance is schematically represented in figure 3.3 and it has been pointed out by many researchers that a true integrated system lies in the middle point between development and accountability (Cardno, 2012; Cardno & Piggot-Irvine, 1997; Middlewood & Cardno, 2001).

Such an integrated approach allows educational institutions to have access to a dual-purpose system instead of separating and managing the aspects of accountability and development in isolation from each other. This in turn requires PA systems to merge the organization's strategic objectives into the integrated assessment system which includes the accountability, development and individual teacher development (Piggot -Irvine & Cardino, 2005).
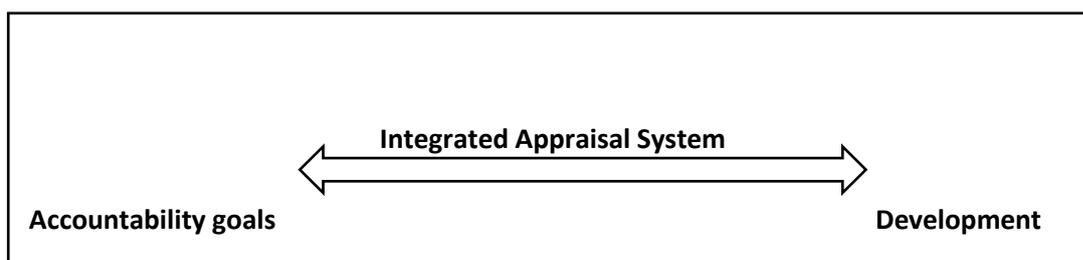
Figure2.3 Continuum: accountability – development

Sources: (Cardno, 2012; Cardno & Piggot-Irvine, 1997; Middlewood & Cardno, 2001)

2.2.9 Evaluation of the performance of the faculty member

Faculty members are one of the most important pillars of any higher education institutions. They are at the core of the educational process and contribute significantly to the achievement of the goals of the education system. The success of the university depends on the efficiency and quality of the faculty members. They are the cornerstone of the University's strength, quality level and reputation, and contribute greatly to the process of building the future minds, intellectual property, and achieving inspiration and self-sustaining education.

Zayton (1995) defines a faculty member as "an individual with a doctorate or equivalent degree who is appointed at the university with various titles, such as assistant professor, associate professor or full professor. A faculty member is a member of administrative and university committees that design public policies, in addition to their role in guiding students in their academic or non-academic life, and conducting research on various fields and levels, with students of different levels and abilities. Ziauddin (1995) asserts that the faculty members represent the backbone of the university. The University is associated with its professors, and the reputation and strength of the university is measured by the performance of its members.

Therefore, evaluating the performance of the faculty members has become an important criterion when making decisions about them. It is part of the academic cultures of universities all over the world nowadays. The study of Zaher (2004) confirms that the role of the faculty members is constantly renewed. This has led many international universities to focus on the academic development of their faculty members in order to develop the educational process and absorb the new developments in the various fields. Roles of the faculty members include the development of technical and methodological training, management, research, evaluation and highly specialized research programs.

2.2.8. Qualifications of faculty member:

In this context, it is important to point out the importance of the role of the faculty members in the development of the universities scientifically and culturally, and in educating the wider community. They are also essential in promoting the values, principles and trends adopted by societies, and their role in building student personality and expanding their horizons and perceptions cannot be underestimated. For a faculty member to fulfill the above role, it is necessary for them to have a set of qualities as listed below (Kelly 1997):

1. Having a broad base of basic and applied sciences relevant to their specialization.
2. Have the ability and skill to provide information in correct and interesting ways.
3. Have the enthusiasm to develop themselves.
4. Have the ability to cope with rapid changes that are sweeping in the technology sector.

Evaluation of the performance of faculty members is important in the field of higher education where many actions and decisions that serve the educational process are taken and which serves as a means of development and renewal. The evaluation process of faculty members achieves the following objectives:

1. Evaluates the level of performance of the faculty members and follows up their progress in a continuous manner.
2. Identifies the strengths in performance to enhance, utilize and transfer them to others through multiple means. It also identifies the weaknesses in order to use them as "lessons learned" and avoid their repetition in the future.
3. Marking and praising the outstanding performance of faculty members and investment in various aspects of community service through the portal of scientific research and other community activities.
4. The evaluation process helps to provide indicators and data on the level of achievement and weakness in many areas that the university seeks to make progress on.
5. It helps to provide a database of the university's programs in full details which will in turn provide decision makers with their valuable information on any aspect they want to rely on in rationalizing university decisions.

6. It gives an idea of the possibilities and competencies available to maximize their energies and efforts in achieving the goals and priorities of the university. (Al-Janabi, 2009,p11).

In view of the importance of assessing the performance of the faculty members, Tamam (2009) included a number of objectives, some of which are listed below:

1. Allow higher education institutions to participate in promotions and incentives in a fair manner.
2. Identify the needs of teaching staff and developments to detect negatives and study ways to avoid them and improve performance.
3. Motivate members, provide opportunities, and open up new avenues for them.
4. Work on improving performance appraisal system procedures. (P. 34)

2.2.9. The importance of evaluating the performance of the faculty member:

Periodic evaluation of the academic community is to be used as a mean to highlight the path and encourage the members to work and invest in the positive aspects of their performance and stimulate their interest in scientific research, all of them complementary elements to the educational process. The periodic assessment of the faculty members by decision makers at universities are very important indicators on the quality and abilities of teachers, and enables them to achieve the university's goals in various fields, such as teaching, scientific research and public service. The importance of the evaluation process is illustrated by the following points:

1- The process of developing and improving the performance of universities and achieve their objectives required not only a single member of the faculty to be well and highly efficient in teaching and research. The faculty members can compensate for any real or potential shortage of material and technical capacity at the university, It is therefore necessary to assess their educational performance, which is ultimately reflected by the obvious improvement of the University's work.

2- Al-Sawy (2006) believes that faculty members have a central role in guiding students' behavior, enhancing their personal and cognitive development, and

encouraging them to interact with their professors and peers. The importance of the role of faculty members in university education should be periodically assessed to demonstrate and support strengths and identify and address weaknesses.

Taweel explains that the evaluation process is an important dimension of his practice, and the importance of evaluation is clear in the following matters (Tammam ,2009):

1. The faculty members' performance assessment process is used to reach the best decisions regarding promotion, transfer, or redundancy.
2. The evaluation process is used to develop the performance of the faculty members.
3. Evaluation is used as a criterion to justify the selection and development of educational system programs.
4. Evaluation is a way to identify and overcome performance weaknesses.
5. Evaluation of the faculty members is used as a means for decision-makers to know whether things are going well.

2.2.10. Methods of evaluating the performance of the faculty member:

Several studies have pointed to the importance of using a number of valuation methods, including that of Haskell (1997). He stressed that it was not possible to rely on one of the methods of assessment, such as student assessment of faculty members and curricula, but other methods should be used to corroborate each other. A similar study by Ghamdi (2010, p. 41) also emphasized that the objective of the evaluation process was not to rely on a particular party, but involve all parties in the process. Students, department heads, deans and colleagues from the same department, in addition to the same faculty members, ensure the diversity of evaluation methods to achieve more accurate and comprehensive judgments.

The use of more than one source in the evaluation process enables the collection of accurate and varied information to judge the faculty members, so it is necessary to mention the methods used and the characteristics of each of them in more details.

First: self-assessment

The faculty members themselves conduct the evaluation process through self-criticism, thus identifying their own strengths and weaknesses. This is one of the most accepted methods of assessment in the academic community from the perspective of confidentiality and privacy. However, this method suffers from defects (Centra, 1980, p46), which cannot be used to promote faculty members as their tendency is to give themselves higher ratings than others, according to Al-Bawardi (1996). One disadvantage of this method is that those who use it sometimes think that it is in its teachings to perfection, thus corrupting the purpose of the calendar and hindering the improvement of the process of teaching performance (Bawardi 1994). Self-assessment is done through the use of formal forms that are filled out by a faculty member and then collected and analyzed by a particular entity at the university, or by recording the proceedings of the lecture on the video and then present again to determine the pros and cons. It is one of the most objective ways.

Second: peer assessment

Peer assessment is more capable of judging the performance of faculty members in a more precise and effective manner on the development of their performance. Evaluating a fellow colleague is an opportunity to get feedback that will contribute to enhancing their abilities. Evaluation is done through a distinguished faculty member who has a scientific place to take notes when he visits the hall during the lecture, explains Ghamdi (2010). This is done by forming a team of three members in which one chooses a faculty member and the second chooses the head of the department and the third serves as mediator between them. The team then considers the following aspects: the adequacy of the educational materials provided and their suitability for the students, and the appropriate evaluation methods in the course. In considering these aspects, the team relies on what the faculty members provides and monitor the progress during the course.

Although this method may be effective and feasible, it is considered as less stable and accurate. This is what al-Bawardi (1996, p. 127) pointed out, because of the exchange of courtesies and services to each other, and to some of the sensitivities and negative effects of faculty relations with one another.

Third: Evaluation of students for faculty member

Student assessment is one of the most common methods in universities. Since students are the product of education, their opinions are an important input in the educational process. Thus, they have the ability to make reliable judgments because they are directly related to the faculty members. The evaluation is done by means of a questionnaire for each approved course from the administration, college or university, in cooperation with university-level specialists to benefit from the results of their analysis and are distributed to students at the end of each semester. As with any method, there are disadvantages to this method, including:

1. Most students do not have sufficient experience and objectivity to enable them to evaluate the performance of the faculty members well (Al-Janabi, 2009).
2. When evaluating, students focus on the personality traits of the faculty member more than the scientific aspects and their teaching skills.
3. Student assessment is fully influenced by a number of variables in the lecture hall, including the number of students, the type of course and the specialization.
4. Student assessment of a faculty member often undermines their confidence and reduces their position at the university (Al Hawaid, 2013).

Fourth: Evaluation of the Head of Section

Evaluation of the department heads on the performance of the faculty members is also very important as they have direct responsibility for the affairs of faculty members. They should be aware of staff performance, efficiency, cooperation and activity. In order to achieve better goals and to help make the right decisions in terms of career status, such as promotion, continuity, incentives and other matters related to the administrative aspect, such evaluations are vital. Al-Dahshan and Al-Sisi (2005) pointed out that the responsibilities of the head of the scientific department is to evaluate the performance of faculty members in the department, directing their performance, preparing and planning programs and courses for their professional development, following up their commitment to the ethics of their profession, proposing a research plan in the department and follow up on its strict implementation.

2.3. Quality in Libyan Higher Education

2.3.1. Introduction

The quality of education is one of the main requirements of this era of globalization, which has raised many of the problems that these institutions are currently facing. Therefore, higher education institutions that wish to overcome these challenges and address these difficulties need to seek more effective and creative ways to enhance their overall management of quality systems. This section aims to provide an overall quality overview of Libya. In it, the different problems related to Totasl quality management (TQM) will be presented in detail, especially in relation to this study. It further includes a formal definition and the historical process of the concept of quality, the history of TQM.

The section includes the definition and history of quality, followed by a brief history of TQM and its roots and the shift from the concept of quality to total quality management, quality quality and contributions, TQM models, and quality management approach.

2.3.2. Definition of Quality

Currently, there are a lot of definitions about quality in circulation, each having the same goal but used for different contexts depending on the field or goal of the researchers from which htey have been proposed. Accroding to the British Standard Institutions (BSI), quality is defined as the overall characteristics of any service or procusts that satisfy the goals for which it was designed. According to two quality control insititutes in America, that of American National Standard Institute (ANSI) and American society for quality control (ASQC), quality is defined on similar lines like the BSI one.

Goetsch (2006) has compiled a list of various definitions about quality used by different people for different aims and in different types of organizations.

Goetsch (2006) has reported several definitions in a number of different ways from a number of different people and organisations: some of the most relevant ones are listed below:

1. Fitness for purpose or use.
2. Performance according to the expected standard level by customers
3. Products' qulaity should reflect both present, and future needs of the customers.

4. Quality also includes the total processes involved in the products' design, manufacture, marketing and preservation until it reaches the targeted customer.

5. The product should work on the first trial.

The last stage is the inspection at the factory before the product is sent out for sale. This is done by qualified inspectors who have to be careful and make sure that the product meets all the standards claimed by the manufacturers. In the 1930s, Shewhart who was working at Bell Laboratories devised a new benchmarking system called statistical process control (SPC), which uses a meta approach to compare various performance systems.

