

مجلة روافد المعرفة

تصدر عن كلية العلوم

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هيئة التحرير

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شروط وتعليمات النشر

- 1- أن يكون البحث أصيلاً ومبتكراً ولم يسبق نشره في أي جهة أخرى، وتتوفر فيه شروط البحث العلمي المعتمدة على الأصول العلمية والمنهجية المتعارف عليها في كتابة البحوث الأكاديمية.
- 2- أن يكون البحث مكتوباً بلغة سليمة، ومراعياً لقواعد الضبط ودقة الرسوم والاشكال - إن وجدت - ومطبوعاً ببنت (14) وبخط (Simplified Arabic)، وألا تزيد صفحات البحث عن (35) صفحة متضمنة الهوامش والمراجع.
- 3- يجب أن يشتمل البحث على العناصر التالية: - عنوان البحث باللغتين العربية والإنجليزية؛ - ملخص تنفيذي باللغتين العربية والإنجليزية في نحو 100-125 كلمة، والكلمات المفتاحية (keywords) بعد الملخص.
- 4- يتم توثيق الهوامش وفق طريقة **APA** (طريقة الجمعية الأمريكية السيكولوجية) بإصدارتها المختلفة.
- 5- يُفضل أن تكون الجداول والاشكال مدرجة في أماكنها الصحيحة، وأن تشمل العناوين والبيانات الإيضاحية الضرورية، ويراعى ألا تتجاوز أبعاد الاشكال والجداول حجم حيز الكتابة في صفحة Microsoft Word.
- 6- أن يكون البحث ملتزماً بدقة التوثيق، وحسن استخدام المصادر والمراجع، وأن تثبت مصادر ومراجع البحث في نهاية البحث.
- 7- تحتفظ المجلة بحقوقها في اخراج البحث وإبراز عناوينه بما يتناسب واسلوبها في النشر.
- 8- ترحب المجلة بنشر البحوث المكتوبة باللغة الأجنبية ويفضل أن يرفق البحث بملخص باللغة العربية (لا يتجاوز 200 كلمة).
- 9- ترحب المجلة بنشر ما يصلها من ملخصات الرسائل الجامعية التي تمت مناقشتها وإجازتها، على أن يكون الملخص من إعداد صاحب الرسالة نفسه.
- 10- تُرسل نسخة من البحث مطبوعة على ورق بحجم (A4) إلى مقر المجلة، ونسخة إلكترونية إلى إيميل المجلة: rwafedalmarefa@gmail.com، على أن يدون على صفحة الغلاف: اسم الباحث، لقبه العلمي، مكان عمله، تخصصه، رقم هاتفه وبريده الإلكتروني.
- 11- يخطر الباحث بقرار صلاحية بحثه للنشر من عدمها خلال مدة ثلاثة أشهر من تاريخ استلام البحث.
- 12- في حالة ورود ملاحظات وتعديلات على البحث من المحكم، ترسل تلك الملاحظات إلى الباحث لإجراء التعديلات اللازمة بموجبها، على أن تعاد للمجلة خلال مدة أقصاها شهر واحد.
- 13- الأبحاث التي لم تتم الموافقة على نشرها لا تعاد إلى الباحثين.
- 14- تؤول جميع حقوق النشر للمجلة.
- 15- دفع رسوم التحكيم العلمي والمراجعة اللغوية والنشر، إن وجدت.

البحوث المنشورة في هذه المجلة تعبر عن رأي أصحابها ولا تعبر بالضرورة عن رأي المجلة أو الجامعة.

الكلمة الافتتاحية

بسم الله الرحمن الرحيم، عليه نتوكل وبه نستعين، نحمده سبحانه كما ينبغي أن يُحمد، ونصلي ونسلم على رسوله محمد وعلى آله وصحبه والتابعين.

وبعد،،،

إن سبيل نهضة الأمم إنما يكون بالبحث العلمي في شتى المجالات، فدوره مهم لمواكبة التقدم والرفق بالمجتمع فبالبحث العلمي ينمى القدرات البشرية وهو الأساس في الابتكار والإبداع. بعون من الله وتوفيقه، وبعد الجهد الكبير الذي بذلته هيئة التحرير تكاملت الاستعدادات لإصدار العدد التاسع من مجلة روافد المعرفة، والذي نأمل أن يلي طموحات المهتمين والباحثين. ومن هنا ندعو كل الباحثين والكتاب الإسهام في استمرار المجلة بتقديم نتائجهم العلمي للنشر، ونرحب بأراء القراء والباحثين ونقدم البناء حتى تخرج المجلة في صورتها المثلى وليكون العدد التالي أفضل من سابقه. وختاماً يجدر بنا مع إصدار هذا العدد والذي يحتوي على عدد أربعة عشر بحثاً أصيلاً مختلفاً، أن نتقدم بجزيل الشكر والتقدير للمحكمين والمؤلفين وكل من أسهم في إخراجها وتصميمه، آملي أن تكون محتوياته نافعة للجميع.

