Challenges of Integrating Generic Employability Skills into Bachelors Degree Level at Libyan Universities

تحديات دمج مهارات التوظيف العامة في برامج البكالوريوس بالجامعات الليبية

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Abstract

This study aims to identify the challenges faced Libyan higher education institutions while defying and integrating the required generic employability skills (GES). The reason for choosing this topic because it is now at the centre of attention for Libyan Universities and higher education institutions. The study followed a qualitative and quantitative research methodology in order to ensure the quality of the targeted GES. As well as, questionnaires, and personal interviews were used for date collection and a specific research sample of 100 Libyan University academics who participated to decide the 10 most important GES and visual analysis model was adapted to analyse the collected data accordingly. The authors after discovering the required GES have concluded that organisational, financial, academic and cultural challenges are delaying integrating employability skills into Libyan University Programs, furthermore it's recommended that a state strategic plan should take place to overcome these challenges, additionally further studies are still needed about this topic to find the best way forward for the Libyan higher education sector.

Keywords: Generic employability skills, employability skills analysis and evaluation, continuous learning, higher education quality assurance, labour market needs and expectations

الملخص:

تهدف هذه الدراسة إلى تحديد التحديات التي تواجه مؤسسات التعليم العالي الليبية في **تحديد** ودمج مهارات التوظيف العامة والقابلة للاستخدام (GES) المطلوبة. ويرجع اختيار هذا الموضوع لكونه يحظى حاليا باهتمام وتركيز لدى الجامعات ومؤسسات التعليم العالي الليبية. ولقد اتبع البحاث خلال هذه الدراسة منهجية بحثية نوعية وكمية وذلك لضمان جودة المهارات العامة المستهدفة والقابلة للتوظيف. كما تم استخدام أسلوب الاستبيانات والمقابلات الشخصية من عينة البحث بهدف جمع البيانات، حيث شارك في العينة البحثية المحددة حوالي 100 أكاديمي من الجامعات الليبية لتحديد أهم 10 مهارات عامة قابلة لتوظيف والاستخدام وتم اعتماد استخدام نموذج التحليل البصري للبيانات المجمعة من خلال استخدام الاشكال البيانية وفقًا لذلك.

وبعد استكشاف المهارات المطلوبة، خلص الباحثان إلى أن هناك تحديات تنظيمية ومالية وأكاديمية وثقافية تؤخر عملية إدماج مهارات التوظيف العامة في البرامج التعليمية للجامعات الليبية. وبالمحصلة، يوصي الباحثان بوضع خطة استراتيجية على مستوى

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الدولة للتغلب على هذه التحديات، كما أن هناك حاجة إلى إجراء المزيد من الأبحاث والدراسات حول هذا الموضوع للتوصل

إلى أفضل السبل لتطوير قطاع التعليم العالي الليبي.

الكلمات المفتاحية: مهارات التوظيف العامة، تحليل وتقييم مهارات التوظيف، التعلم المستمر، ضمان جودة التعليم العالي،

احتياجات وتوقعات سوق العمل

1. Introduction

As from the last decades of the twentieth century and the beginning of the current century have witnessed the emergence of many studies and research that show the extent of the strong pressure on higher education institutions from universities and higher institutes to prepare graduates who are able to enter the labour market after fulfilling the conditions of graduation and obtaining a first university degree, where many studies have spread that try to integrate the concept of recruitment skills in experimental analysis and the importance of basic recruitment skills among students and graduates of Libyan and Arab universities, as well as discussing methodological concepts and options to show how academic and research faculty members deal empirically with all the assumptions and challenges associated with Recruitment skills for courses in university programs with a focus on the issue of distinguishing between direct and indirect methods, as well as supervised and unsupervised methods, with how to collect data on targeted job skills, taking into account the novelty of personal experience and the research product in this field for Libyan University Professors, which puts them in front of a number of individual challenges at the level of Curriculum Development and linking it to the training aspect or due to the lack of allocated resources and weak logistical and coordinating support at the university or institution level, with a gap or almost complete interruption between the needs of the employment sector and the outputs of Higher Education emanating from expert houses, universities, where it is not certain that students and graduates of Libyan universities are provided with basic job skills that Although the main goal of most universities should be focused on the need to provide students with basic employment skills, employers, recruitment authorities and policy makers should provide an accurate database on the quality of the required employment skills, and not make this impossible or difficult to implement because many previous studies indicate that determining the quality of the required employment skills and those hiring skills are impossible endeavour.

Most importantly, ignore the economic and social processes that may affect the employability of university graduates and go beyond the challenges of graduates ' employability to the problem of the ability of universities and higher education institutions in the state of Libya to identify general and useful job skills or matching all scientific disciplines, which of course respond directly to the requirements and needs of recruiters in the Libyan labour markets. On the other hand, the labour markets today, whether in Libya or North Africa, have become very volatile and competitive, especially with the marked increase in technological development and the growing revolution of digital solutions, as noted earlier with the availability of information at hand, and therefore the expectations of employers in the public and private sectors during the recruitment of candidates for vacancies have increased exponentially in terms of mastering and develop their operational or professional skills To make them desirable by companies and other recruiters and thus immunize or ensure their employability immediately after graduation. As well as, In order for university students and graduates in Libya to become employable, they must be trained on the basic features according

to their scientific specialties that enable them to adapt to the working environment and keep up with the requirements of career success, especially before the Industrial Revolution, a good worker was noticed by his ability to perform complex physical and physical tasks. However, today an employee needs much more than physical strength to stay in the workplace. many skills have been identified over time, and then these skills have become evolving and changing in nature and the need of industries for them, among these skills are communication skills, problem solving skills, strategic thinking and keeping up with information technology, including digital transformation and artificial intelligence according to previous studies and references, the term skill was mainly used to process any kind of manual operations, but today this term is used to mean any kind of practice, form of knowledge, service or production work (Orcilo, 2008) while hard skills such as technical and managerial skills are relatively easier to master through repetition, observation and practice, soft skills are the most difficult to learn and assimilate as soft skills provide the building blocks that contribute significantly to the growth of Libyan university graduates in the career path leading to success in family and social life (Crawford, Lang, Fink, Dalton and Felitz, 2011) technical and managerial skills are usually taught through educational curricula or as they are trained by organizations to meet their needs and requirements.