2.3.2.1. The development of Quality

There has been a rapid evolution and improvement on quality management systems recently, and as a result the field has witnessed drastic changes, such as replacement of inspection by quality control or the major improvements in quality assurance. As a result, many companies are moving towards TQM, and this evolution can be divided into four major stages as inspection, quality control and assurance, and finally, total quality management (Dale et al. 2007). These stages are shown schematically on figure (2.1) and are explained in further details in the subsections below.
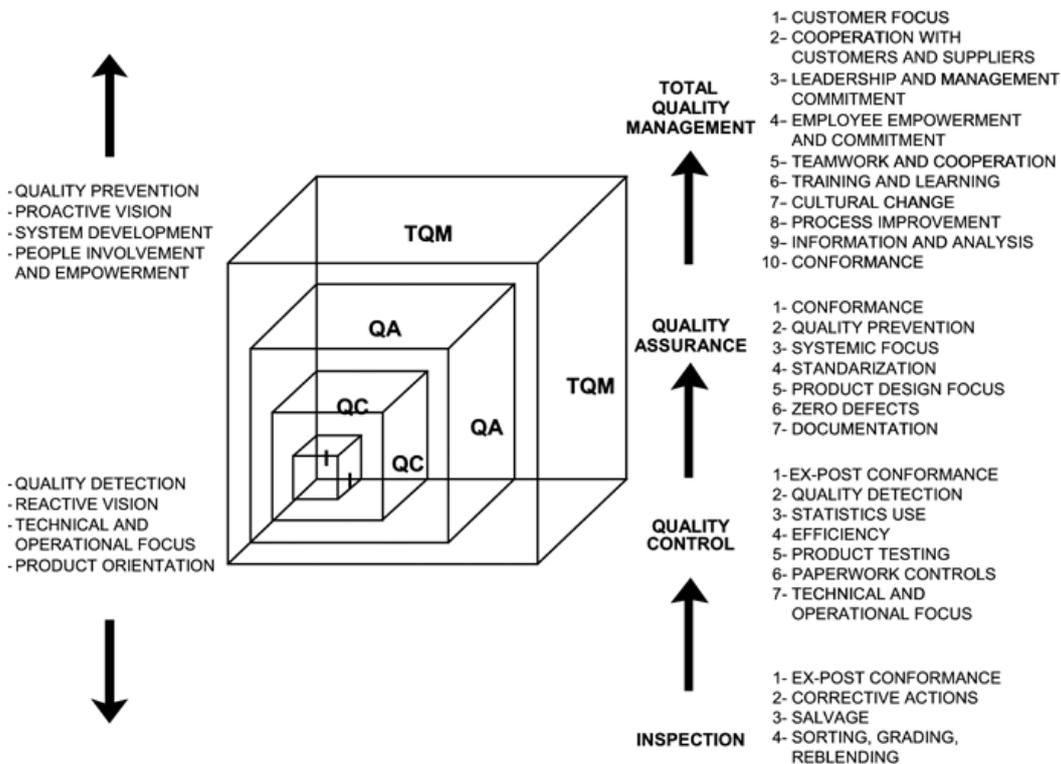
Source: Adapted from Moreno-Luzon *et al.* (2001) and Dale *et al.* (1999)

Figure 2.4: Evaluation of total quality management, adopted from (Maria D. Moreno Luzon, 2011)

2.3.2.2. Inspection

According to the standards of BS EN ISO 9000(2000), inspection is defined as the level at which the basic features of a product are up to par with a set of requirements. One of more features of a certain product are scrutinized, tested and compared under an uncomplex inspection system. They are checked against the set standards and decisions are made accordingly. The people who carry out such actions are qualified for the job and they may either be hired, or they may be working on the same company, a process called self-inspection. Systems based on simple inspection generally do not require customers or supliers to provide feedback, but they are done within the business itself.

2.3.2.3. Quality control (QC)

The term control has been defined as all the actions and activities needed to reach the pre-set objectives in long term in an economic and efficient way (Lindsay et al. 1997). In other words, control is taking the necessary steps to achieve our goals in a company or business.

The most important aim of quality control (QC) is to systematically control and ensure a certain products' quality and performance, as well as the legality and compatibility of all the paperwork associated with it. With the passage of time and sophistication of the ways business is being conducted, there have been many modifications on the way QC is carried out, such as upgrading on basic inspection and self-control, and the analytical techniques and the new array of tools used in a systematic way nowadays to make it quicker, more efficient and more sustainable (Dale et al. 2007).

2.3.2.4. Quality Assurance (QA)

Quality assurance (QA) is a part of quality management and its main aim is to act as a checking step on QC in order to ensure that the quality of a product is according to the requirement. It has a specific code of its own on the international organization of standardization (ISO) as BS EN ISO 9000 (2000). So, this step acts as a tool to increase the confidence on a product's quality. According to Sallis (2002), QA is not the responsibility of the inspectors, but the people involved in a product's manufacture, such

as members of the teams involved in different stages of production. He also asserts that inspection may have a certain role in QA as it may increase the quality of the services and productivity by focusing an various stages of production.

The process of shifting the focus from detecting (QC) to preventing bad quality (QA) is not easy and requires an arsenal of new and appropriate techniques. In addition, it requires new ways of thinking and a change in the philosophy of operations, which in turn, requires sweeping changes in managements style, opening the way for the following step of Total Quality Management.

Therefore, QA stage has changed the focus from product quality to a completely different concept of system quality, in order to give stakeholders confidence about the management of quality and the outcomes to be achieved. Prevention of quality problems is the core of the quality assurance approach. QA uses planned and systematic activities to enhance prevention of quality problems. These activities include documentation, quality manuals, procedures, work instructions, etc.

2.4. Total Quality Management (TQM)

TQM has become a household name for corporates around the world and currently, many companies and organizations are either applying its principles or trying to adopt them at a quick pace (Lakhe et al. 1994, Melan 1998, Yusof et al. 2000). The method's spread is also the result of the shift experienced recently, especially in the west, from manufacture to service sector (Dale et al. 2007).

2.5.1 Definitions of TQM

Experts on TQM are still struggling to come up with a universal definition of what TQM exactly means, and as a result, there have been various definitions of it, some of them complementing each other, while others completely different (Gehani 1993). Therefore, almost every expert has a definition according to their academic profile, business experience and even their political affiliations and beliefs.

Sashkin et al. (1993) defined TQM mostly as a constant strive of an organization to upgrade its services and product quality by assessing and taking into account clients' satisfaction through a set of analytic tools and modern techniques. In addition, they provide their workers with the necessary training to keep up with the pace of markets.

In contrast, according to Milkovich (1991), TQM is a strategy to transform and improving an organization or business to reach higher quality standards without investing additional capital. Hart et al. (1992) have a different definition, according to whom TQM is the most recent version of tools involved in quality control assessment. They think and argue that TQM has provided companies with stronger and more widespread features, such as customer orientation and a better understanding of the meaning of the term competitive advantage, which consists of quality design, control and optimization (Cole 2002).

An additional definition comes from Madura (2004), who had Deming's definition as a basis and called TQM as an action of keeping the quality of products and services under continuous supervision. In another study, Kanji (1990) conducted a systematic analysis of three key words involved in TQM, namely total, quality, and management. According to him, the meaning of quality is the fulfillment of customers wishes in in a product. Total is obtaining a high standard at a low cost, and finally, quality management was defined as having every member of the company on board to achieve the best for a product.

According to an alternative definition proposed by Oakland (2000), TQM is seen as a constant search for obtaining the best, and this search needs to involve every employee in the organization in order to avoid defects during all the stages of design, manufacture and finally marketing of any product, until they reach the customer. Miller (1996) on the other hand, tried to find the points of agreement among the experts on the field and came up with a definition on their "consensual" ideas. According to him, TQM is a continuous quest by a company's managerial brass who need to take all the necessary measures to have all the employees no matter their ranks or the processes they are involved to perform their duties according to the pre-set standards. In this way, the product will have the desired quality by both the organization and customers.

According to an additional definition of Shaari et al. (2006), TQM is some kind of organizational culture which is committed to customer satisfaction by constantly upgrading and improving itself according to the needs of time and customers. Moreover, this culture is not the same for all organizations or countries, but changes according to the context and needs. Despite these differences though, the fundamental principles for profits, expenses and market sharing are the same. Bounds et al. (1994) has pointed out

that the TQM a systemic approach and intrinsic piece of high-level strategizing. It works both, horizontally among departments and their functions, and vertically from top to bottom. In addition, it also works forward and backward to include both, supply chain and customers.

Venkatrman (2007) devised a definition focused on customer satisfaction by taking Corrigan's (1995) definition as his basis. He modified it slightly by adding two other elements, that of the constant quest for improvement, and the necessary methods, tools and techniques to achieve it. Besterfield et al. (2003) on the other hand, used a similar definition with Trehan (2011) and asserted that TQM, is a philosophy and a set of guiding principles representing the foundation of a continuously improving organization.

In conclusion, it can be easily understood from the above definitions that TQM is a holistic modern management approach that can be implemented on all types of organization. If we were to take into account the consensus of all the definitions above, we can conclude that TQM is the mutual co-operation of all members of an organization together with their associated business processes to produce highly valuable products and services which meet and hopefully exceed the needs and expectations of the customers. Thus, TQM is a management style that is Errabou (2009) and determined by the customer. The system has everyone involved, without taking into account their ranks and position, into a grand collaboration to achieve product quality and customer satisfaction.

2.5.2 Benefits of TQM

There have been many benefits for organizations that have been opened to adopting the philosophy of TQM. Providing an exhaustive list is beyond the scope of this study, but some of the most important ones will be listed below.

1. Better interdepartmental collaboration and team-work (Michael et al. 1997).
2. Higher student performance (Kanji et al. 1999).
3. Highly improved services (Kanji et al. 1999, Peters 1999, Morehouse 1996).
4. Significance reductions in costs (Kanji et al. 1999, Graham 1994, Peters 1999, Tari 2005, Peters 1999, Brocka et al. 1992)

5. Higher satisfaction by the clients (Kanji et al. 1999, Arasli 2002, Graham 1994, Willis and Taylor 1999, Peters 1999, Dale et al. 1997, Morehouse 1996, Gatiss 1996, Gittow et al. 2005)

6. Increased workers' satisfaction (Arasli 2002, Michael et al. 1997; Dale et al. 1997, Gatiss 1996, Ooi K. B. et al. 2007)

7. Higher shares in the market (Graham 1994, Brocka et al. 1992, Evans et al. 2000, Corbett et al 2000)

8. Creating the possibilities for more productive working environment where workers have more liberty and can take more responsibility (Asher 1996)

9. A contribution to reshaping organizations at all levels (Zairi 1995)

10. Better relationship between suppliers and their clients.

Radovilski et al. (1996) conducted a study among 235 companies that were applying the principles of TQM system and found that there was a 21% increase in profit, 20% in productivity, 9% in market shares and a significant reduction in defects and costs of 24% and 20% respectively. According to Crosby (1995), quality is the most essential element in the development of a nation. In order for a country to be a member of the developed countries "club", it needs to increase international trade and for that, needs a sustainable improvement in the quality of products and services. Moreover, Sterman et al. (1997) have proven that on the long run, TQM has many benefits for companies because it helps to increase productivity, product quality, increase profits and decrease costs significantly. This study is on the same line as that conducted by Deming (1982) on the benefits of quality achievement.

2.5.3 TQM and Organizational Culture

Culture can be defined as anything that people have and think as members of a society (Ferraro 2002 cited in Tsoukatos et al. 2007). Organizational culture in particular is a complex "organism" consisting of the beliefs, values, norms, customs and practices held sacred in an organization (Rad 2006). Another definition of organizational culture comes from Taormina (2008), according to whom, organizational culture is a set of attitudes, beliefs and values shared by the people within an organization.

It should be kept in mind that application of TQM principles and techniques is not done in vacuum, but it influences and is heavily influenced by the culture of the organization it is implemented on (Zeitz 1997, Jabnoun 2001, Hyland 2000). This implies that

organizational change, in addition to changing the old methods and ways for new and better ones, also needs to make cultural changes, and this is very difficult because all the members are involved and the success of the company will depend on how well they will adopt the new methods and whether they will increase cooperation or not (Morgan, 1997). Therefore, for a successful application of TQM, not only techniques, but culture, environment, perceptions and attitudes need to change as well.

Additionally, starting a quality improvement program without a good understanding of the organization and its abilities and willingness to support such a program will lead to barriers that may result in failure. Therefore, in order to achieve constant improvement, the standards should be set to include the organization as a whole, from top to bottom. It will be difficult to achieve the needed changes without careful planning. The leaders need to understand how to affect the change and achieve the desired results (Schein 2004).

Ciampa (1991) argues that the management should find and implement effective ways to promote change, such as:

1. The belief that the manager has a right and moral responsibility to upgrade and improve the company.
2. A sense of ownership in the product or service delivered to the customer
3. The potential of the employees and the system represented by them to come up with new and better ways of creating new products that add value to the company and the world.
4. The feeling that everyone depends on everyone else.
5. A strong desire for changing for the better.
6. Having a common vision and being fully committed to it.

Given the importance of the TQM-company culture relationship, there have been a number of important studies on the subject (Jebunun 2001, Zetz 1997, Kumar et al. 2007). Also, there has been an active area of writing about the transformation of the organizational culture required to obtain the full benefit of adopting TQM principles (Narasimhan, 1996, Jabnoun 2005).

2.5.4 Definition of Quality of Service (QoS)

Quality of service is defined as the level of satisfaction given to a client when the service is provided. Therefore, QoS id the main criteria by which customer satisfaction is measured. Some organizations have made it a priority to improve quality of service. There are three basic elements of QoS:

a) Expected quality: stands for what the customers expect about the quality of service provided to them. These expectations are influenced by key factors, including a mix of marketing communications and customer needs, the image of the organization and promises from the service provider.

b) Quality tested : It stands for the quality experienced by the customer at the time the product is used by them. This is also affected by two factors: namely technical functional quality. The former refers to the quantitative aspects of the service, while functional quality to how the technical quality is transferred to the beneficiary of the service (Hamed Al-Tai, 2009, p. 242).

c) Quality perception: It is the quality that the customer evaluates when comparing the tested quality with the expected one. If the expected quality is unrealistic (expected higher than the test), the perceived quality will be low. On the other hand, the perceived quality is high when the quality level is met with the expected quality.

