

# The Effects of Management Changes on Educational Institutions From an Islamic Perspective

Applied study of Libyan educational institutions

(University of Benghazi, Bright Star University, Omar Mukhtar University)

<sup>1</sup>Albarani Fathalla Mansour Almghrabi

<sup>1</sup>Dr. Suhaili bin Sarifl

<sup>1</sup>Dr. Asmuliadi Lubis

<sup>1</sup>Researcher (Academic) - Department of Syariah and Management; Academy of Islamic Studies,  
Universiti Malaya

## Abstract

Education today means that investing of human or social capital to build a owned intellectual community. Some define education as the process of transferring knowledge from one generation to another. By investing in education, The main objective of this study is to explore the relationship between Islamic perspective and management change under Islamic higher education institutions and the strategic role played by each alumni in the development of communities and countries. This study utilizes relevant valuable documentation. Development of Islamic educational institutions as the main data source. Data was taken from the website Articles are written by some Islamic institutions, Islamic figures to international scholars.

**Keywords.** Education in Libya, Mangment change, Education System.

## Introduction

Today changinge mangment is the bigeat chalangees in the many of instations. Libyan educational institutions are facing great expansion and progress as a result of the emergence of many internal changes that society is witnessing both internally and externally. It is certain that oversight has a prominent importance within educational institutions for its ability to supervise, follow-up, control performance and treat.

Organizational change is a complex subject. Achievements It is difficult to predict in terms of outcomes in change management. Most experts believe that most change projects do not achieve their end goal.

Barriers to change management have been explored. By Adel Ismail et al [1] Ministry of

Education in GCC countries The public sector of educational institutions such as public schools. The exploration of the study is based on the ADKAR change management model, which consists of five key elements: awareness, need, knowledge, ability and reinforcement. The ADKAR model has been used for a number of reasons, one of which is that executives can separate the change process into parts so that they can pinpoint where changes failed and address their impact points.

Figure 1 shows the Structure of the Education System in Libya. According to research by A. Tamtam et al [2] the Significant gaps in the level of higher education. That said, there is an urgent need to fill this gap and address it. paper paint Ideal recommendations from extensive research and possible solutions to problems.

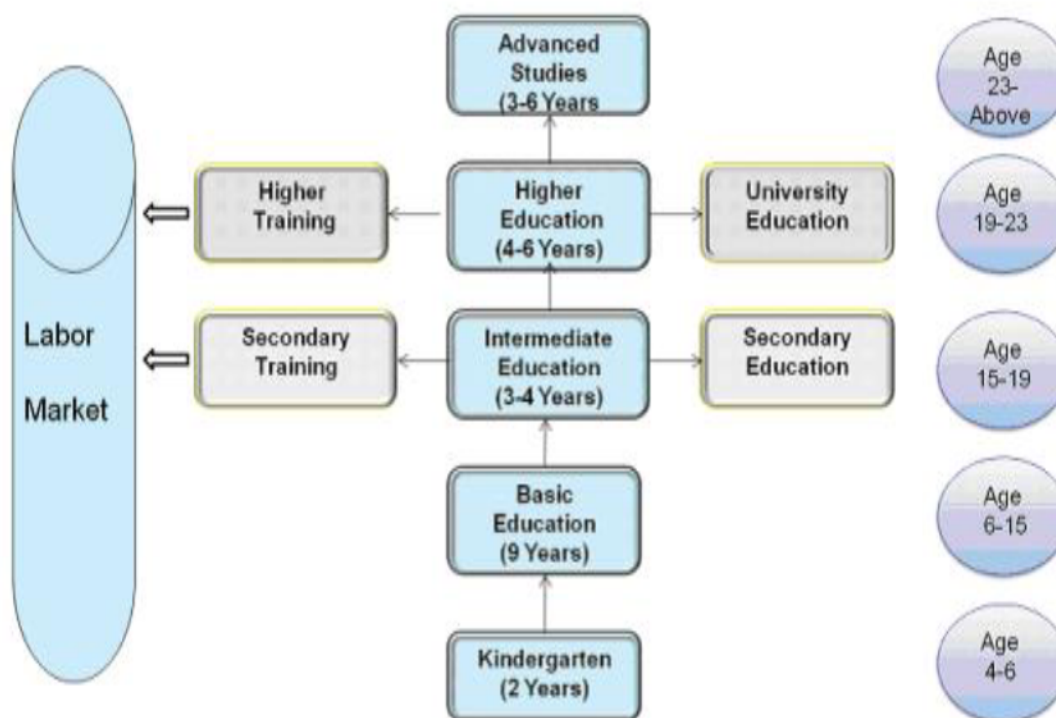


Figure 1. Structure of the Education System in Libya [2]