Furthermore, employability refers to the ability of individuals or university graduates to be employed by a company or organization, where many reports, including the recent reports issued by the World Economic Forum and Bloomberg (2020), have highlighted the skills required by various industrial sectors, for example, but not limited to one of the scientific disciplines, we find that one of the reports issued by the Federation of Chambers of Commerce and industry in the state of India, which competes industrially with China, that the percentage of employability of students graduating from business schools in India is only 7% for 2016, due to skills that have been updated in Indian universities are on a general basis, but they are still progressing steps compared to Libyan and Arab universities, therefore, through this research paper, we are trying to bridge this gap by providing a list of basic or general skills required of graduates of Libyan universities to become employable from the point of view of corporate executives and recruiters, while clarifying the challenges facing faculty members in integrating them That this information was extracted through interviews, meetings and dialogue discussions with the research sample from the faculty members of Libyan universities, and these data were analysed and interpreted using graphical analysis (Visual Analysis) and the general skills required were identified and as a result, programs and projects for the development of curricula and curricula in partnership with higher education institutions and regional and international federations are necessary to encourage the exchange of experiences and the development of creativity and innovation skills because they enable students of both sexes in higher institutes and Libyan universities to work with their peers from different cultures with the possibility of communicating with international students and experts from various scientific disciplines, whether across the Arab world, the Mediterranean region and the world in general.

2. Study Objectives

1- Shedding light on the concept of employability and explaining the meanings related to it.
2- Clarifying the theoretical foundations to enhance employability skills in university education in terms of their importance, types, methods of measurement and requirements.
3-understanding the mechanism of identifying and classifying the general skills group (Generic Skills) or soft Skills (Soft Skills), which must necessarily be able to be performed by graduates of universities and higher institutes, in response to the expectations and requirements of recruiters in the local labour market in the state of Libya.

4- Identifying and classifying the challenges and difficulties that faculty members and specialists in Libyan universities may face when trying to integrate general employment skills with curricula according to each scientific specialty, especially new ones in the fields of field training.

5- Identifying modern and appropriate teaching and training methods and methods that ensure that students and graduates of Libyan Higher Education Institutions are provided with general employment skills and trained on them to increase their employability and make them targeted by employers compared to other candidates.

3. Study methodology

Due to the nature and size of the sample, this study focuses on identifying the obstacles to integrating general employment skills with curricula from the training point of view of academics and faculty members at higher institutes and universities in Libya.100 faculty members from the humanities and Applied Sciences were included to obtain research data from those who have at least 5 years of teaching and research experience in Libyan Higher Education Institutions. Since the number is limited, electronic questionnaires and real and virtual interviews were conducted with them in the disciplines of Humanities and Applied Sciences, including Engineering, Business Administration, computer, statistics, accounting, chemistry and biology during the study period.

4. Study Importance

According to the importance of the study and for higher institutes, universities and scientific research centres, the issue of identifying obstacles that prevent the identification and integration of general employment skills is a necessary and strategic dimension in order to improve those skills and scientific and professional experiences of Libyan students and hone their job skills while benefiting from the experiences of neighbouring countries and the Mediterranean basin region, and in the same context, in the future, academics, experts, employers and graduates from various higher institutes and universities can exchange views on how to integrate targeted general skills into the teaching curricula and design them to include the training aspect, professional capacity-building and instilling a spirit of self-development, what Ensures that students expand their understanding of complex and renewable work environment problems and overcome all direct and indirect challenges. Therefore, an important fact should be highlighted here: international joint projects between higher institutes and universities on employment challenges for graduates improve their experience in the context of digital transformation technology practices that transcend international borders on the one hand and provide them with the resources and tools they need to gain the appropriate job experience to achieve success and respond to the needs of the labour market and the expectations of company owners and modern jobs on the other hand.

5. Study Problem

There are several factors that can summarize the problem of the study, of course, from the point of view of those responsible for it, and they can be listed in the following important points:

A. There is a complete absence or, specifically, an inconsistency between the general skills acquired by graduates of higher education institutions in Libya, and the skills required by employers and recruiters, as this problem is considered one of the most important causes of damage to the national economy and the weakness of the domestic product, as well as the increase in the size of the recession and unemployment among higher education graduates with the accumulation of graduates without job skills and professional experience.

B. The higher and technical education sectors in Libya do not adequately prepare graduates from higher institutes and universities to enter directly into the labour market, as they are unable to perform productive efficiency, as most of them (higher education students in Libya) do not receive

real educational and training opportunities before heading to the labour markets, and do not receive any guidance to help them plan their professional future, and therefore suffer from poor employability in the labour market known for competitiveness and the many industrial and technical variables.

C. The poor English language among academics, students and graduates of higher education institutions in Libya, and many of them are not familiar with computer science skills and how to use its applications, which has made this area of development one of the biggest challenges and obstacles to the development of their employment skills.

7. Study Questions

Depending on the subject of the study, which occupies many higher education institutions, the researchers believe that the following questions should be answered during the work on this research and the questions are as follows:

Q1: how can the teaching staff of Libyan higher education institutions determine the general employment skills now?

Q2: how can the teaching staff of Libyan higher education institutions provide a successful model for the development of human resources for students and graduates in the context of continuous learning?

Q3: what are the most effective methodological and educational changes through student exchange to help students acquire general employment skills that meet the requirements of the labour market?

Q4: which authorities are involved in determining the general employable professional skills that should be integrated into educational programs and curricula?

Q5: what are the proposed measures to enhance employability skills in Libyan Higher Education in light of the changes and competitiveness of the labour market, the increasing information revolution and the increasing intervention of artificial intelligence in the world of employment, finance and entrepreneurship?

8. Study Motivation and Literature Review

This part of the study deals with the theoretical and conceptual framework of general employability skills among Libyan students and graduates of the higher education institutions and technical education sector in terms of motivation, concept, importance, types of these skills, ways to enhance them, requirements for improving them, measuring and evaluating these skills, and the quality of challenges facing faculty members while identifying and integrating soft skills into educational programs' curricula and how to develop the targeted employability skills on regular basis.

8.1 The Concept of Employability Skills

In fact, according to previous sources and studies, there is no unified or fixed definition to clarify the general or common employability skills or the so-called soft Skills, but there are various definitions in the form of attempts to define this concept, and some have defined it as: A. A process through which graduates of higher institutes and universities and potential employees acquire a set of skills, job and personal attributes that make them sought after and desirable by most recruiters (Oro & Shiv Kadhila, 2018).