Quality of service is the degree of satisfaction that can be achieved through the service provided to beneficiaries and customers by meeting their needs, desires and expectations.

In addition, service quality can also be defined from both, the perspective of the service provider and that of the beneficiary of this service: Thus, from the perspective of service provider, the service should meet the predefined criteria for this service. Service quality from customers' perspective is the suitability of this service for its use by clients.

Quality of service is a set of characteristics and attributes of a comprehensive service, and is able to achieve customer satisfaction and meet his needs and desires.

Quality service also means the degree a product is preferred by taking into account its selling price and production cost. It is the capability of a service or product to satisfy as much as possible the clients at the lowest production cost (Yousuf Hajim al-Tai m ,2008,p.32).

2.5.5 Quality of service dimensions:

The Customer or consumer have their own provisions on quality of service based on the quality of the service during the delivery process, as well as the foundation based on the end benefits of the beneficiary (Hamed al-Tai, 2009, p.241). In addition, quality of service includes the manner in which the service is provided and the management process, which can only be achieved through:

1. Identification of the beneficiary of the service.
2. Design services to meet consumer needs (beneficiary).
3. Provide services well.
4. Giving sufficient power to employees to meet consumer desires.
5. Setting standards for services.
6. Measuring service performance.

In order to build a distinct system that achieves quality in services, there have been identified a set of ten.

1. The need to identify the audience of beneficiaries of the service.
2. Determine the services and work provided by the institution and identify institutions that provide high quality services so as to benefit from their experience.
3. Achieving excellence in quality and service as a primary objective of the organization and disseminate it to all employees.
4. Determine the expectations of the beneficiaries on a continuous basis about the quality of service and satisfaction, while continuing to survey beneficiaries and employees to determine the reasons for quality improvement.
5. Develop service standards by utilizing user feedback with sponsors to improve performance.
6. Review the system of service delivery, particularly policies and procedures and follow up any forms of abuse with the beneficiaries.
7. Training staff on modern technologies and skills that help improve quality in performance and customer service.
8. Giving sufficient powers to employees who serve the beneficiaries.
9. The need to appreciate outstanding individual achievements that help to provide high quality service.

10. Develop plans to improve quality and make it workable by keeping it within the framework of previous steps (Mehdi Samurai, 2007, pp. 300-301).

2.5.6 Quality of educational service

Quality service in education is defined as a comprehensive process of designing programs and procedures and implementing regulations, and injunctions with the aim of reaching high academic goals and improve the level of students in various aspects, such as mental, physical, psychological, social and cultural aspects. This can only be achieved through the mastery of methodology, dedicated work and good management. As seen by others, quality education is translating the needs and expectations of students into specific characteristics that are essentially in their education and training in order to mainstream the educational service and formulate its objectives according to the aspirations of the prospective students. The key element in their definition lies in customer service (students). Quality does not derive from the size of grants and budgets, faculty rates, the number of volumes in the library, and the beauty of buildings and facilities at the university only, but attention to students both within and outside the surrounding community are vital as well (Yusuf Hajim al-Tai, 2008, p. 32-33).

2.6 Quality of Higher Education in Libya

There is no doubt that the education is a vital factor in development and progress of any country. The belief that education is the key to economic progress, better wealth distribution, better equality and opportunities for all, national unity, political stability and better skilled workforce is widespread. As a result, many nations have been investing heavily on education and have put the sector on the top priorities on their yearly economic plans. On the other hand, Libya has not been able to keep up with its plans on education and has actually fallen behind. Goals such as providing the necessary education and skills to create the necessary workforce for the new century have almost failed (Porter et al. 2006), a sad situation that is not very different from that in other Arab countries in the region.

People involved in business claim that the current education system is not enough in providing them with the necessary skills required by the modern markets and global economy. People in charge of other sectors also complain about the lack in training of university graduates and the high costs they incur upon the companies which have to

provide the training programs in order to bring the workforce to par with job requirements (Porter et al., 2006). The essence of the problem is the poor quality of their education. According to the Global Competitiveness Report (GRA 2010 and 2012) . Libya's performance is weak in terms of the overall quality of the education system, ranking 138 out of 139 countries involved in the study (UNESCO 2005**).**

Moreover, according to Global Competitiveness Report for the year 2007-2008, Libya is at the bottom of the ranks on the education quality. The country is ranked 121th out of 134 with a score of 2.6 out of 7. In the line with these reports, there are many studies conducted either in Libya or through the League of Arab States, Islamic Educational Scientific and Cultural Organization (ISESCO) and United Nations Educational, Scientific and Cultural Organization (UNESCO). All these studies have concluded that the quality of higher education in Arab countries in general and Libya in particularly is poor. For example, the report which was submitted by the education experts in Libya to the conference held between 8-10 September (2008) in Paris under the title "Quality Education for all Young People: Challenges, Trends and Priorities", stated that there is a dire need for the Libyan Higher Education Institutions (LHEIs) to focus on better education quality, promote research and implement quality system.

In addition, another report issued by Centre of Quality Assurance and Accreditation of Educational Institutions in Libya entitled "Exploration Visits to Some Higher Education Institutions" pointed out at a number of big challenges faced by Libyan higher education system. In this report, it was stated that there are huge problems in upgrading the current academic programs and creating new ones according to the necessities of the time because the process is very cumbersome. These difficulties are because of a lack of data on the current performance of the system and they are present everywhere (Aimen 2012). According to another report by Porter et al. (2006) for UNESCO's Regional Bureau for Education in the Arab states, it was found that there is no central body responsible for formulating education policy, deciding on the standards to be achieved and extrapolating on the skills which will be necessary in the future markets.

Choueiri (2012) stressed that only ninety eight of the top 7000 universities worldwide are in the Arab world, and even they are amongst the top one thousand, according to a webometrics study that appeared in July 2011. This is due, among other things, to a lack of competent researchers and a weak presence in the digital world arena and the quality

of higher education outcomes. Additionally, there is some sort of consensus among Libyan educators about essential need of quality improvement of the services provided by Libyan HEIs (Libyan delegation report, 1998; Garyounis University, 2008). Thus, the higher education sector in Libya has many deficiencies and is faced with a wide range of challenges, from the basic to some of the most difficult to tackle. So, in order to meet these challenges, it is high time to apply the principles of TQM to the Libyan education sector (Nilufer et al. 2002).

2.7 Summary

In this section we reviewed the concept of assessing the performance on the available literature, the purposes, history and types of performance evaluation systems, as well as the literature on quality management in general, covering the basics and different issues of TQM. The definition of the concept of quality were discussed, as well as quality improvement from inspection period to quality control and quality assurance, to the philosophy of TQM. In addition, this section presented a review of the advantages of TQM and the obstacles to its successful implementation. We also briefly spoke about quality in the higher education sector in Libya.

3. CHAPTER THREE : Research Methodology

The following part discusses the research methodology, describes the research methodology used to answer the research questions presented in the thesis, and the achievement of the goals and objectives of the study.

3.1. Research Method

In this study, the descriptive analytical method was used to determine the contribution and evaluation of the performance of faculty members on the quality of university education in order to determine the phenomenon studied, determine the current situation and identify the strengths and weaknesses in order to know the validity of this position or the extent of the need for changes. The term digital data here represents the preliminary data collected about factors and variables that affect the performance assessment and quality of education in Libya .

3.2. Research model

Source : The Researcher's own model

Dependent Variable

Independent Variables

Performance Evaluation

Develop of education

Activate teaching and learning resources

Utilize the material resources of the University

Recruitment measurement and evaluation methods

development faculty members performance

Influencing students

Quality Of Education
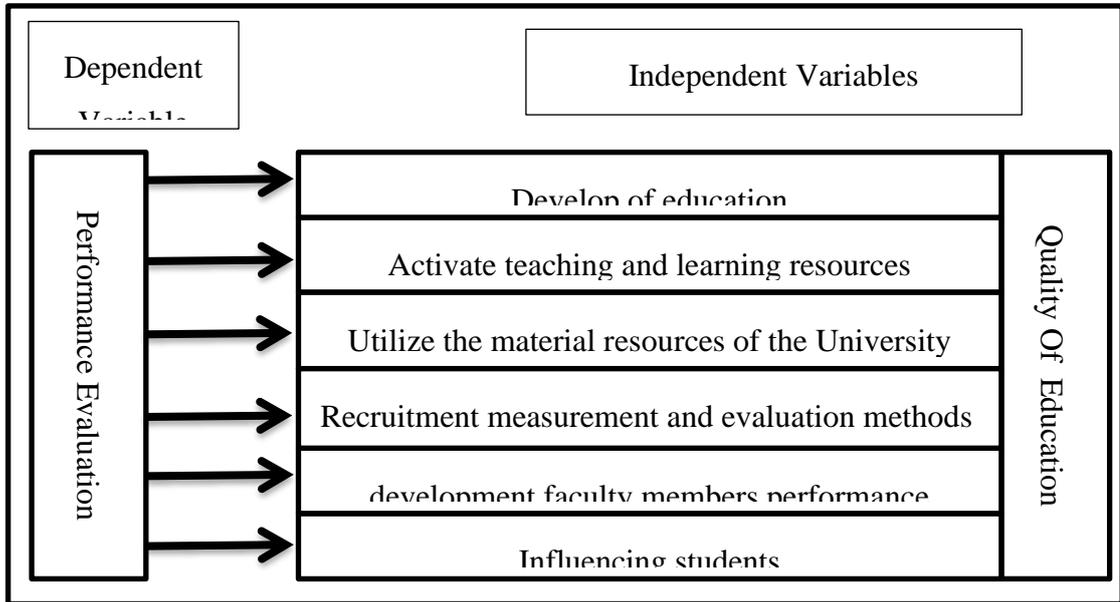
3.3. Population and sample research

3.3.1. Population

The study population consists of all faculty members at the University of Tripoli in various theoretical, scientific and academic faculties, with different academic degrees of professor, associate professor, assistant professor, lecturer and assistant lecturer and a total of 3744 faculty members, as shown in the table (3.1).

Table (3.1) represents the distribution of study population

No.	Faculty	The Number
1	Faculty of Economics and Political Science	294
2	Faculty of Sports	144
3	Faculty of Education Tripoli	130
4	Faculty Janzour Education	97
5	Faculty Education KASER Bin Ghashir Palace	180
6	Faculty of Engineering	486
7	Faculty OF Languages	176
8	Faculty OF Arts	456
9	faculty of Agriculture	212
10	faculty of Veterinary Medicine	99
11	faculty of Law	137
12	Faculty of Mass Communications	132
13	Faculty of Information Technology	29
14	Faculty of Science	390
15	Faculty of Dentistry	103
16	Faculty of Medical Technology	105
17	faculty of Pharmacy	116
18	faculty of Human Medicine	458
Total		**3744**

Sourse: Tripoli University records

3.3.2. Research Sample

Due to the large size of the society, the researcher chose a random sample consisting of a group of faculty members from different colleges, disciplines and different academic degrees and distinctions. Joseph F. Hair, (2010, 102), stated that, the sample should be selected based on 10 individuals per question (Q-10), and since the number of questionnaires were 40 questions, 400 faculty members were selected .

3.4. Data Resources

The researcher relied in collecting data on several sources, the most important of which are:

3.4.1. Secondary data resources:

The books, references and periodicals related to the subject of study and the website.

3.4.2. Main resources

3.4.2.1. Questionnaires

The primary data during this research will be gathered through two main instruments: questionnaire and interviews. The researcher's intention to use a questionnaire or survey method is to record the responses of educators about problematic variables that hinder successful performance appraisals and also the factors having severe impacts on quality education in Libya. The survey based study will be based on a detailed and time consuming process. This complex process will involve the subsequent process: Designing the questionnaire, conducting a piloting study, design a cover letter, questionnaire delivery and collection, arranging collecting data, and analysing the data and results to report findings (Falissard, 2012).

To design the questionnaire, the researcher used many questionnaires from previous studies, the most important of which is the questionnaire of a published thesis entitled "the contribution of evaluating the performance of faculty member in raising the quality of university education" by researcher Nada Ali Salem Al-Huwaid.