Higher education is the most important field. Achieving a high-quality education system in Libya must address challenges and challenges, and some studies and reports on Libya's education system require the implementation of new technologies, updated syllabus and quality assurance of education.[3], [4]

Libyan educational institutions are also making great efforts to change the methods of control that are already applied, and to work on using modern methods of control. The Libyan educational institutions are also making efforts to reconsider the applicable laws to control the supervision process in order to try to strictly implement the laws in order to bring about the desired change process in these institutions and move to a better administrative situation. The Libyan educational institutions also strive to try to set standards to match the effective performance within these institutions in order to match the performance of employees in those educational institutions. Libyan educational institutions are also trying to control the elements of administrative organization And highlighting its importance to the change process in the management of

Libyan educational institutions. Based on the foregoing, the current study sheds light on the impact of control on change in the management of Libyan educational institutions from an Islamic perspective, an applied study on higher education institutions in Libya.

### Methodology

This section contains five sections. The first topic deals with the reality of Libyan educational institutions and includes five sections.

The study is divided into five sections and listed in Table 1 .The first Libyan educational institution and the second requirement is your requirement, the first, the first, the first, the Libyan educational institutions and the second requirement is the Libyan educational institutions and the third requirement is the obstacles facing Libyan institutions. The first requirement deals with the problems facing Libyan educational institutions. The fifth requirement deals with the Islamic perspective of Libyan educational institutions

Table 1. Section requested for this study

| Section number | Section Request   |
|----------------|---|
| 1              | The concept of Libyan educational institutions                                |
| 2              | The foundations of Libyan educational institutions                            |
| 3              | The third requirement deals with the obstacles facing the Libyan institutions |

## Discussion

The reality of Libyan educational institutions deals with five demands, the first requirement is the concept of Libyan educational institutions, the second requirement is the foundations of Libyan educational institutions, the third requirement is the obstacles facing Libyan institutions, and the fourth demands the challenges facing Libyan educational institutions, and the fifth requirement deals with the Islamic perspective of Libyan educational institutions.

### The first demand: The concept of Libyan educational institutions

It is certain that Libyan educational institutions are those non-profit institutions that provide science and knowledge. These Libyan educational institutions are divided into educational institutions that follow basic education and other institutions that clearly follow university education Lambrouk, and Faraj, [5] Al-Mahjoubi, Khaled Ibrahim [6] indicated that Libyan educational institutions play a major role in the delivery of knowledge, and that Libyan educational institutions include great experiences, whether in the basic education stages or in the university education stages, as these institutions are based on attracting many Libyan and foreign professors residing in Libya. Which leads to a clear improvement in the level of these Libyan educational institutions. It can be said that the concept of Libyan educational institutions in this way is acceptable in principle, as the main objective of educational institutions is to provide science and knowledge, provided that these institutions are of a non-profit nature in order to improve the conditions of knowledge, but the previous concept has ignored that these institutions are strategic institutions that cannot be dispensed with. It is linked to development

and national security plans, and is the link through which competencies can be identified, distinguished and selected according to the degree of education they obtained. Thus, the concept adopted by the study is those non-profit institutions of a strategic nature that provide science and knowledge for university stages. It can be said that this concept has been mentioned exclusively in university boilers because there is no explicit concept of educational institutions, and therefore the study will depend on this concept as this concept is holistic that can be applied and relied upon in establishing the concept of educational institutions.

### The second demand: Libyan educational institutions have main fundamentals, including the following:

- **The constant need for improvement**

Al-Mabrouk et al [5] indicated that Libyan educational institutions are based on the idea of the permanent need to develop educational institutions through the use of modern methods of teaching and the application of advanced technological levels through which it is possible to facilitate the proper transfer of science and knowledge to all individuals. The researcher agrees with what Al-Mabrouk pointed out that Libyan educational institutions are based on the idea of permanent development of educational institutions, but the conditions of the Libyan state in the application of high technological levels diminish in light of the security crises in which the Libyan society is clearly living.

- **Good planning**

Al-Mabrouk [5] emphasized that good planning is one of the most important pillars of educational institutions in Libya, as the lack of

good planning will lead to the deviation of the educational system's path from its true path, as well as good planning provides wasted educational resources that can be benefited from one educational institution to another according to the needs of All educational institutions. Despite the researcher's agreement with Al-Mabrouk [5], the planning problem has worsened in Libyan educational institutions, and many institutions are requesting resources and needs that they are not in great need, and the problem is that there are no cadres that can carry out an actual feasibility study before planning, . **The Third Demand: The Challenges that facing Libyan educational institutions**

Al-Mahjoubi [5] Indicated that there are many challenges facing Libyan institutions, including the following:

- **The situation in Libya**

Al-Mahjoubi [5] Emphasized that the security situation is very deteriorating, threatening the lives of individuals, and that the decline in security indicators negatively affects Libyan educational institutions, and the lack of confidence of individuals and families may lead to a lack of confidence in going to obtain knowledge and knowledge from those institutions. The researcher agrees with Al-Mahjoubi [5] that the deteriorating security situation and the increase in the percentage of displaced persons have also led to the inability to follow up on students' academic achievement.