B. It is a set of professional and personal skills and qualities that make graduates of the higher education, technical and vocational training sectors have an opportunity to get, succeed and develop the jobs of their choice, ensuring their retention of their job positions.

C. General Employment skills are also defined as the ability of graduates of universities, higher institutes and vocational training centres to move independently enough within the labour market to realize the potential through sustainable employment (Bennett, 2015).

Therefore, there is a difference between getting a job and employability, as getting a job means having the necessary qualities to maintain and apply for a certain job, while employability means that students and graduates of higher institutes and Libyan Universities have maintained practical skills that enable them to get the jobs that they have studied and trained for many years in order to obtain them, and achieve success and progress its concept is within the same country over time According to the economic orientation and goals of the entrepreneurship sector, depending on the stage and development plans, there is also a difference in determining the types of these general skills between different countries according to their industrial orientation (Bhagra & Sharma, 2018). In confirmation of the above, job skills were known on the continent of Australia as basic skills (basic Skills) and then became known as general skills (Generic Skills) and are currently known as employability skills Employability skills in several countries such as Australia, Canada and Malaysia, but in the USA and the UK they are still called basic skills (Basic Skills) and in Singapore they have a deeper meaning so critical enabling training skills) this concept has many synonyms in studies and most of the previous literature, and recently it has become called The term soft skills (skills Soft) as we have mentioned above, or personal skills (Personal Skills), however, these names and terms in their entirety refer to the job advantages and skills enjoyed by individuals or graduates of universities and higher institutes outside the scope of their job specialization, and therefore called the term general skills.(Weligamage, 2009)

8.2 importance of developing employability skills

All laws and constitutions have guaranteed access to quality education of all kinds and at all levels without any class, social or cultural discrimination, which guarantees community members to work to establish a decent life, but it is one of the basic human needs of the monkey and the family, and therefore it is also a national right without exception, and various human development reports emphasize the importance of employment in improving the conditions of people economically and then socially, because education and training to master general job skills would create an important productive role for them, which makes them feel dignity and self-esteem, and helps them in serving society, the environment and the ability to participate politically, which represents the content of human development (Craig Ryan, 2019).

Therefore, The development of GES must be considered as a recipe for individuals ' excellence in their professional lives. This investment is not only in individual skills, but also extends to improving productivity and innovation in organizations. Therefore, individuals who adopt the concept of continuous development of their skills will find themselves at the top of the list of candidates for prestigious jobs in the public and private sectors (Alafia and Raju. 2019).

Based on the above, the importance of developing general employability skills in higher and technical education institutions in Libya is not limited for current students, but also includes the follow-up of graduates. the higher the proportion of qualified individuals in the labour market, the greater the ability of societies to achieve growth and prosperity. Therefore, all stakeholders must be cooperative in order to enhance general employability skills and create a Libyan work environment in which everyone can achieve their full potential. it is noted that integrating general employability

skills into course plans, and working to enhance these skills leads to improving the quality of education and training in higher institutes and universities in the state of Libya, while enhancing the opportunities for Lifelong learning, and as a result, the number of graduates who possess the general employment skills necessary for work may increase, which helps to reduce the gap between the employment skills of graduates and the required skills that meet the expectations of the labour market ,and this would achieve more achievements within the fourth Sustainable Development Goal of the United Nations Development Program, represented by the quality of education, as well as the eighth goal, decent work and economic growth (UNDP, 2019)

Moreover, from the point of view of researchers and based on the outputs of previous studies, the lack of public employment skills will certainly slow down the growth of revenues of the public and private sectors of the Libyan state, and this will negatively affect the economic and social growth of the state (Ryan Craig, 2019)and that the weakness of these soft or soft job skills inevitably leads to an increase in unemployment rates among graduates of higher institutes and universities in Libya, especially the skills of critical thinking, effective communication, teamwork, skills transfer and Personnel Management (Chan, 2011) according to previous research and studies, employers in many countries have indicated their dissatisfaction with the level of employability skills of Higher Education graduates and that work should be done to integrate these general job skills into the programs of higher education institutions, enhance these general skills with training courses, and identify innovative ways to develop them (Tang, 2015) employability skills are evaluated by employers through interviews, employers have indicated that it is difficult to find job candidates with soft skills, and that this gap in soft skills limits their productivity and career giving.

8.3 Types of Skills Needed by the Labour Market

Generic employability skills include a wide range of competencies such as communication skills, problem solving abilities, technical skills and these skills qualify individuals and graduates to interact efficiently with colleagues and clients alike, and help them manage stress and pressures resulting from work pressures, and thus, the development of these job skills enhances the chances of success and career development in diverse work environments, moreover, employability skills in the Libyan labour market are of particular importance in light of the transformations of the global labour market, where technological developments and artificial intelligence have led to changing the standards required of employees, which requires a combination of general skills And social interaction. Thus, the increasing demands from employers and recruiters need an effective response by Libyan students and graduates by investing in and developing their skills, on the other hand, educational institutions play an important role in promoting and developing employability skills. By introducing curricula that include practical training, workshops, and training programs, universities and colleges of technology can provide students with real-world experiences that help them understand the requirements of the market and when combining academic education with practical experience, graduates become more prepared to enter the labour market and personal and professional growth usually also requires guidance and mentorship by coaches and mentors, however, these resources help students determine their career paths and develop applicable skills in their preferred fields. Networking with industry professionals also provides students with an opportunity to learn from practical experiences and rely on their advice in improving their employability (Dallas, 2015).

Furthermore, the majority also agreed that effective communication skills, teamwork, problem solving, teamwork spirit and critical thinking are among the most basic skills required by most recruiters and business organizations (Tang, 2015) and It is worth mentioning that there are a set of

employability skills that employers require and must be acquired by higher education students in Libya during their years of preparation for university, the most important of these skills are the following:

8.3.1 Effective communication skills

Proactive communication skills, examples of such skills include writing well reports via e-mail or making oral presentations, i.e. the ability to communicate proactively with a wide range of people, persuasion and negotiation skills, the art of debating, knowledge of dealing with others as a team member or individually, achieving customer expectations verbally and having productive and constructive discussion mechanisms with all stakeholders.

8.3.2 Teamwork skills Team-working Skills

This skill is concerned with the ability of individuals or university graduates to perform different roles within the team, and identify their strengths and weaknesses when they perform all roles within the work team to which they belong, with the ability to effectively transition between individual and group tasks, and that each employee or graduate understands his duties and rights within the team and shows the qualities of cooperation and leadership within the performance of all tasks and duties assigned to him.