Because the researcher belongs mainly to the education sector in Libya. A strong follow-up will be conducted to collect questionnaires on time, by phone, e-mail, college deans or other responsible faculty members. Figure 1 shows the proposed survey

BEFORE SURVEY

```
         Collect Information
              ↓
         Sample Selection
              ↓
         Reach-out Methods
              ↓
Content and                              ←──────┐
Wording  ──  Questionnaire Design               │
              ↓                                   │
Order and                                         │
Format   ──  Questionnaire Structure              │
              ↓                                    │
          First Draft                              │
              ↓                                     │
          Pilot Test  ──── No ──────────────────────┘
              ↓ Yes
    Final Prototype Questionnaire
```

DURING SURVEY

```
    Provide Introduction
         ↓
     Hand Deliver
         ↓
   Guide Respondents
         ↓
  Follow-up as Required
         ↓
  Collect Questionnaires
```
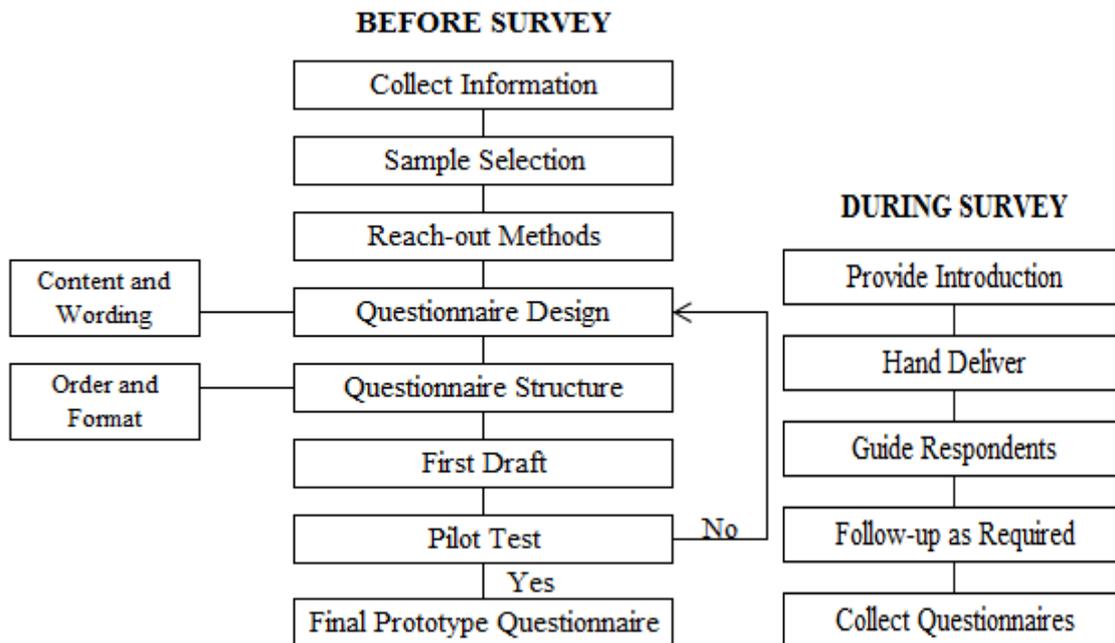
Figure (3.1): Entire survey procedur

3.5. Pilot Study

After completing the preparation of the questionnaire, the researcher distributed a sample of 40 questionnaires to the respondents, provided that they are not included in the study sample to test the validity and Reliability .

3.5.1. Data Analyses of the Pilot Study

After retrieving 40 questionnaire forms distributed to the survey sample and made sur that they were valid for statistical analysis. (SPSS) were used and the results are as shown in the following table.

Table (3.2) Scales reliability of pilot sample

Reliability Statistics			
Scales	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Expected contribution of performance evaluation	**.924**	.926	40
Perceived contribution of performance evaluation	**.971**	.970	40

91

It is clear from the table above that the reliability coefficient (Cronbach's Alpha) of the questionnaire axes was (.924 , .971) , These are high percentages which confirm that the questionnaire form has a high level of stability and reliability, which means it can be used in data collection for this study .

3.6. Data Analyses

The primary data will be analysed immediately after collecting and organising responses. The researcher intends to employ Microsoft Excel and Statistical Package for Social Sciences (SPSS-V 24) computer software for conducting various analyses. These anticipated analyses may include: correlation analysis, ranking analysis, factor analysis, or multiple regression line. The correlation and regression analyses may be the part of the study to analyse the relationship among various variables impacting on the success of performance appraisal and quality education in Libya. The factor and ranking analyses will be used for determining and extracting critical factors. Apart from ranking analyses, all other analyses will be performed in SPSS.

A paired sample t-test will be used to compare answers in the expected and perceived contribution of performance evaluation of university teachers to the quality of university education. as well as the Pearson correlation between the expected and perceived contribution of performance evaluation of university teachers to quality of university education is calculated to answer the second question. Furthermore

One sample t-test is used to see if the perceived contribution of performance evaluation of university teachers exceeds significantly the benchmark of a five points scale; (3).
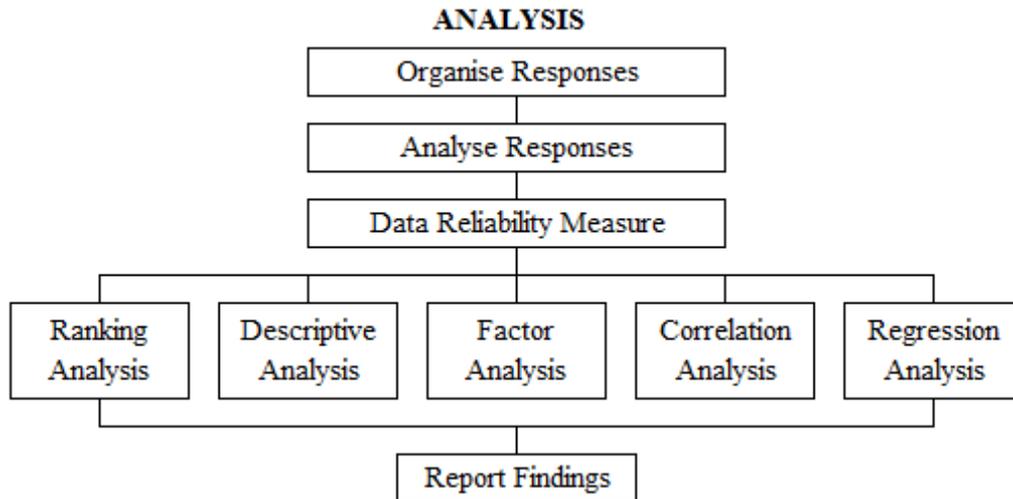
Figure (3.2) : The process of analysis

3.7. Validity and Reliability of Scales

3.7.1. Expected contribution of performance evaluation scale

Table (3.3) Rotated Component Matrix [a]						
	Component					
	1	2	3	4	5	6
Q34 The evaluation of the performance of the faculty member should contribute to developing the performance of the faculty member by developing the intellectual skills of the student	.937					
Q32 The evaluation of the performance of the faculty member should contribute to the development of the performance of the faculty member by developing the analytical direction of the student.	.935					
Q31 The evaluation of the performance of the faculty member should contribute to improving the performance of the faculty member by accepting student notes.	.932					
Q30 The evaluation of the performance of the faculty member should contribute to developing the	.916					

performance of the faculty member through awareness of the role of scientific and ethical role models.						
Q33 The evaluation of the performance of the faculty member should contribute to developing the performance of the faculty member through developing the national and moral sense of the student.	.915					
Q29 The evaluation of the performance of the faculty member should contribute to improving the performance of the faculty member through the use of the method of dialogue in teaching.	.910					
Q27 The evaluation of the performance of the faculty member should contribute to developing the performance of the faculty member by paying attention to cooperative teaching methods.	.907					
Q24 The evaluation of the performance of the faculty member should contribute to the development of the performance of the faculty member through regularity in the educational process.	.878					
Q25 The evaluation of the performance of the faculty member should contribute to the development of the performance of the faculty member by realizing the needs of students.	.866					
Q28 The evaluation of the performance of the faculty member should contribute to developing the performance of the faculty member by not focusing on memorization	.826					
Q40 The evaluation of the performance of the faculty member should contribute to influencing the student's behavior by respecting and appreciating the student's feeling.	.646					
Q26 The evaluation of the performance of the faculty member should contribute to the development of the performance of the faculty member by focusing on the student's	.599					

responsibility in education (individualization of education).						
Q2 The evaluation of the performance of the faculty member should contribute to the development of educational curricula by covering the curricula of the main topics.		.975				
Q5 The evaluation of the performance of the faculty member should contribute to the development of educational curricula by making use of the various sources of knowledge.		.969				
Q4 The evaluation of the performance of the faculty member should contribute to the development of educational curricula by emphasizing theoretical and practical aspects.		.967				
Q1 The evaluation of the performance of the faculty member should contribute to the development of educational curricula by linking the curricula to the practical reality.		.954				
Q21 The evaluation of the performance of the faculty member should contribute to improving methods of measuring and evaluating student achievement through a variety of assessment methods.			.958			
Q23 The evaluation of the performance of the faculty member should contribute to improving methods of measuring and evaluating the students 'achievement through employing the results of the evaluation in setting plans and procedures to improve knowledge and achieve skills.			.940			
Q22 The evaluation of the performance of the faculty member should contribute to improving methods of measuring and evaluating students' achievement through focusing on analytical capabilities and critical thinking.			.939			
Q18 The evaluation of the performance of the faculty member should contribute to improving methods of measuring and evaluating student achievement by investigating			.778			

objectivity when measuring and evaluating.						
Q13 The evaluation of the performance of the faculty member should contribute to improving the ability of the faculty member to make the best use of university resources through a good choice of material capabilities for the nature of the educational process.				.840		
Q17 The evaluation of the performance of the faculty member should contribute to improving the ability of the faculty member to make the best use of university resources through the ability to create a stimulating learning environment for practicing creative mental processes among students.				.764		
Q16 The evaluation of the performance of the faculty member should contribute to improving the ability of the faculty member to make the most of university resources by updating educational materials and keeping up with educational methods.				.680		
Q12 The evaluation of the performance of the faculty member should contribute to stimulating teaching and learning resources by facilitating students' access to various learning resources.					.926	
Q7 The evaluation of the performance of the faculty member should contribute to activating teaching and learning resources through the diversity of teaching and learning resources.					.921	
Q39 The evaluation of the performance of the faculty member should contribute to influencing the behavior of students by encouraging freedom of opinion.						.900
Q38 The evaluation of the performance of the faculty member should contribute to influencing the behavior of students by creating the						.850

desire to learn and constantly improving the level.						
Explained Variance (%)	*37.400*	*13.839*	*13.366*	*8.852*	*4.975*	*3.979*
Total Explained Variance (%)						*82.410*
Kaiser-Meyer-Olkin Measure of Sampling Adequacy						*.850*
Bartlett's Test of Sphericity: χ^2 (351) = 13628.704, p <.001						
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization. [a]						

A principal components factor analysis (Varimax with Kaiser Normalization) was conducted on the 40 items. The Kaiser–Meyer–Olkin measure verified the sampling adequacy for the analysis, KMO = .850. The Bartlett test of sphericity is used to test the presence of correlations among the variables, the correlation matrix has significant correlations among at least some of the variables, χ^2 (351) = 13628.704, p <.001. An initial analysis was run to obtain eigenvalues for each factor in the data. Due to cross-loading or low factor loading 14 items were deleted. Six factors in combination explained 82.410% of the variance. Factor one is Expected Contribution to teachers' performance development, factor two is Expected Contribution to curriculum development, factor three is Expected Contribution to students' evaluation methods, factor four is Expected Contribution to using university facilities efficiently, factor five is Expected Contribution to enhancing learning sources and factor six is Expected Contribution to students' positive behaviorand. Table (3.4) shows each factor explained variance and factor loadings after rotation. Results indicate that the scale is valid.

Table (3.4) Reliability Statistics			
Scales and sub-scales	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Expected Contribution of Performance Evaluation	**.913**	.914	26

Expected Contribution to teachers' performance development	**.971**	.973	11
Expected Contribution to curriculum development	**.988**	.988	4
Expected Contribution to students' evaluation methods	**.938**	.936	4
Expected Contribution to using university facilities efficiently	**.708**	.721	3
Expected Contribution to enhancing learning sources	**.943**	.943	2
Expected Contribution to students' positive behavior	**.846**	.847	2

Table (3.4) shows Reliability Analysis for Expected Contribution of Performance Evaluation Scale. The scale had a good reliability, Cronbach's α = .913. Sub-scales reliability ranged from .708 to .988. Results indicate that the scale can be used in measurement of the indicated variable.