- **Weak of technology level**

Certainly, the deteriorating technological conditions inside Libyan educational institutions have prompted many students and parents to search for educational opportunities outside the country, due to the low and dwindling of opportunities that students may obtain abroad. The interruption of education for intermittent periods of time has also contributed to the poor academic achievement of students. Although the researcher agrees with Al-Mahjoubi [5] the deterioration of technology has led to a feeling of frustration with the educational level in Libyan educational institutions.

- **The lack of a real will for change in Libyan educational institutions**

Al-Mahjoubi [5] emphasized that the lack of a real will for change in Libyan educational institutions came as a result of the Libyan educational institutions' exposure to many factors, as the deteriorating security situation prompted many families to prevent their children from continuing education or prevent their children from going to educational institutions for fear of being killed or Rape, kidnapping or enforced disappearance, which indicates the depth of the security problems facing Libya, and the ability of the current administrative leaders to choose efficient assistant leaders is considered very low due to the method of connections people , nepotism and career progression, where many employees think that they have the ability to obtain positions Higher functional because they spent a long time in the service, which leads to the inability to choose competencies and delay the process of change in the management of Libyan educational institutions.

**The possibility of making the necessary changes in the administrative leaders to achieve the goals of the university**

It can be said that the university's administrative leaders are striving greatly to make the necessary changes in the administrative leaders to allow the university's goals to be achieved. Also, the administrative leaders who are unable to achieve the university's goals can be excluded in order to work on concerted efforts to achieve the university's goals. Although changing the administrative leaders will contribute to achieving the goals of the university, the process of changing the administrative leaders is not easy. Therefore, making the change requires identifying the capabilities and efficiency of the administrative leaders that can achieve the university's goals.

**Conclusion**

**the impact on change is based on several points, including the following:**

1. Changing the supervisory methods in educational institutions to allow their application in Libyan universities, which would enable them to change the management of these educational institutions.
2. The application of modern monitoring methods leads to the identification of the most

prominent administrative leaders capable of achieving the goals of educational institutions, especially Libyan universities.

3. Deepening the understanding of the elements of control in educational institutions and the desire to gather knowledge and knowledge, and to ensure that educational institutions follow the standards and strategic plans set for those universities.

4. Demonstrate the personal skills of the administrative leaders and their ability to choose the most appropriate administrative figures to assume the responsibility of supervising educational institutions, and to listen to their views on changing the second-grade administrative leaders in order to achieve the goals of Libyan universities.

5. Among the most prominent pillars of controlling change in the management of educational institutions is to highlight the spirit of cooperation between all administrative groups and to strive for the success of educational institutions in all ways, in order to achieve the goals of those Libyan universities.

6. Emphasis on moving forward towards respecting the values of Libyan universities and their methods in changing the administrative leaders and implementing the strategic plans that Libyan universities are following in accordance with the plans established in advance in order to achieve the interest of Libyan educational institutions.

## Referncess

- [1] A. I. Al-Alawi, M. Abdulmohsen, F. M. Al-Malki, and A. Mehrotra, *Investigating the barriers to change management in public sector educational institutions*, vol. 33, no. 1. 2019.
- [2] A. Tamtam, F. Gallagher, A. G. Olabi, and S. Naher, "Higher education in Libya, system under stress," *Procedia - Soc. Behav. Sci.*, vol. 29, pp. 742–751, 2011, doi: 10.1016/j.sbspro.2011.11.300.
- [3] S. Lagrosen, R. Seyyed-Hashemi, and M. Leitner, "Examination of the dimensions of quality in higher education," *Qual. Assur. Educ.*, vol. 12, no. 2, pp. 61–69, 2004, doi: 10.1108/09684880410536431.
- [4] P. E. Williams, "Roles and Competencies for Distance Education Programs in Higher Education Institutions," *Int. J. Phytoremediation*, vol. 21, no. 1, pp. 45–57, 2003, doi: 10.1207/S15389286AJDE1701\_4.
- [5] F. Lambrouk, "Higher Education in Libya: Reality and Prospects, a published research paper, the Libyan Universities Crisis," *first Conf. challenges Prospect. first issue, Tunis.*, p. 2017, 2017.
- [6] K. I. Al-Mahjoubi, "Faculties of Education in Libyan Universities: Between the Extreme Reality and the Expected Aspiration," *Conf. Second Sci. study Coll. Educ. - Nasser entitled Cogn. Contrib. Coll. Educ. its role Meet. needs Public Educ. Institutions, Univ. Al-Zawiya, Libya*, vol. 2018, p. 2018, 2018.