8.3.3 Critical thinking skills

Critical thinking skills mean the ability of graduates from higher institutes and Libyan universities to understand, analyse, classify, evaluate information, draw conclusions and conclusions in order to reach the best results from it and then make appropriate decisions in the public interest of the institution.

8.3.4 Problem solving skills

Problem solving skills Graduates of Libyan Higher Education Institutions in these problem-solving skills need the ability to collect reliable information and the ability to evaluate a variety of criteria applicable in the institution and choose the most appropriate solutions based on this, graduates who have this skill are considered able to effectively plan and organize a work team. employers are usually interested in this skill because it saves money and time and maintains the workflow in a comfortable atmosphere and an environment of positive thinking and action.

8.3.5 Self-Management Skills

These skills are also known as the features of control and self-control in various situations, as well as personal development traits, which are qualities used to manage the self-feeling of new employees from graduates of higher education institutions and how they deal with crises, problems and challenges and abandon negativity, whether those situations are with their peers or within the work environment in general with impulse control (Tang. 2019) and the ability to self-control under work stress.

8.3.6 Initiative and Project Management Skills

Initiative and Project skills among Libyan university graduates refers to the ability to identify opportunities, generate ideas, and take the necessary actions to achieve the desired results, often without being asked because they are self-directed initiatives, and these skills are essential for both personal and professional success, allowing new employees with university degrees to be proactive, innovative, and able to adapt in various situations. this skill also reflects the Libyan graduate's

ability to analyse information from various sources and apply information to new contexts, and design innovative tools for project work.

8.3.7 Decision-making skills Decision-making Skills

Decision-making skills are the capabilities and processes that enable graduates of universities and higher institutes in developing countries, especially Libya, to identify and analyse challenges to develop appropriate solutions to problems, choose the best available solutions with the tabulation of those solutions and choose the best two solutions in case of crises, but in the case of making appropriate decisions in normal situations, this includes the skills of critical thinking, analysis, brainstorming, time management, intuition, emotional intelligence, and the ability for the graduate to make decisions on time and be able to analyse decisions and determine their effects (Osman, 2019) in the long term.

Therefore, these general or soft skills mentioned above do not necessarily represent all the competencies and skills needed for graduates of higher and technical education in the state of Libya, but they represent the majority of those skills mentioned by employers in most of their experiences with new employees graduates of higher education institutions and through the study of previous cases and literature that have been interested in developing employability skills for graduates and university students.

8.4 Mechanisms for Enhancing General Employment Skills

Previous studies have proven that interactive or active higher education is based mainly on practical applications, and therefore this methodology serves as an important element to consolidate these skills in lectures and curricula, lecturers must commit to applying interactive and modern training methods continuously in training and teaching halls as well, through workshops, case studies, simulation activities, forming teams and assigning them competitive tasks in order for the methodology of training to master soft recruitment skills in Libyan universities and higher institutes to be more effective and should be designed on this basis so that the student is the focus of attention other than lectures that she usually focuses on the lecturer Instead of students, on the other hand, training on mastering soft recruitment skills should be centred around the following three axes:

A. Information: The first part of the training activities should focus on simulation events, workshops and case studies to give students basic and valuable information about the targeted job skills, but in a clear, simple and interactive way so that students can move on to activities that involve interactive participation inside the training and simulation Hall.

B. Practice: There should be enough time available here inside the training halls for students to learn how to deal with thoughts and behaviours related to each skill in a practical way and achieve the desired goals.

C. Self-reflection: In this reflective aspect, students of higher education institutions should have the appropriate opportunity at the end of each training day to meditate and analyse in order to help them move from the context of the training hall to how they will apply their new knowledge in their working life.

8.5 challenges of integrating general employment skills into university courses

In fact, the integration of recruitment skills in the curricula of Libyan universities faces several challenges or obstacles, including academic, organizational, social and economic, and the following are the most prominent of these challenges:

8.5.1 Academic and Educational Challenges

A. Lack of Connection Between Theory and Practice: Researchers believe that university courses often focus on the traditional or theoretical aspect in the most important humanitarian and social disciplines other than medical and Applied Sciences, and therefore Libyan universities and higher institutes are unable to integrate or link the general job skills required in the labour market with the courses taught at the undergraduate level, whether Bachelor's or Bachelor's, which makes students lack experience and acquire general job skills to perform the workflow while responding to the expectations of recruiters.

B. Poor curriculum: Many Libyan universities and higher institutes suffer from the fact that the curricula of the courses are paper-based and outdated and do not keep up with the requirements of modern local labour markets, which makes them unable to include general employment skills such as critical thinking, skills of adapting to change and modernization, effective communication and communication, planning and prioritizing, people leadership and management, problem solving skills, computer skills, proficiency in foreign languages, the ability to transfer skills to others, time management, self-control and anger management, development and creativity, decision-making, or teamwork.

C. Lack of Qualified Teaching Staff: There are many public and private higher education institutions in Libya suffer from the fact that there are many untrained faculty members who lack practical experience outside of academia, which hinders their ability to transfer general job skills to students, but they lack them on a personal level and therefore they are unable to graduate students ready to enter the labour market, which greatly affects the quality of performance in the service and productive sectors in which they join to work.

8.5.2 Organizational and Management Challenges

A. Lack of clear policies: It has been recorded that most universities and higher institutes in the state of Libya suffer from the lack of a clear university strategy to integrate general employment skills in the curricula of educational programs and in most disciplines, and the issue of preparing courses is usually left to lecturers, most of whom lack experience in the field of employment and experience in linking the scientific material to the requirements and needs of the labour market.

B. Bureaucracy and Traditionalism: The system of higher education and scientific research at the national and university levels in Libya suffers from the difficulty and complexity of administrative procedures and the slow process of Curriculum Development, which hinders the updating of courses in line with the needs and expectations of the local labour market.

C. Lack of Coordination Between Universities and the Labour Market Needs: The researchers believe that one of the most important reasons for the lack of knowledge or identification of general employment skills and integrating them into higher education curricula is the lack or poor communication between Libyan higher educational institutions, represented by universities, higher institutes, technical, technical training centres, and the business sector, which has created a huge gap between what students study and what employers are expecting from their overall performance.