3.7.2. Perceived contribution of performance evaluation scale

Table (3.5) Rotated Component Matrix ᵃ						
	Component					
	1	2	3	4	5	6
Q66 The evaluation of the performance of the faculty member contributed to the development of the performance of the faculty member by focusing on the student's responsibility in education (individualization of education).	.904					
Q73 The evaluation of the performance of the faculty member contributed to developing the performance of the faculty member through developing the student's national and moral sense.	.891					
Q69 The evaluation of the performance of the faculty member contributed to the development of the performance of the faculty member through the use of the method of dialogue in teaching.	.888					

Q70 The evaluation of the performance of the faculty member contributed to developing the performance of the faculty member through awareness of the role of scientific and ethical role models.	.877					
Q68 The evaluation of the performance of the faculty member contributed to the development of the performance of the faculty member by not focusing on memorization.	.873					
Q67 The evaluation of the performance of the faculty member contributed to the development of the performance of the faculty member through interest in cooperative teaching methods.	.857					
Q74 The evaluation of the performance of the faculty member contributed to the development of the performance of the faculty member by developing the intellectual skills of the student.	.794					
Q71 The evaluation of the performance of the faculty member contributed to improving the performance of the faculty member by accepting the feedback from the student	.789					
Q72 The evaluation of the performance of the faculty member contributed to the development of the performance of the faculty member by developing the analytical direction of the student.	.784					
Q61 The evaluation of the performance of the faculty member contributed to improving methods of measuring and evaluating student achievement through a variety of evaluation methods.		.909				
Q62 The evaluation of the performance of the faculty member contributed to improving methods of measuring and evaluating student achievement by focusing on analytical capabilities and critical thinking.		.865				

99

Q58 The evaluation of the performance of the faculty member contributed to improving the methods of measuring and evaluating student achievement by investigating objectivity when measuring and evaluating.	100	.846			
Q60 The evaluation of the performance of the faculty member improved the methods of measuring and evaluating students' achievement through continuity of assessment and feedback.		.809			
Q59 The faculty member's performance evaluation improved methods of measuring and evaluating student achievement by ensuring that the evaluation is comprehensive.		.808			
Q63 The evaluation of the performance of the faculty member contributed to improving methods of measuring and evaluating student achievement by employing the results of the evaluation in developing plans and procedures to improve knowledge and achieve skills.		.797			
Q44 The evaluation of the performance of the faculty member contributed to the development of educational curricula by emphasizing theoretical and practical aspects.			.934		
Q43 The evaluation of the performance of the faculty member contributed to the development of educational curricula by helping the student to develop multiple capabilities.			.922		
Q45 The evaluation of the performance of the faculty member contributed to the development of educational curricula by making use of the various sources of knowledge.			.906		
Q46 The evaluation of the performance of the faculty member contributed to the development of educational curricula through modernization and innovation in educational curricula.			.888		

Q42The evaluation of the performance of the faculty member contributed to the development of educational curricula by covering the school curricula of major topics.			.887			
Q47 The evaluation of the performance of the faculty member contributed to activating teaching and learning resources through the diversity of teaching and learning resources.				.821		
Q52 The evaluation of the performance of the faculty member should contribute to stimulating teaching and learning resources by facilitating students' access to various learning resources.				.814		
Q51 The evaluation of the performance of the faculty member contributed to the activation of teaching and learning resources by investing the faculty member in technical means in the teaching process.				.640		
Q78 The evaluation of the performance of the faculty member contributed to affecting students' behavior by creating the desire to learn and constantly improving the level.					.948	
Q79 The evaluation of the performance of the faculty member contributed to influencing the behavior of students by encouraging freedom of opinion.					.936	
Q54 The evaluation of the performance of the faculty member contributed to improving the ability of the faculty member to make the best use of the university's resources by taking into account the development of aesthetic aspects and caring for them.						.681
Q55 The evaluation of the performance of the faculty member contributed to improving the ability of the faculty member to make the most of university resources by helping students to use educational facilities.						.632

Q53 The evaluation of the performance of the faculty member contributed to improving the ability of the faculty member to make the best use of the university's resources through a good choice of material capabilities for the nature of the educational process.						.628
Q57 The evaluation of the performance of the faculty member contributed to improving the ability of the faculty member to make the best use of the university's resources through the ability to create a stimulating educational environment for practicing creative mental processes among students.						.532
Explained Variance (%)	*35.856*	*16.938*	*10.433*	*6.672*	*4.354*	*3.934*
Total Explained Variance (%)						*78.187*
Kaiser-Meyer-Olkin Measure of Sampling Adequacy						*.855*
Bartlett's Test of Sphericity: χ^2 (406) = 13612.121, p < .001						
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization. [a]						

A principal components factor analysis (Varimax with Kaiser Normalization) was conducted on the 40 items. The Kaiser–Meyer–Olkin measure verified the sampling adequacy for the analysis, KMO = .855. The Bartlett test of sphericity is used to test the presence of correlations among the variables, the correlation matrix has significant correlations among at least some of the variables, χ^2 (406) = 13612.121, p < .001. An initial analysis was run to obtain eigenvalues for each factor in the data. Due to cross-loading or low factor loading 11 items were deleted. Six factors in combination explained 78.187% of the variance. Factor one is Perceived contribution to teachers' performance development, factor two is Perceived contribution to students' evaluation methods, factor three is Perceived contribution to curriculum development, factor four is Perceived contribution to enhancing learning sources, factor five is Perceived contribution to students' positive behavior and factor six is Perceived contribution to

using university facilities efficiently. Table (3.5) shows each factor explained variance and factor loadings after rotation. Results indicate that the scale is valid.

Table (3.6) Reliability Statistics			
Scales and sub-scales	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Perceived Contribution of Performance Evaluation	**.929**	.930	29
Perceived contribution to teachers' performance development	**.963**	.964	9
Perceived contribution to students' evaluation methods	**.939**	.940	6
Perceived contribution to curriculum development	**.979**	.979	5
Perceived contribution to enhancing learning sources	**.736**	.785	3
Perceived contribution to students' positive behavior	**.965**	.965	2
Perceived contribution to using university facilities efficiently	**.631**	.635	4

Table (3.6) shows Reliability Analysis for Perceived Contribution of Performance Evaluation Scale. The scale had a good reliability, Cronbach's α = .929. Sub-scales reliability ranged from .631 to .979. For Perceived contribution to using university facilities efficiently sub-scale summary item statistics table ( ) showed inter-item correlations mean of .304, minimum and maximum inter- item correlations were .218 and .453 respectively. Results indicate that the scale and the sub-scales can be used in measurement of the indicated variable.

Table (3.7) Summary Item Statistics						
	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Inter-Item Correlations	.304	.218	.453	.235	2.077	.006	4

3.8. Summary

It is envisaged that the Libyan higher education sector is facing good education issues due to the failure to implement appropriate performance appraisal procedures. Therefore, the main objective of this study is to examine the role and impact of performance assessment on the quality of education. In this regard, the researcher will identify and evaluate the factors that hinder the success of the evaluation of performance and quality in Libya. A number of performance appraisal techniques will be explored and analyzed to formulate a performance-based model to help Libyan educators improve the quality of the country's higher education sector. Respondents' views on the questionnaire and interviews with professional stakeholders will also contribute significantly to the development of the framework. The proposed framework is expected to help institutions make a critical assessment of faculty performance by removing barriers to performance assessment.

4. CHAPTER FOUR: Results Discussion

4.1. Statistical Analysis

4.1.1. Descriptive statistics of demographic variables

Table 4.1 Descriptive statistics of demographic variables

Category	Frequency	Percent
Gender		
Males	304	76.0
Females	96	24.0
Total	400	100.0
Academic Title		
Assistant Lecturer	135	33.8
Lecturer	223	55.8
Assistant Professor	20	5.0
Associate Professor	4	1.0
Professor	18	4.5
Total	400	100.0
Faculty		
Theoretical	208	51.9
Practical	193	48.1
Total	401	100.0
Tenor		
Less than 5 years	27	6.7
From 5 to less than 10 years	172	42.9
From 10 to less than 15 years	179	44.6
15 years and above	23	5.7
Total	401	100.0

From the above table the analysis of demographic variables was as shown below :

Gender variable: the table above shows that the proportion of males was 76% while the proportion of females 24% .

Academic Title: As for the scientific degree of the respondents the highest percentage was for Lecturer with 55.8% and Assistant Lecturer 33.8% .

Faculty : For the faculty variable, the theoretical facultyies represents 51.9% and Practical facultyies represents 48.1% .

Tenor : For the Tenor variable, The highest percent was for range of 10 to less than 15 years with 44.6% and he lowest was for range of 15 years and above 5.7% .

4.1.2. Descriptive statistics of study variables

Table (4.2) Descriptive Statistics of Expected Contribution of Performance Evaluation Scale

Scale, Sub-scales and Items	N	Mean	Std. Deviation
Expected Contribution of Performance Evaluation	398	4.2043	.34344
Expected Contribution to curriculum development	401	4.2650	.71442
Q1 The evaluation of the performance of the faculty member should contribute to the development of educational curricula by linking the curricula to the practical reality.	401	4.29	.707
Q2 The evaluation of the performance of the faculty member should contribute to the development of educational curricula by covering the curricula of the main topics.	401	4.25	.729
Q4 The evaluation of the performance of the faculty member should contribute to the development of educational curricula by emphasizing theoretical and practical aspects.	401	4.26	.737
Q5 The evaluation of the performance of the faculty member should contribute to the development of educational curricula by making use of the various sources of knowledge.	401	4.27	.736

Expected Contribution to enhancing learning sources	401	4.1060	.40387
Q7 The evaluation of the performance of the faculty member should contribute to activating teaching and learning resources through the diversity of teaching and learning resources.	401	4.11	.406
Q12 The evaluation of the performance of the faculty member should contribute to stimulating teaching and learning resources by facilitating students' access to various learning resources.	401	4.10	.424
Expected Contribution to using university facilities efficiently	401	4.3150	.48671
Q13 The evaluation of the performance of the faculty member should contribute to improving the ability of the faculty member to make the best use of university resources through a good choice of material capabilities for the nature of the educational process.	401	4.26	.565
Q16 The evaluation of the performance of the faculty member should contribute to improving the ability of the faculty member to make the most of university resources by updating educational materials and keeping up with educational methods.	401	4.26	.730
Q17 The evaluation of the performance of the faculty member should contribute to improving the ability of the faculty member to make the best use of university resources through the ability to create a stimulating learning environment for practicing creative mental processes among students.	401	4.42	.524
Expected Contribution to students' evaluation methods	401	4.0081	.51426
Q18 The evaluation of the performance of the faculty member should contribute to improving methods of measuring and evaluating student achievement by investigating objectivity when measuring and evaluating.	401	4.03	.489
Q21 The evaluation of the performance of the faculty member should contribute to improving methods of measuring and evaluating student achievement through a variety of assessment methods.	401	3.99	.574
Q22 The evaluation of the performance of the faculty member should contribute to improving methods of measuring and evaluating students' achievement through focusing on analytical capabilities and critical thinking.	401	3.99	.600

Q23 The evaluation of the performance of the faculty member should contribute to improving methods of measuring and evaluating the students 'achievement through employing the results of the evaluation in setting plans and procedures to improve knowledge and achieve skills.	401	4.02	.572
Expected Contribution to teachers' performance development	399	4.2477	.53898
Q24 The evaluation of the performance of the faculty member should contribute to the development of the performance of the faculty member through regularity in the educational process.	401	4.29	.584
Q25 The evaluation of the performance of the faculty member should contribute to the development of the performance of the faculty member by realizing the needs of students.	401	4.26	.579
Q26 The evaluation of the performance of the faculty member should contribute to the development of the performance of the faculty member by focusing on the student's responsibility in education (individualization of education).	400	4.08	.694
Q27 The evaluation of the performance of the faculty member should contribute to developing the performance of the faculty member by paying attention to cooperative teaching methods.	401	4.26	.556
Q28 The evaluation of the performance of the faculty member should contribute to developing the performance of the faculty member by not focusing on memorization.	401	4.29	.610
Q29 The evaluation of the performance of the faculty member should contribute to improving the performance of the faculty member through the use of the method of dialogue in teaching.	401	4.27	.637
Q30 The evaluation of the performance of the faculty member should contribute to developing the performance of the faculty member through awareness of the role of scientific and ethical role models.	401	4.26	.570
Q31 3The evaluation of the performance of the faculty member should contribute to improving the performance of the faculty member by accepting student notes.	401	4.23	.635
Q32 The evaluation of the performance of the faculty member should contribute to the development of the performance of the	400	4.26	.623

Scale, Sub-scales and Items	N	Mean	Std. Deviation
faculty member by developing the analytical direction of the student.			
Q33 The evaluation of the performance of the faculty member should contribute to developing the performance of the faculty member through developing the national and moral sense of the student.	401	4.25	.637
Q34 The evaluation of the performance of the faculty member should contribute to developing the performance of the faculty member by developing the intellectual skills of the student.	401	4.28	.594
Expected Contribution to students' positive behavior	399	4.1717	.60565
Q38 The evaluation of the performance of the faculty member should contribute to influencing the behavior of students by creating the desire to learn and constantly improving the level.	401	4.20	.633
Q39 The evaluation of the performance of the faculty member should contribute to influencing the behavior of students by encouraging freedom of opinion.	399	4.15	.669

Table (4.2) shows descriptive statistics of Expected Contribution of Performance Evaluation Scale, (M=4.20, SD=.343. The highest item was Q17, (M=4.42, SD= .520) while the lowest items were Q21, (M=3.99, SD= .574) and Q22, (M=3.99, SD=.600.