8.5.3 Economic and Financial Challenges:

A. Lack of Support and Funding: Many universities and higher institutes in Libya suffer from the lack of sufficient financial resources to train professors, develop curricula, conduct workshops and external training courses, establish cooperative programs with companies, student and academic exchange projects with universities and regional and international federations.

B. Difficult economic conditions: The economic crisis in Libya and the dependence on one source of income, oil, have negatively affected the ability of universities to provide a supporting infrastructure for active applied education such as laboratories, training centres, equipping workshop halls, simulation and field application.

C. Political instability: The state of Libya is still living in a state of political instability, represented by the political division and the system of the Central Bank of Libya into two separate banks in the West and east of the country, which weakened the exchange rate of the local currency, which led to the failure to achieve sustainable development, the achievement of which requires the provision of financial support for the sectors of ordinary, higher, technical and technical education with the need for security and political stability, and therefore efforts to support the quality of higher education can be achieved only with financial and political stability and the presence of an effective government.

8.5.4 Social and cultural challenges

A. Traditional View of Education: There is a general and widespread culture in Libya of focusing on obtaining academic degrees only as the main goal and to obtain social prestige; engineer, doctor, lawyer, in exchange for neglecting both public and private employment skills, which are not considered a criterion for success, especially in the humanities and Social Sciences, whose specialists usually neglect the training and applied aspect as a criterion for success.

B. Resistance to change: One of the researchers at the Faculty of Tourism and Archaeology of Omar Mukhtar University in 2017 faced opposition and resistance from the faculty members of the Department of Tourism Studies during the integration of functional skills in the curricula, with the exception of one faculty member from the female component, and not by the students, and this was when applying the Bologna charter to ensure the quality of Higher Education, which the rest of the faculty considered the balm of Tourism Studies not related to academic specialization and reducing or challenging their academic level and academic experience.

C. Technical and infrastructure challenges

1. Weak Technological Infrastructure: Most higher education institutions in Libya face varying shortages of modern technology equipment, internet service, teaching aids and programs to teach skills such as digital analysis, statistical analysis, programming, crisis management or project management.

2. Lack of Practical Training Opportunities: Most Libyan universities suffer from limited partnerships with entrepreneurship centres, employment sectors, companies, ministries and local, regional and international employment agencies to provide training and qualification opportunities for students in all medical, applied and humanitarian specialties, as well as for field training, universities in general must focus to achieve their goals in the appropriate way, and for that purpose, a budget meets the needs in the field.

D. Challenges of the Libyan Labour Market: The researchers confirm that the Libyan labour market faces many challenges that hinder its development and progress, the most prominent of these challenges are political and security instability, low level of education and training, poor infrastructure, incompatibility between education outputs and labour market requirements, high unemployment rates, and the increase of expatriate workers. The dominance of the public sector and the decline in private investment reduces employment opportunities and limits the incentive of universities to develop employment skills, as well as the lack of clarity of market needs, which is

very difficult to determine the required skills due to the instability of the economic environment and the lack of accurate research and studies.

9. Study Experimental Part

The authors strongly believe that this part of study is of great importance to the results and recommendations, as it allowed the researchers to collect accurate required data through direct and indirect interactions with phenomena and situations in reality. Moreover, the authors managed to gain a deeper understanding of the socio-cultural contexts surrounding this topic to provide insights that cannot be obtained only through classic or theoretical research studies. Furthermore, the field study part contributed to the validation and development of the article principles by comparing theoretical results with practical outcomes as follows:

9.1 Data Collection and Questionnaires Results

With regard to the practical side of the study, the researchers distributed 100 questionnaires to lecturers from all over the country of Libya with interviews, especially with long-experienced Libyan university professors who work inside and outside Libya, and the researchers were able to get the targeted answers, as the questionnaires included 10 general or soft recruitment skills were selected by employers, graduates and experts so the targeted 100 group sample can rate each generic recruitment skill from 1 to 5 according to the Likert scale follows:
(1 = Irrelevant, 2 = Weak, 3 = Average, 4 = Important, 5 = Very important)
On the other hand, as mentioned earlier, 10 skills have been identified based on previous studies and in coordination with experts and recruiters in the public and private sectors in several Libyan cities, and the general recruitment skills' evaluation followed Likert Scale Measurement and the final results have been authentically recorded and statistically calculated as shown in Table (1):

Table 1: 100 Questionnaire Results in (percentage) Scale
**(1 = Irrelevant, 2 = Weak, 3 = Average, 4 = Important, 5 = Very important)**

No	Generic Skill	(1)	(2)	(3)	(4)	(5)	Total
1	Communication and Presentation Skills	(0)	18%	26%	22%	34%	100%
2	Time Management Skills	(0)	20%	12%	24%	44%	100%
3	Problem Solving Skills	(0)	18%	32%	22%	28%	100%
4	Generic Computer Skills	(0)	8%	7%	12%	23%	100%
5	Change Adaptation Skills	(0)	14%	44%	32%	12%	100%
6	Coordination and Teamwork Skills	(0)	10%	20%	34%	36%	100%
7	Leadership & People Management Skills	(0)	12%	45%	30%	12%	100%
8	Data Analysis and Critical Thinking Skills	(0)	24%	26%	30%	20%	100%
9	Decision Making Skills	(0)	27%	31%	20%	22%	100%
10	Planning and Prioritization Skills	(0)	18%	22%	12%	48%	100%

Source of Table 1: Authors' Data Calculation

9.2 Data Collection Visual Analysis

The below tables clearly reflect the 10 selected generic employability skills that were targeted for evaluation based on importance and performance as follows:

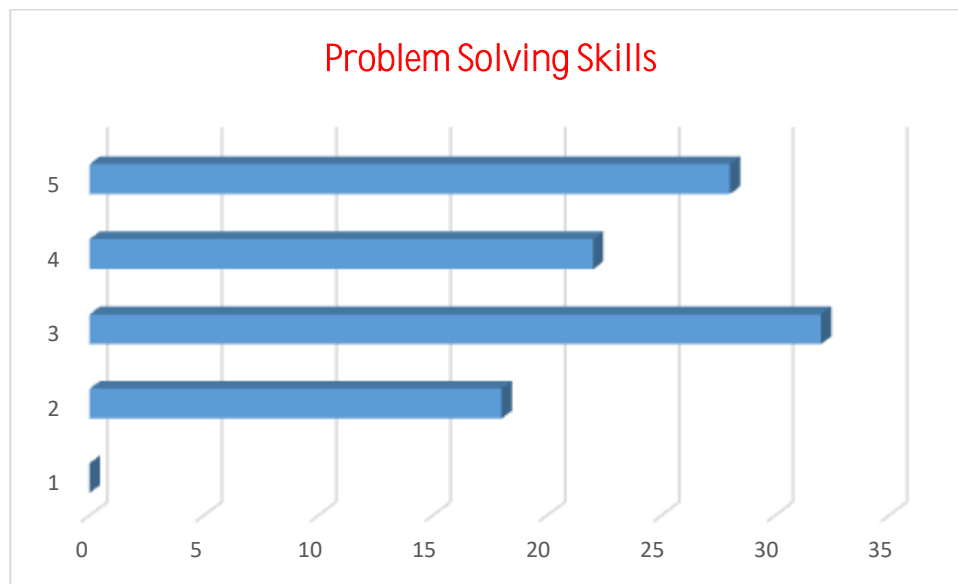### 9.2.1 Visual Data Analysis of Communication and Presentation Skills
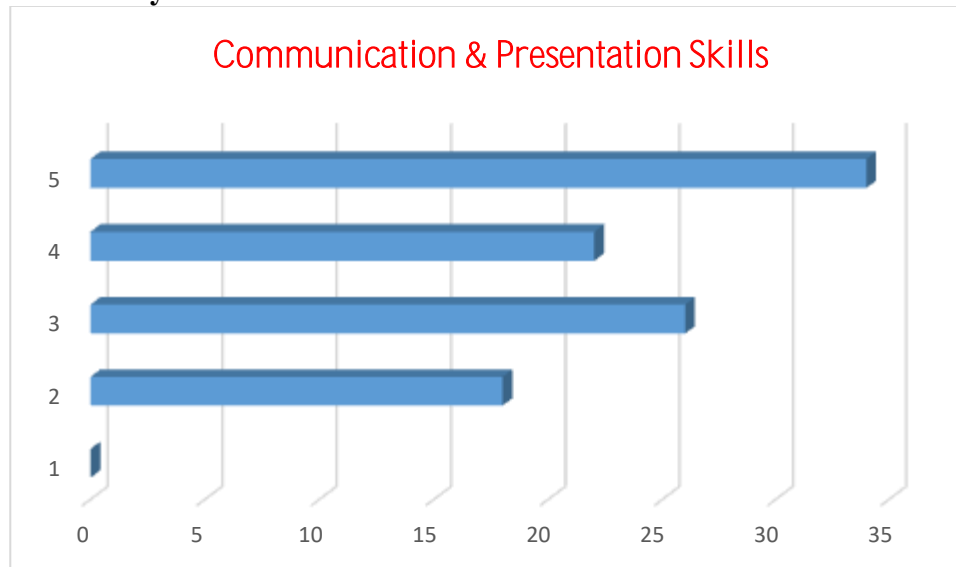
(34% of the group sample consider this GES is very important)

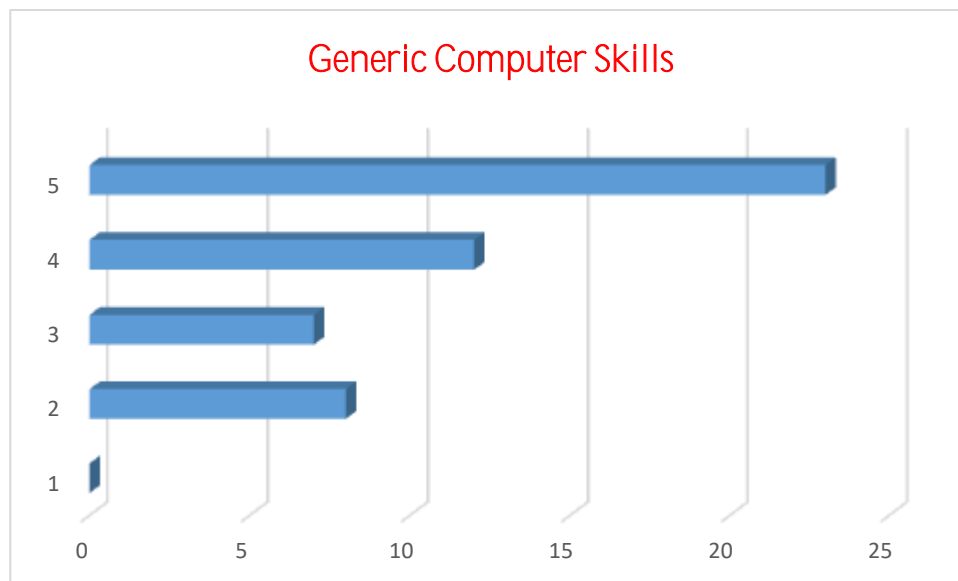### 9.2.2 Visual Data Analysis for Time Management Skills
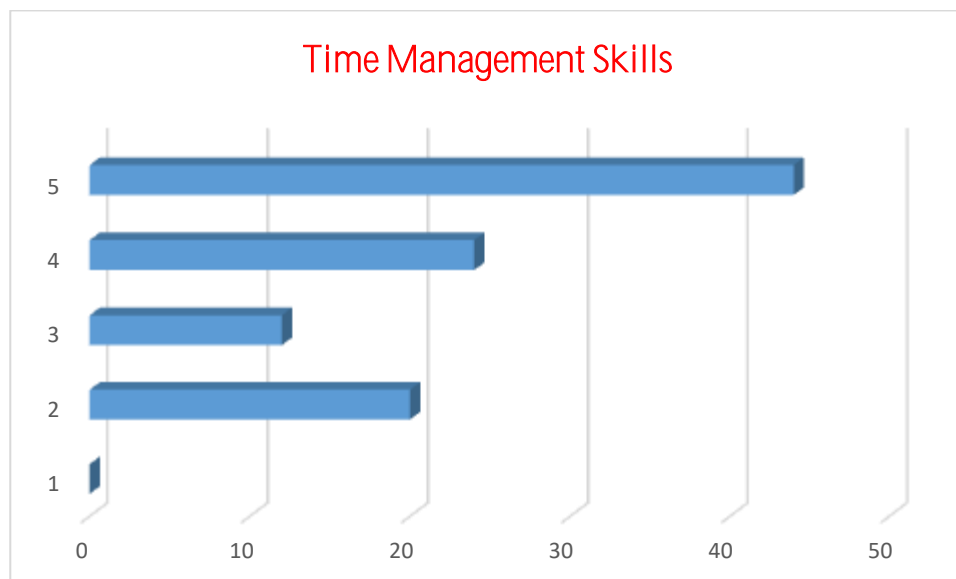
(44% of the group sample consider this GES is very important)