Table (4.3) Descriptive Statistics of Perceived Contribution of Performance Evaluation Scale

Scale, Sub-scales and Items	N	Mean	Std. Deviation
Perceived Contribution of Performance Evaluation	400	3.9421	.38645
Perceived contribution to curriculum development	401	4.1706	.75302
Q42 The evaluation of the performance of the faculty member contributed to the development of educational curricula by covering the school curricula of major topics.	401	4.20	.762
Q43 The evaluation of the performance of the faculty member contributed to the development of educational curricula by helping the student to develop multiple capabilities.	401	4.17	.805
Q44 The evaluation of the performance of the faculty member contributed to the development of educational curricula by emphasizing theoretical and practical aspects.	401	4.20	.787

Q45 The evaluation of the performance of the faculty member contributed to the development of educational curricula by making use of the various sources of knowledge.	401	4.14	.789
Q46 The evaluation of the performance of the faculty member contributed to the development of educational curricula through modernization and innovation in educational curricula.	401	4.14	.779
Perceived contribution to enhancing learning sources	401	4.0208	.49087
Q47-The evaluation of the performance of the faculty member contributed to activating teaching and learning resources through the diversity of teaching and learning resources.	401	4.05	.490
Q51 The evaluation of the performance of the faculty member contributed to the activation of teaching and learning resources by investing the faculty member in technical means in the teaching process.	401	3.99	.773
Q52 The evaluation of the performance of the faculty member should contribute to stimulating teaching and learning resources by facilitating students' access to various learning resources.	401	4.03	.516
Perceived contribution to using university facilities efficiently	400	4.1169	.42398
Q53 The evaluation of the performance of the faculty member contributed to improving the ability of the faculty member to make the best use of the university's resources through a good choice of material capabilities for the nature of the educational process.	400	4.10	.568
Q54 The evaluation of the performance of the faculty member contributed to improving the ability of the faculty member to make the best use of the university's resources by taking into account the development of aesthetic aspects and caring for them.	401	3.99	.648
Q55 The evaluation of the performance of the faculty member contributed to improving the ability of the faculty member to make the most of university resources by helping students to use educational facilities.	401	4.10	.612
Q57 The evaluation of the performance of the faculty member contributed to improving the ability of the faculty member to make the best use of the university's resources through the ability to create a stimulating educational environment for practicing creative mental processes among students.	401	4.27	.634
Perceived contribution to students' evaluation methods	401	3.9630	.39837
Q58 The evaluation of the performance of the faculty member contributed to improving the methods of measuring and evaluating student achievement by investigating objectivity when measuring and evaluating.	401	3.97	.411
Q59 The faculty member's performance evaluation improved methods of measuring and evaluating student achievement by ensuring that the evaluation is comprehensive.	401	3.96	.431

Q60 The evaluation of the performance of the faculty member improved the methods of measuring and evaluating students' achievement through continuity of assessment and feedback.	401	3.95	.460
Q61 The evaluation of the performance of the faculty member contributed to improving methods of measuring and evaluating student achievement through a variety of evaluation methods.	401	3.99	.455
Q62 The evaluation of the performance of the faculty member contributed to improving methods of measuring and evaluating student achievement by focusing on analytical capabilities and critical thinking.	401	3.96	.503
Q63 The evaluation of the performance of the faculty member contributed to improving methods of measuring and evaluating student achievement by employing the results of the evaluation in developing plans and procedures to improve knowledge and achieve skills.	401	3.95	.464
Perceived contribution to teachers' performance development	401	3.6653	.65185
Q66 The evaluation of the performance of the faculty member contributed to the development of the performance of the faculty member by focusing on the student's responsibility in education (individualization of education).	401	3.60	.778
Q67 The evaluation of the performance of the faculty member contributed to the development of the performance of the faculty member through interest in cooperative teaching methods.	401	3.69	.706
Q68 The evaluation of the performance of the faculty member contributed to the development of the performance of the faculty member by not focusing on memorization.	401	3.70	.749
Q69 The evaluation of the performance of the faculty member contributed to the development of the performance of the faculty member through the use of the method of dialogue in teaching.	401	3.73	.732
Q70 The evaluation of the performance of the faculty member contributed to developing the performance of the faculty member through awareness of the role of scientific and ethical role models.	401	3.76	.693
Q71 The evaluation of the performance of the faculty member contributed to improving the performance of the faculty member by accepting the feedback from the student.	401	3.59	.770
Q72 The evaluation of the performance of the faculty member contributed to the development of the performance of the faculty member by developing the analytical direction of the student.	401	3.64	.746
Q73 The evaluation of the performance of the faculty member contributed to developing the performance of the faculty member through developing the student's national and moral sense.	401	3.62	.753
Q74 The evaluation of the performance of the faculty member contributed to the development of the performance of the faculty member by developing the intellectual skills of the student.	401	3.67	.740

	N	Mean	Std
Perceived contribution to students' positive behavior	401	4.0773	.70641
Q78 The evaluation of the performance of the faculty member contributed to affecting students' behavior by creating the desire to learn and constantly improving the level.	401	4.08	.705
Q79 The evaluation of the performance of the faculty member contributed to influencing the behavior of students by encouraging freedom of opinion.	401	4.08	.732

Table (4.3) shows descriptive statistics of Perceived Contribution of Performance Evaluation Scale, (M=3.94, SD=.386. The highest item was Q57, (M=4.27, SD= .634) while the lowest item was Q21, (M=3.59, SD= .770).

Comparing expected and perceived Contribution of Performance Evaluation to quality of university education. (H1, H1.1 to H1.6)

Table (4.4) Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	**Expected Contribution of Performance Evaluation**	4.2061	397	.34205	.01717
	Perceived Contribution of Performance Evaluation	3.9455	397	.37812	.01898
Pair 2	Expected Contribution to teachers' performance development	4.2477	399	.53898	.02698
	Perceived contribution to teachers' performance development	3.6628	399	.65240	.03266
Pair 3	Expected Contribution to curriculum development	4.2650	401	.71442	.03568
	Perceived contribution to curriculum development	4.1706	401	.75302	.03760

Pair 4	Expected Contribution to students' evaluation methods	4.0081	401	.51426	.02568
	Perceived contribution to students' evaluation methods	3.9630	401	.39837	.01989
Pair 5	Expected Contribution to using university facilities efficiently	4.3167	400	.48623	.02431
	Perceived contribution to using university facilities efficiently	4.1169	400	.42398	.02120
Pair 6	Expected Contribution to enhancing learning sources	4.1060	401	.40387	.02017
	Perceived contribution to enhancing learning sources	4.0208	401	.49087	.02451
Pair 7	Expected Contribution to students' positive behavior	4.1717	399	.60565	.03032
	Perceived contribution to students' positive behavior	4.0877	399	.69262	.03467

Table (4.4) shows Paired Samples Statistics for Expected Contribution of Performance Evaluation and Perceived Contribution of Performance Evaluation, (M=4.21, SD=.342 and M=3.95, SD= .378 respectively). Expected and perceived contribution of performance evaluation for each pair of the subscales are presented

Table (4.5) Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	**Expected Contribution of Performance Evaluation - Perceived Contribution of Performance Evaluation**	.26061	.35815	.01798	.22527	.29595	14.498	396	.000

Pair									
Pair 2	Expected Contribution to teachers' performance development - Perceived contribution to teachers' performance development	.58490	.75578	.03784	.51051	.65928	15.459	398	.000
Pair 3	Expected Contribution to curriculum development - Perceived contribution to curriculum development	.09439	.29292	.01463	.06563	.12315	6.453	400	.000
Pair 4	Expected Contribution to students' evaluation methods - Perceived contribution to students' evaluation methods	.04510	.46487	.02321	-.00054-	.09073	1.943	400	.053
Pair 5	Expected Contribution to using university facilities efficiently - Perceived contribution to using university facilities efficiently	.19979	.48494	.02425	.15212	.24746	8.240	399	.000
Pair 6	Expected Contribution to enhancing learning sources - Perceived contribution to enhancing learning sources	.08520	.38099	.01903	.04780	.12261	4.478	400	.000
Pair 7	Expected Contribution to students' positive behavior - Perceived contribution to students' positive behavior	.08396	.43247	.02165	.04140	.12652	3.878	398	.000

A paired-samples t-test was conducted to compare expected and perceived Contribution of Performance Evaluation to quality of university education. There was a statistically significant decrease in estimated contribution to quality of university education scores from expected (M=4.21, SD=.342) to perceived (M=3.95, SD= .378), t (396) = 14.498, p < .001 (two-tailed). The mean decrease between expected and perceived scores was .26 with a 95% confidence interval ranging from .23 to .30. The eta squared statistic (.35) indicated a large effect size. **H1** is supported.

There was a statistically significant decrease in estimated contribution to teachers' performance development scores from expected (M=3.66, SD= .652) to perceived (M=4.25, SD= .539), t (398) = 15.459, p < .001 (two-tailed). The mean decrease between

expected and perceived scores was .58 with a 95% confidence interval ranging from .51 to .66. The eta squared statistic (.38) indicated a large effect size. **H1.1** is supported.

There was a statistically significant decrease in estimated contribution to curriculum development scores from expected (M=4.27, SD= .714) to perceived (M=4.17, SD= .753), t (400) = 6.453, p < .001 (two-tailed). The mean decrease between expected and perceived scores was .09 with a 95% confidence interval ranging from .07 to .12. The eta squared statistic (.09) indicated a moderate effect size. **H1.2** is supported.

There was a statistically significant decrease in estimated contribution to students' evaluation methods scores from expected (M=4.00, SD= .514) to perceived (M=3.96, SD= .398), t (400) = 1.943, p = .053 (two-tailed). The mean decrease between expected and perceived scores was .09 with a 95% confidence interval ranging from .001 to .090. The eta squared statistic (.01) indicated a small effect size. **H1.3** is supported.

There was a statistically significant decrease in estimated contribution to using university facilities efficiently scores from expected (M=4.32, SD= .486) to perceived (M=4.12, SD= .424), t (399) = 8.240, p < .001 (two-tailed). The mean decrease between expected and perceived scores was .20 with a 95% confidence interval ranging from .15 to .25. The eta squared statistic (.15) indicated a large effect size. **H1.4** is supported.

There was a statistically significant decrease in estimated contribution to enhancing learning sources scores from expected (M=4.11, SD= .403) to perceived (M=4.02, SD= .491), t (400) = 4.478, p < .001 (two-tailed). The mean decrease between expected and perceived scores was .09 with a 95% confidence interval ranging from .05 to .12. The eta squared statistic (.05) indicated a small effect size. **H1.5** is supported.

There was a statistically significant decrease in estimated contribution to students' positive behavior scores from expected (M=4.17, SD= .606) to perceived (M=4.09, SD= .692), t (398) = 3.878, p < .001 (two-tailed). The mean decrease between expected and perceived scores was .08 with a 95% confidence interval ranging from .04 to .13. The eta squared statistic (.04) indicated a small effect size. **H1.6** is supported.

Correlations between expected and perceived Contribution of Performance Evaluation to quality of university education. (H2, H2.1 to H2.6)

Table (4.6) Paired Samples Correlations		N	Correlation	Sig.
Pair 1	**Expected Contribution of Performance Evaluation & Perceived Contribution of Performance Evaluation**	397	.509	.000
Pair 2	Expected Contribution to teachers' performance development & Perceived contribution to teachers' performance development	399	.206	.000
Pair 3	Expected Contribution to curriculum development & Perceived contribution to curriculum development	401	.922	.000
Pair 4	Expected Contribution to students' evaluation methods & Perceived contribution to students' evaluation methods	401	.505	.000
Pair 5	Expected Contribution to using university facilities efficiently & Perceived contribution to using university facilities efficiently	400	.439	.000
Pair 6	Expected Contribution to enhancing learning sources & Perceived contribution to enhancing learning sources	401	.653	.000
Pair 7	Expected Contribution to students' positive behavior & Perceived contribution to students' positive behavior	399	.786	.000

Table (4.6) shows Paired Samples Correlations between expected contribution to teachers' performance development and perceived contribution to teachers' performance development. There was a statistically strong positive correlation between expected contribution to teachers' performance development and perceived contribution to teachers' performance development, $r = .509$, $p < .001$. Correlations between expected and perceived sub-scales ranged between .206 and .922, $p < .001$. H2, H2.1, H2.2, H2.3, H2.4, H2.5 and H2.6 are all supported.

Comparing contribution of performance evaluation of university teachers to quality of university education with the bench mark of a five points scale; (3). (H3, H3.1 to H3.6)

Table (4.7) One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Perceived Contribution of Performance Evaluation to quality of university education	400	3.9421	.38645	.01932
Perceived contribution to teachers' performance development	401	3.6653	.65185	.03255
Perceived contribution to students' evaluation methods	401	3.9630	.39837	.01989
Perceived contribution to curriculum development	401	4.1706	.75302	.03760
Perceived contribution to enhancing learning sources	401	4.0208	.49087	.02451
Perceived contribution to students' positive behavior	401	4.0773	.70641	.03528
Perceived contribution to using university facilities efficiently	400	4.1169	.42398	.02120

Table (4.7) shows One-Sample Statistics. Perceived Contribution of Performance Evaluation to quality of university education has measured (M= 3.94, SD= .386) on a five points scale. Perceived contribution to curriculum development had the highest mean score (M= 4.17, SD=. 753) while perceived contribution to teachers' performance development had the lowest mean score (M= 3.67, SD=. 652).

Table (4.8) One-Sample Test

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Perceived Contribution of Performance Evaluation	48.755	399	.000	.94207	.9041	.9801
Perceived contribution to teachers' performance development	20.438	400	.000	.66528	.6013	.7293
Perceived contribution to students' evaluation methods	48.408	400	.000	.96301	.9239	1.0021
Perceived contribution to curriculum development	31.129	400	.000	1.17057	1.0966	1.2445

Perceived contribution to enhancing learning sources	41.642	400	.000	1.02078	.9726	1.0690
Perceived contribution to students' positive behavior	30.539	400	.000	1.07731	1.0080	1.1467
Perceived contribution to using university facilities efficiently	52.685	399	.000	1.11688	1.0752	1.1586

A One Sample t-test was conducted to compare perceived Contribution of Performance Evaluation to quality of university education to the bench mark of a five points scale; (3). There was a statistically significant increase in perceived contribution of performance evaluation to quality of university education scores (M=3.95, SD= .386), t (399) = 48.755, p < .001 (two-tailed). The Mean Difference score was .94 with a 95% confidence interval ranging from .90 to .98. The eta squared statistic (.86) indicated a large effect size. **H3** is supported.

There was a statistically significant increase in perceived contribution of performance evaluation to teachers' performance development scores (M=3.67, SD= .652), t (400) = 20.438, p < .001 (two-tailed). The Mean Difference score was .67 with a 95% confidence interval ranging from .60 to .73. The eta squared statistic (.51) indicated a large effect size. **H3.1** is supported.