9.2.3 Visual Data Analysis for Problem Solving Skills

(32% of the group sample consider this GES is average)

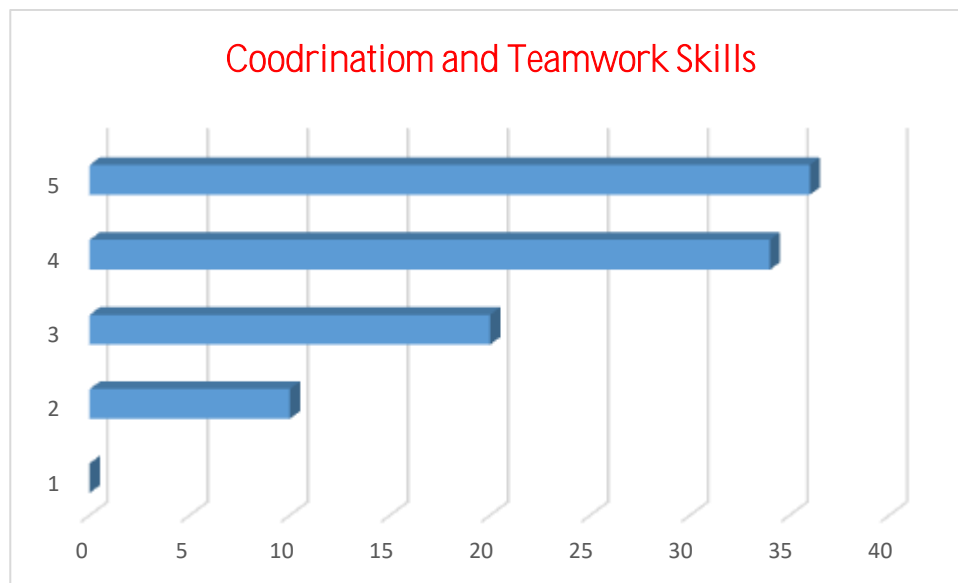## 9.2.4 Visual Data Analysis for Generic Computer Skills

(23% of the group sample consider this GES is very important)

9. 2.5 Visual Data Analysis for Change Adaptation Skills

Change Adaptaion Skills
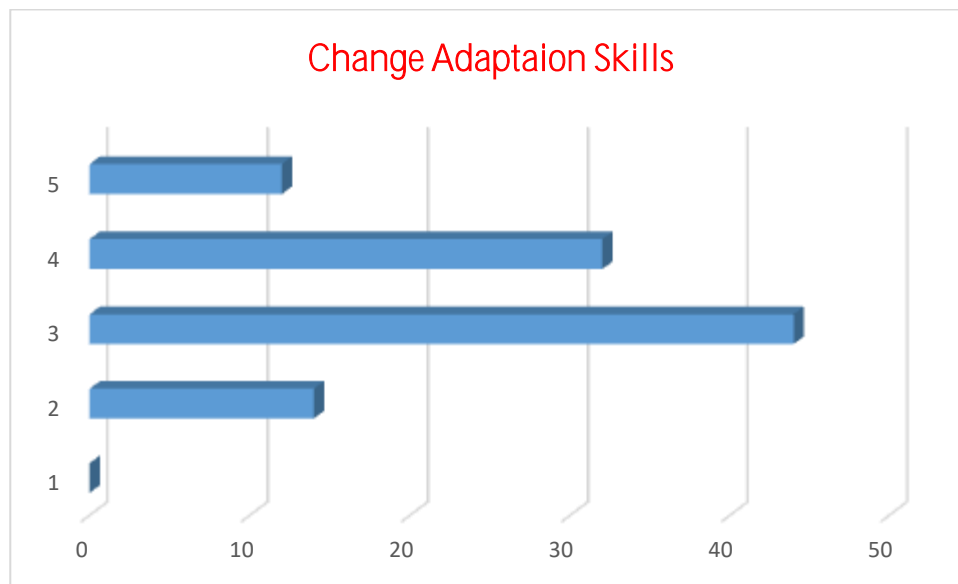
(44% of the group sample consider this GES is average)

9.2.6 Visual Data Analysis for Coordination and Teamwork Skills

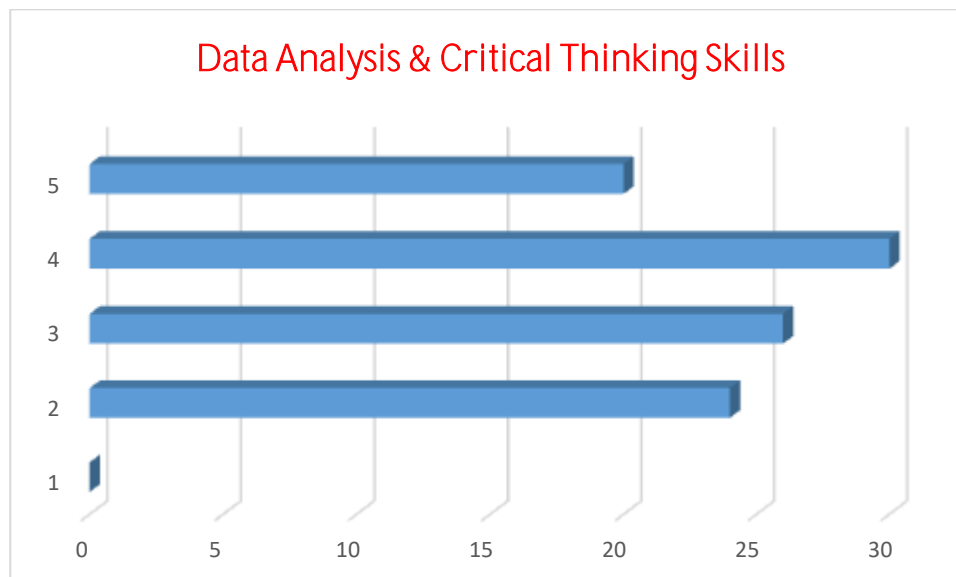**Coodrinatiom and Teamwork Skills**

(36% of the group sample consider this GES is very important)