There was a statistically significant increase in perceived contribution of performance evaluation to students' evaluation methods scores (M=3.96, SD= .398), t (400) = 48.408, p < .001 (two-tailed). The Mean Difference score was .96 with a 95% confidence interval ranging from .92 to 1.00. The eta squared statistic (.85) indicated a large effect size. **H3.2** is supported.

There was a statistically significant increase in perceived contribution of performance evaluation to curriculum development scores (M= 4.17, SD=. 753), t (400) = 31.129, p < .001 (two-tailed). The Mean Difference score was 1.17 with a 95%

confidence interval ranging from 1.09 to 1.20. The eta squared statistic (.71) indicated a large effect size. **H3.3** is supported.

There was a statistically significant increase in perceived contribution of performance evaluation to enhancing learning sources scores (M= 4.02, SD= .491), t (400) = 41.642, p < .001 (two-tailed). The Mean Difference score was 1.02 with a 95% confidence interval ranging from .97 to 1.06. The eta squared statistic (.81) indicated a large effect size. **H3.4** is supported.

There was a statistically significant increase in perceived contribution of performance evaluation to students' positive behavior scores (M= 4.08, SD= .706), t (400) = 30.539, p < .001 (two-tailed). The Mean Difference score was 1.07 with a 95% confidence interval ranging from 1.00 to 1.15. The eta squared statistic (.70) indicated a large effect size. **H3.5** is supported.

There was a statistically significant increase in perceived contribution of performance evaluation to using university facilities efficiently scores (M= 4.12, SD= .424), t (399) = 52.685, p < .001 (two-tailed). The Mean Difference score was 1.12 with a 95% confidence interval ranging from 1.07 to 1.16. The eta squared statistic (.87) indicated a large effect size. **H3.6** is supported.

Table (4.9) A summary of hypothesis and results

Hypothesis Text	Hypothesis parts	Mean	Std. Deviation	P-value	Result
H1: University teachers underestimate their performance evaluation contribution to quality of university education.	Expected Contribution of Performance Evaluation	4.2061	.34205	.000	Accepted
	Perceived Contribution of Performance Evaluation	3.9455	.37812		
H1.1: University teachers underestimate their performance evaluation Contribution to teachers' performance development.	Expected Contribution to teachers' performance development	4.2477	.53898	.000	Accepted
	Perceived contribution to teachers' performance development	3.6628	.65240		
H1.2: University teachers underestimate their performance evaluation Contribution to curriculum development.	Expected Contribution to curriculum development	4.2650	.71442	.000	Accepted
	Perceived contribution to curriculum development	4.1706	.75302		
H1.3: University teachers underestimate their performance evaluation Contribution to students' evaluation methods.	Expected Contribution to students' evaluation methods	4.0081	.51426	.053	Accepted
	Perceived contribution to students' evaluation methods	3.9630	.39837		
H1.4: University teachers underestimate their performance evaluation Contribution to enhancing learning sources.	Expected Contribution to using university facilities efficiently	4.3167	.48623	.000	Accepted
	Perceived contribution to using university facilities efficiently	4.1169	.42398		
H1.5: University teachers underestimate their performance evaluation Contribution to students' positive behavior.	Expected Contribution to enhancing learning sources	4.1060	.40387	.000	Accepted
	Perceived contribution to enhancing learning sources	4.0208	.49087		
H1.6: University teachers underestimate their performance evaluation Contribution to using university facilities efficiently.	Expected Contribution to students' positive behavior	4.1717	.60565	.000	Accepted
	Perceived contribution to students' positive behavior	4.0877	.69262		
H2: There is a positive relationship between expected and perceived contribution of performance evaluation of university teachers to quality of university education.	Expected Contribution of Performance Evaluation	4.2061	.34205	.000	Accepted
	Perceived Contribution of Performance Evaluation	3.9455	.37812		
H2.1: There is a positive relationship between expected and perceived contribution of performance evaluation of university teachers to teachers' performance development.	Expected Contribution to teachers' performance development	4.2477	.53898	.000	Accepted
	Perceived contribution to teachers' performance development	3.6628	.65240		
H2.2: There is a positive relationship between expected and perceived contribution of performance evaluation of university teachers to curriculum development.	Expected Contribution to curriculum development	4.2650	.71442	.000	Accepted
	Perceived contribution to curriculum development	4.1706	.75302		
H2.3: There is a positive relationship between expected and perceived contribution of performance evaluation of university teachers to students' evaluation methods.	Expected Contribution to students' evaluation methods	4.0081	.51426	.000	Accepted
	Perceived contribution to students' evaluation methods	3.9630	.39837		
H2.4: There is a positive relationship between expected and perceived contribution of performance	Expected Contribution to using university facilities efficiently	4.3167	.48623	.000	Accepted

Hypothesis Text	Hypothesis parts	Mean	Std. Deviation	P-value	Result
evaluation of university teachers to enhancing learning sources.	Perceived contribution to using university facilities efficiently	4.1169	.42398		
H2.5: There is a positive relationship between expected and perceived contribution of performance evaluation of university teachers to students' positive behavior.	Expected Contribution to enhancing learning sources	4.1060	.40387	.000	Accepted
	Perceived contribution to enhancing learning sources	4.0208	.49087		
H2.6: There is a positive relationship between expected and perceived contribution of performance evaluation of university teachers to using university facilities efficiently.	Expected Contribution to students' positive behavior	4.1717	.60565	.000	Accepted
	Perceived contribution to students' positive behavior	4.0877	.69262		
	Perceived contribution to students' positive behavior	4.0877	.69262		
H3: Perceived contribution of performance evaluation of university teachers to quality of university education exceed significantly the benchmark of a five points scale; (3).	Perceived Contribution of Performance Evaluation to quality of university education	3.9421	.38645	.000	Accepted
H3.1 Perceived contribution of performance evaluation of university teachers to teachers' performance development exceed significantly the benchmark of a five point's scale; (3).	Perceived contribution to teachers' performance development	3.6653	.65185	.000	Accepted
H3.2 Perceived contribution of performance evaluation of university teachers to curriculum development exceed significantly the benchmark of a five point's scale; (3).	Perceived contribution to students' evaluation methods	3.9630	.39837	.000	Accepted
H3.3 Perceived contribution of performance evaluation of university teachers to students' evaluation methods exceed significantly the benchmark of a five point's scale; (3).	Perceived contribution to curriculum development	4.1706	.75302	.000	Accepted
H3.4 Perceived contribution of performance evaluation of university teachers to enhancing learning sources exceed significantly the benchmark of a five point's scale; (3).	Perceived contribution to enhancing learning sources	4.0208	.49087	.000	Accepted
H3.5 Perceived contribution of performance evaluation of university teachers to students' positive behavior exceed significantly the benchmark of a five point's scale; (3).	Perceived contribution to students' positive behavior	4.0773	.70641	.000	Accepted
H3.6 Perceived contribution of performance evaluation of university teachers to using university facilities efficiently exceed significantly the benchmark of a five point's scale; (3).	Perceived contribution to using university facilities efficiently	4.1169	.42398	.000	Accepted

5. CHAPTER FIVE: Discussion and Recommendation

Chapter 5 introduces a discussion and proposes an interpretation of data analysis from Chapter 4, and the chapter begins with an overview of the problem statement and the purpose of this research The chapter continues to discuss analyzes of the previous chapter data for the hypotheses through which the three research questions were answered and thus the main question of the research was answered. The researcher concludes with some recommendations.

5.1. Statement of the Problem

Attention to the quality of higher education is one of the main pillars in improving the level of education through institutions that raise the quality of their services in accordance with international standards and regulations, given that the institution under study is one of the largest educational institutions in Libya and provides large outputs in various fields, its weakness indicates weak outputs And reduce dependence on them, since the quality of higher education institutions is affected by a variety of variables, this study will study the system of evaluating the performance of faculty members and their role in achieving the quality of higher education institutions, assuming that there are other constant factors. The problem of the study is to know the extent to which the evaluation of the performance of the faculty member contributed to raising the quality and efficiency of university education, and was represented in the following question: "What is the role of the evaluation of the performance of faculty members in achieving the quality of higher education institutions from the viewpoint of faculty members at the University of Tripoli?"

In this chapter the results obtained are presented and discussed by answering questions

Study and so as follows

The main question: What is the role of faculty members 'performance evaluation in achieving the quality of higher education institutions from the viewpoint of faculty members at the University of Tripoli?

5.1.1. Answer to the first question:

To answer the first question: Do university teachers underestimate their performance evaluation contribution to quality of university education?

To answer this question, his own hypotheses, which are a major hypothesis and six sub-hypotheses, were analyzed as shown.

H1.1: University teachers underestimate their performance evaluation contributing to the development of teacher performance.

The eta squared statistic (.38) indicated a large effect size. H1.1 is supported.

H1.2: Undergraduate teachers underestimate their performance contributing to curriculum development.

The eta squared statistic (.09) indicated a moderate effect size. H1.2 is supported.

H1.3: University teachers underestimate their performance evaluation contributing to student assessment methods.

The eta squared statistic (.01) indicated a small effect size. H1.3 is supported.

H1.4: Undergraduate teachers underestimate their performance and contribute to enhancing learning resources.

The eta squared statistic (.15) indicated a large effect size. H1.4 is supported

H1.5: University teachers underestimate their performance assessment contributing to students' positive behavior.

The eta squared statistic (.05) indicated a small effect size. H1.5 is supported.

H1.6: University teachers underestimate their performance evaluation contributing to the efficient use of university facilities.

. The eta squared statistic (.04) indicated a small effect size. H1.6 is supported.

<u>H1: University teachers underestimate their performance evaluation</u>

A paired-samples t-test was conducted to compare expected and perceived Contribution of Performance Evaluation to quality of university education. There was a statistically significant decrease in estimated contribution to quality of university education scores from expected (M=4.21, SD=.342) to perceived (M=3.95, SD= .378),

t (396) = 14.498, p < .001 (two-tailed). The mean decrease between expected and perceived scores was .26 with a 95% confidence interval ranging from .23 to .30. The eta squared statistic (.35) indicated a large effect size. H1 is supported.

The first question does university professors underestimate their contribution to assessing performance in the quality of university education? There was a statistically significant decrease in the estimated contribution to the quality of university education degrees from expected to perceived and the average decrease between expected and expected grades was 0.26 with a 95% confidence interval ranging from 0.23 to 0.30. Quadratic Eta Statistics (.35) indicated a significant impact size, which means that faculty members see that their contribution to performance evaluation has a positive impact on the quality of education but are concerned that their opinion is not actually taken into account and this is apparent through analysis of the results of this question.

5.1.2. Answer to the second question:

Research question two: Is there a relationship between expected and perceived contribution of performance evaluation of university teachers to quality of university education?

By analyzing the assumptions related to the second question There was a statistically strong positive correlation between expected contribution to teachers' performance development and perceived contribution to teachers' performance development, r = .509, p < .001. Correlations between expected and perceived sub-scales ranged between .206 and .922, p < .001. H2, H2.1, H2.2, H2.3, H2.4, H2.5 and H2.6 are all supported.

From the previous presentation, we conclude that the contribution of the evaluation of the performance of the faculty member in raising the quality of university education from the viewpoint of faculty members came to a large degree, : which explains strength of a relationship between reality and expected and it was in the following order :

The second axis : Expected Contribution to curriculum development & Perceived contribution to curriculum development .922

The sixth axis: Expected Contribution to students' positive behavior & Perceived contribution to students' positive behavior .786

The fifth axis: Expected Contribution to enhancing learning sources & Perceived contribution to enhancing learning sources .653

The third axis: Expected Contribution to students' evaluation methods & Perceived contribution to students' evaluation methods .505

The fourth axis: Expected Contribution to using university facilities efficiently & Perceived contribution to using university facilities efficiently.439

The first axis: Expected Contribution to teachers' performance development & Perceived contribution to teachers' performance development .206

This means that the evaluation of the performance of faculty members affects the quality of education , These results are in line with the results of Al-Aidarous that is more important than Features of evaluating the performance of a faculty member The faculty member has been able to achieve his scientific subject and his commitment to performance To the fullest without neglect, achieving justice and equality in the evaluation of students, discipline and accuracy with deadlines Lectures, develop his curriculum and use multiple and modern strategies, methods and techniques for teaching Objectivity and integrity also coincided with the results of Al-Huwaid, study, which indicates that the degree of the contribution of the faculty member's performance in raising the quality of university education came to a large degree, from the viewpoint of female faculty members and female students at Umm Al-Qura University.

5.1.3. Answer to the third question:

Research Question Three: Does perceived contribution of performance evaluation of university teachers to quality of university education exceed significantly the bench mark of a five points scale; (3).?

 By analyzing the assumptions related to the third question There was a statistically significant increase in perceived contribution of performance evaluation to teachers' performance development . The eta squared statistic (.51) indicated a large effect size. H3.1 is supported.

There was a statistically significant increase in perceived contribution of performance evaluation to students' evaluation methods . The eta squared statistic (.85) indicated a large effect size. H3.2 is supported.

There was a statistically significant increase in perceived contribution of performance evaluation to curriculum development s. The The eta squared statistic (.71) indicated a large effect size. H3.3 is supported.