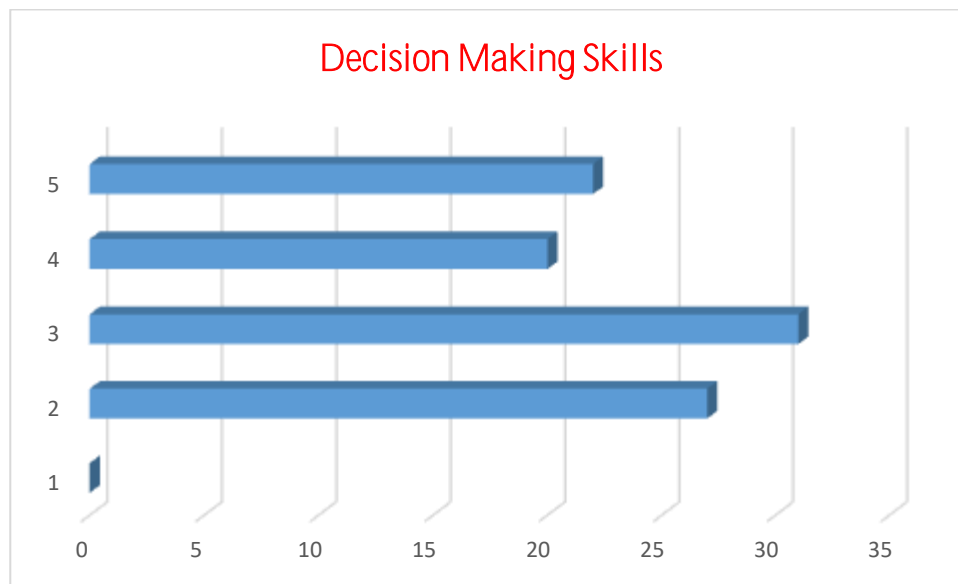**9.2.7 Visual Data Analysis for Leadership & People Management Skills**

(45% of the group sample consider this GES is average)

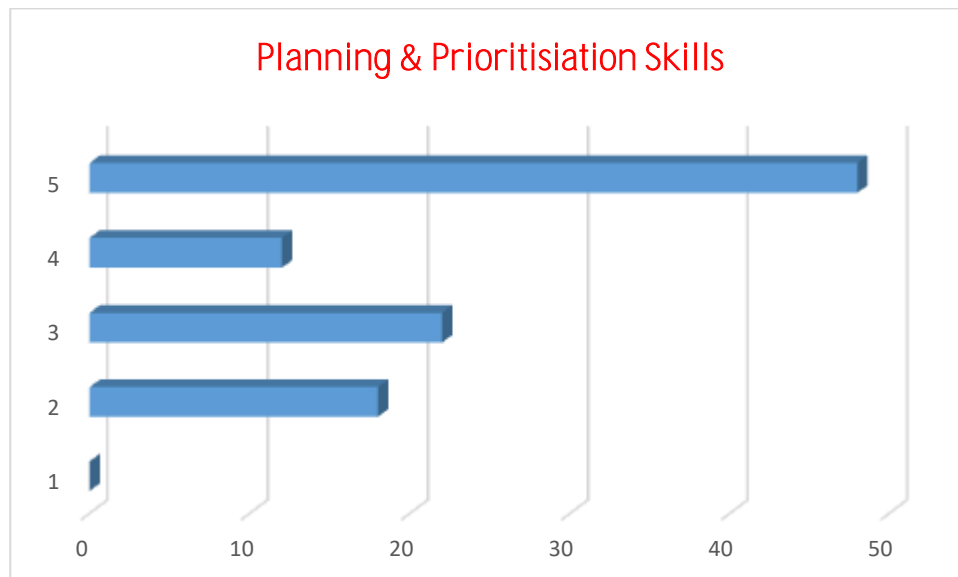**9.2.8 Visual Data Analysis for Data Analysis and Critical Thinking Skills**

(30% of the group sample consider this GES is Important)

9.2.9 Visual Data Analysis for Decision Making Skills

(31% of the group sample consider this GES is average)

9.2.10 Visual Data Analysis for Planning and Prioritization Skills

(48% of the group sample consider this GES is very important)

10. Study Conclusion and Recommendations

10.1 Study Conclusion

After collecting, classifying and analysing the gathered data, the eventual results of this study proved that all the Generic Employability Skills (GES) received great attention from all Libyan academics participating in the questionnaires and meetings, as evidenced by the absence of their characterization of any unimportant or useless GES. Moreover, all of the preselected GES received a very important and important assessment (rated 4 or 5) and it is worth noting that Planning and Prioritization Generic Skills have received the highest rating at 48%, while the skills of Change Adaptation, Leadership and people Management received the lowest rating at 12%. Hence, these findings reflect the view of academics participating in filling out questionnaires, as they believe that leadership skills and coping with change exceed the professional abilities and age group of university students in Libya. As for the results of meetings and interviews, interviewees stressed that mastering the preselected generic employability skills mentioned in the questionnaire requires training and practice for at least two years continuously or intermittently, depending on the nature of the business sector and the type of duties and tasks required to be completed.

10.2 Study Recommendations

Coming to the end of this research with taking into account previous studies, as well as, the results and conclusions of the questionnaire and meeting with academics and professionals regarding the important GES that should be defined, examined and integrated into higher education institutes in Libya, the authors would recommend the following:

1. Curriculum Reform: Through the establishment of joint committees between universities and employers to redesign university courses and degree programs.

2. Strengthening Partnerships: Higher education institutes in Libya should work harder on developing cooperation with the local industry in the public and private sector with targeting international institutions to establish quality-training programs.

3. Training of Professors: To increase practical courses, workshops, field training by organizing training sessions, simulation, case studies and workshops to raise the efficiency of faculty members in the field of functional skills.

4. Supporting Scientific Research: This requirement can be achieved by encouraging research that focuses on the requirements of the local and regional labour market needs.

5. Integrating Employment Skills: This integration process must be into Libyan university education requires integrated efforts from the government, universities, and the private sector to ensure the graduation of qualified students and graduates who are able to compete in the compete in the local and regional labour market.

6. Further Studies: Due to the lack of sufficient research and previous studies on this topic, the researchers recommend more in-depth studies on the challenges as well as all related success factors that affect the integration of general employment skills within curricula programs across higher educational institutions in the state of Libya.

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