There was a statistically significant increase in perceived contribution of performance evaluation to enhancing learning sources The The eta squared statistic (.81) indicated a large effect size. H3.4 is supported.

There was a statistically significant increase in perceived contribution of performance evaluation to students' positive behavior   The eta squared statistic (.70) indicated a large effect size. H3.5 is supported.

There was a statistically significant increase in perceived contribution of performance evaluation to using university facilities The eta squared statistic (.87) indicated a large effect size. H3.6 is supported.

A One Sample t-test was conducted to compare perceived Contribution of Performance Evaluation to quality of university education to the bench mark of a five points scale; (3). There was a statistically significant increase in perceived contribution of performance evaluation to quality of university education scores (M=3.95, SD= .386), t (399) = 48.755, p < .001 (two-tailed). The Mean Difference score was .94 with a 95% confidence interval ranging from .90 to .98. The eta squared statistic (.86) indicated a large effect size. H3 is supported.

From the previous presentation, we conclude that the contribution of the evaluation of the performance of faculty members in raising the quality of university education from the viewpoint of faculty members came to a large degree when analyzing the assumptions through which the third research question was answered: Does the contribution of the evaluation of university teachers exceed the quality of university education? Significantly marked five-point scale measurement; (3)?

All hypotheses were acceptable meaning that they all exceeded three points in the scale, a single sample t-test was conducted to compare the expected and expected contribution

to performance evaluation with the quality of university education to the scale mark with a five-point scale; (3). There was a statistically significant increase in the perceived contribution to performance evaluation in the quality of university education degrees (M = 3.95, SD = .386), t (399) = 48.755, p <.001 (two-tailed). The result was an average of .94 difference with a 95% confidence interval ranging from .90 to .98. The ETA squared statistic (.86) indicated a significant effect size.

Which indicates that the performance evaluation has a significant impact on the quality of education, according to the opinions of faculty members at the University of Tripoli ,This impact on the study axes was as follows: First, Perceived contribution to the development of the curricula, followed by the Perceived contribution to using university facilities efficiently, Perceived contribution to students' positive behavior, then the perceived contribution to student assessment methods and a tangible contribution to strengthening learning resources, and finally came Perceived contribution to teachers' performance development .

5.2. Study recommendations:

1-Working to make the performance evaluation process more reliable for faculty members, paying attention to the evaluation results and referring to them when promoting.

2-The inclusion of faculty members in the evaluation process, through peer assessment or self-evaluation.

3-Giving the evaluation results to the faculty member so that he can benefit from them in developing himself.

4- Emphasizing the importance of evaluating the performance of the faculty member and working to use various methods of the evaluation process.

5-Emphasis on building a model for evaluating the performance of a faculty member that helps raise the quality of university education in terms of setting standards that emphasize: Perceived contribution to the development of the curricula, Perceived contribution to using university facilities efficiently, Perceived contribution to students' positive behavior, perceived contribution to student assessment methods and a tangible

contribution to strengthening learning resources, came Perceived contribution to teachers' performance development .

6-Knowing the international experiences in developed countries in ways of evaluating the performance of the faculty member and raising the quality of education and benefiting from it.

5.3. Recommendations for future studies:

Although extensive research was conducted in the field of faculty assessment And the quality of educatio as a measure of teaching effectiveness, there was limited research on the usefulness of data to enhance teaching effectiveness and faculty attitudes regarding their role to enhance knowledge in the field of performance appraisal, the following research suggestions are presented:

1- Carrying out this study at universities and institutes in various parts of Libya to determine how to use faculty evaluation data to enhance the teaching process and thus contribute to raising the quality of education outcomes.

2 - Carrying out studies on the performance appraisal of faculty members from the point of view of colleagues and students to understand the concept of evaluation more particularly in Libyan universities, given the limited research in this field.

3 - Carrying out studies in the field of self-evaluation for faculty members, which helps the faculty member to develop himself.

4 - Working on building a model for evaluating faculty members, in which each faculty member participates as a self-evaluation, as well as work colleagues, department heads, employees, and students, and evaluation scores are distributed according to the importance of each axis and therefore a comprehensive evaluation, after which a copy of the evaluation results is given to the faculty member to benefit from Its results.

CONCLUSION

A follower of the recent performance achieved by the Libyan universities notes the deterioration in the quality of the educational services they provide, as the University of Tripoli suffers from weak services, methodology and weak policies in terms of its commitment. To the standards necessary to reach the required level for its clients and beneficiaries, which affected its international classification among other institutions. The university under study is found in important classifications such as QS and Shanghai International University, while Webometrics are under study.

Given that the institution under study is one of the largest educational institutions in Libya and provides important outputs in various fields, its weakness indicates weakness in outputs and reduced dependence on them. Since the quality of higher education institutions is affected by a variety of variables, this research study the system of evaluating the performance of faculty members and their role in achieving the quality of higher education institutions, assuming there are other constant factors.

In our research, we tried to verify the impact of the evaluation of the performance of faculty members on the quality of higher education outcomes in Libya. By answering the main question, what is the role of evaluating the performance of faculty members in achieving the quality of higher education institutions? Which includes a group of questions that represent the research problem. To answer them, we divided our research into two parts.

The first section is devoted to the theoretical study of the subject of research, where we talked about education in Libya in general and higher education in particular, then we talked in some detail about performance evaluation and the quality of education, while the second section relates to the applied study in which we tried to delve into the problem of research and get to know it from various aspects Through our field study that we conducted at the University of Tripoli, where the researcher distributed a questionnaire paper to a group of faculty members randomly, and the number of sample members reached 400 faculty members from different colleges and disciplines, and after analyzing the questionnaires obtained, we get a group Among the results that represent the answers to the research questions and which represent a summary of the previous

problematic study and to ensure the validity of the hypotheses formulated in addition to the recommendations and suggestions, as follows:

The First Research Question: Does university professors underestimate their contribution to assessing performance in the quality of university education? Was investigated and found that there was a statistically significant decrease in the estimated contribution to the quality of university education degrees from expected to perceived and the average decrease between expected and expected grades was 0.26 with a 95% confidence interval ranging from 0.23 to 0.30. Quadratic Eta Statistics (.35) indicated a significant impact size, which means that faculty members see that their contribution to performance evaluation has a positive impact on the quality of education but are concerned that their opinion is not actually taken into account and this is apparent through analysis of the results of this question.

The Second Research Question: Is there a relationship between expected and perceived contribution of performance evaluation of university teachers to quality of university education?

By analyzing the assumptions related to the second question the researcher found that there was a statistically strong positive correlation between expected contribution to teachers' performance development and perceived contribution to teachers' performance development, $r = .509$, $p < .001$. Correlations between expected and perceived sub-scales ranged between .206 and .922, $p < .001$. H2, H2.1, H2.2, H2.3, H2.4, H2.5 and H2.6 are all supported.

From the previous presentation, we conclude that the contribution of the evaluation of the performance of the faculty member in raising the quality of university education from the viewpoint of faculty members came to a large degree

The Third Research Question: Does the perceived contribution in evaluating the performance of university teachers in the quality of university education greatly exceed the scale mark on a five-point scale; (3).?

By analyzing the assumptions related to the third question, there was a statistically significant increase in the perceived contribution of performance evaluation to

developing teacher performance. ETA box statistics (.51) indicate a large effect size. H3.1 supported

Study recommendations:

1-Working to make the performance evaluation process more reliable for faculty members, paying attention to the evaluation results and referring to them when promoting.

2-The inclusion of faculty members in the evaluation process, through peer assessment or self-evaluation.

3-Giving the evaluation results to the faculty member so that he can benefit from them in developing himself.

4- Emphasizing the importance of evaluating the performance of the faculty member and working to use various methods of the evaluation process.

5-Emphasis on building a model for evaluating the performance of a faculty member that helps raise the quality of university education in terms of setting standards that emphasize: Perceived contribution to the development of the curricula, Perceived contribution to using university facilities efficiently, Perceived contribution to students' positive behavior, perceived contribution to student assessment methods and a tangible contribution to strengthening learning resources, came Perceived contribution to teachers' performance development .

6-Knowing the international experiences in developed countries in ways of evaluating the performance of the faculty member and raising the quality of education and benefiting from it.

Recommendations for future studies:

Although extensive research was conducted in the field of faculty assessment And the quality of education as a measure of teaching effectiveness, there was limited research on the usefulness of data to enhance teaching effectiveness and faculty attitudes regarding their role to enhance knowledge in the field of performance appraisal, the following research suggestions are presented:

1- Carrying out this study at universities and institutes in various parts of Libya to determine how to use faculty evaluation data to enhance the teaching process and thus contribute to raising the quality of education outcomes.

2 - Carrying out studies on the performance appraisal of faculty members from the point of view of colleagues and students to understand the concept of evaluation more particularly in Libyan universities, given the limited research in this field.

3 - Carrying out studies in the field of self-evaluation for faculty members, which helps the faculty member to develop himself.

4 - Working on building a model for evaluating faculty members, in which each faculty member participates as a self-evaluation, as well as work colleagues, department heads, employees, and students, and evaluation scores are distributed according to the importance of each axis and therefore a comprehensive evaluation, after which a copy of the evaluation results is given to the faculty member to benefit from Its results.

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LIST OF TABLES

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LIST OF ATTACHMENTS

First: The questionnaire is in English

This model is designed to describe your teacher's evaluation experience. The purpose of this study is to determine if you feel that the evaluation process contributes to improving the quality of education. By providing accurate and unbiased responses that contribute to the establishment of this study as neutral as possible. Your answers will remain anonymous.

part One: Initial data

1- Gender :   *** Male**   *** Female**

2- Degree

* Assistant Lecturer   * Lecturer   * Assistant Professor   * Associate Professor   * Student

3 - College

*Applied   * Theory

4. Number of years of experience (for faculty members)

* Less than five years

* From five years to less than ten years

* From ten years to less than fifteen years

* More than fifteen years

N	Phrase	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	Fit curriculum with students' abilities					
2	Link the curriculum to practical reality					
3	The curriculum contains basic knowledge					
4	Curriculum coverage of basic subjects					
5	The curriculum helps students to develop multiple abilities					
6	Curriculum suitable for preparing students for the globalization era					
7	Focus on theoretical and practical aspects					
8	Take advantage of diverse sources of knowledge					
9	Updating and renewing the scientific method					
10	Diversity of learning and learning resources					
11	Authenticity of the scientific material provided					
12	Take advantage of different sources at Learning and teaching processes					
13	Developing students' skills, attitudes and knowledge					
14	Investing in technical means for faculty members in the educational process					
15	Facilitate students' access to different learning resources					
16	Employ faculty members of different learning resources to serve the educational process					

The table above has the overall title **Level of evaluation** spanning the evaluation columns.

N	Phrase	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
17	Physical possibilities suitable for the nature of the educational process					
18	Taking into account the development and satisfaction of esthetics					

Level of evaluation						
N	Phrase	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
19	Providing educational and educational facilities					
20	Contribute to providing classrooms to allow students to meet their professors to discuss issues related to their studies					
21	Modernity of educational materials and keeping					
22	pace with teaching aids					
23	Contribute to the provision of an educational learning environment conducive to the exercise of higher mental processes					
24	Provision of public utilities					
25	Thematic investigation					

26	Attention to inclusiveness				
27	Continued assessment and feedback				
28	Diversity in assessment methods				
29	Comprehensive aspects of evaluation for various aspects The character of the learner				
30	Pay attention to evaluation methods that allow An opportunity for students to self-assess				
31	Pay attention to using the results of assessment methods to develop plans and procedures to improve Achieving knowledge and skills				
32	Take care of evaluation methods that allow An opportunity for students to self-assess				
33	Regularity in the educational process				
34	Know the needs of students				
35	Monitor individual differences among students				
36	Focus on Student Responsibilities in Education (Individual Education)				

37	Pay attention to cooperative education methods					
38	Do not focus on indoctrination					
39	Using the method of dialogue in teaching					
40	Attention to the role of scientific and moral role model					
41	Accept the feedback from the student					

Level of evaluation						
N	**Phrase**	**Strongly disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly agree**
42	Developing the student's analytical orientation					
43	Developing the national and moral meaning of the student					
44	Developing the intellectual skills of the student					
45	Develop personal interaction between teacher and student					
46	Commitment to the academic system					
47	Careful classroom interaction					
48	Attract attention and maintain focus					
49	Desire to education and continuous improvement of the level					

50	Students are keen to respond					
51	Self-revision of information and behaviors					
42	Preparation for community service					
53	Engage others in interaction and interaction					
54	Effective educational communication					
55	Promoting freedom of opinion					
56	Respect and appreciation of the student's feeling					

Second: The questionnaire is in Arabic

<div dir="rtl">

أولا : البيانات الأولية

1- الجنس :   * ذكر   * أنثى

2- الدرجة العلمية

*مساعد محاضر   * محاضر   * أستاذ مساعد   * أستاذ مشارك   * طالب

3- الكلية

* نظرية   * تطبيقية

4- عدد سنوات الخبرة (خاص بأعضاء هيئة التدريس)

* أقل من خمس سنوات   *من خمس سنوات إلى أقل من عشرة سنوات

*من عشر سنوات إلى أقل من خمسة عشرة   * أكثر من خمسة عشرة سنة

الجزء الثاني

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					ارتباط المنهج بالواقع العملي	2
					إلمام المنهج بالمعارف الأساسية	3
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