والحمد لله في بدءٍ ومُخْتَمٍ.

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Factors affecting the performance of secondary schools in Libya.

Abdala Mohamed A. Ashhima

Azzaytuna University - Faculty of Education - Sociology Department

Abstract:

This study aims to identify and understand factors affecting the performance of secondary schools in Libya, as well as examining the state strategies put in place in order to develop and enhance the performance of secondary schools. Additionally, this study seeks to understand the role of the state in offering the teaching aids, good curriculums, textbook, training of teachers, and administrates laboratories and makes information communication technology available for students and staff.

qualitative data were collected through semi-structured interviews with, fourteen members of teaching staff in secondary schools in Tajoura, Libya. Questions of study: the interview questions: the participants were asked to specify the main factors affecting the performance of secondary schools, and to identify the barriers and benefits how to overcome these barriers. Place and duration of study: secondary schools in Tajoura, November 2019.

a semi-structure interview was used to elicit data from fourteen participants. The interviews included a number of staff: Eight teachers, four administrators, and two managers of secondary schools in district of Tajoura. Results: findings from study show that most participants confirmed the importance of qualified teachers and referred to the need to determine the number of students in the classroom, while some of them referred to the need for refresher courses for teachers on the curriculum prior to their implementation, moreover, most participants believed that they needed more skills training and suffering of unavailable information and communication technology for students and staff in secondary schools.

Keywords: schools; secondary schools; performance; education system; education strategies.

تهدف هذه الدراسة إلى تحديد وفهم العوامل المؤثرة على أداء المدارس الثانوية في ليبيا ، وكذلك دراسة استراتيجيات الدولة الموضوعة من أجل تطوير أداء المدارس الثانوية وتعزيزه ، بالإضافة إلى ذلك تسعى هذه الدراسة إلى فهم دور الدولة في تقديم الوسائل التعليمية والمناهج الدراسية الجيدة والكتب المدرسية وتدريب المعلمين وإدارة المعامل وإتاحة تكنولوجيا الاتصالات المعلوماتية للطلاب والموظفين. تم جمع البيانات النوعية من خلال مقابلات شبه منظمة مع أربعة عشر عضواً من أعضاء هيئة التدريس في المدارس الثانوية في تاجورة حيث طُلب من المشاركين تحديد العوامل الرئيسية المؤثرة على أداء المدارس الثانوية وتحديد العوائق والفوائد وكيفية التغلب على هذه العوائق. تم استخدام مقابلة شبه هيكلية لاستخراج البيانات من أربعة عشر مشاركاً واشتملت المقابلات على عدد من الكادر: ثمانية معلمين وأربعة إداريين ومديرين لمدارس ثانوية بمديرية تاجورة وقد أظهرت نتائج الدراسة أن معظم المشاركين أكدوا أهمية المعلمين المؤهلين وأشاروا إلى ضرورة تحديد عدد الطلاب في الفصل، بينما أشار بعضهم إلى الحاجة إلى دورات تنشيطية للمعلمين حول المناهج الدراسية قبل تنفيذها، علاوةً على ذلك، اعتقد معظم المشاركين أنهم بحاجة إلى مزيد من التدريب على المهارات ومعالجة عدم توفر تكنولوجيا المعلومات والاتصالات للطلاب والموظفين في المدارس الثانوية.

الكلمات المفتاحية: مدارس، المدارس الثانوية، نظام التعليم؛ استراتيجيات التعليم.

1. Introduction

There are many factors impacting the performance of secondary schools which have not received the appropriate attention and interest from ministry of education in Libya. This position is not attributed to policy makers only but, also to lack the attention of the state in carrying out of strategies. The evidence in that, despite that educational policy makers have prepared the plans or least theoretical commitment, there are still many plans which were not carried out due to disparity in the points of views of the educational planner and the economic planner. As such these factors or barriers return to the lack of interest of the government in applying some these reforms.

Moreover, about five decades now, educational establishments in Libya have covered most districts of the state and according to reports and official statistics this situation has led to all citizens being able to access their right to education. However, despite efforts being made in trying to achieve the expansion goals of the government's educational strategies, the level of ambition did not match the actual outcomes. In recent years, secondary schools as is the case in other education stages and weak qualifications have had negative effects not only on the educational process in this stage but also on all aspects of social and economic developments.

In this regard, during the last few decades the rapid changes in education systems have had a major positive role on different

aspects of education system around the world whether developed or developing countries including Libya. Libya, as it is in many developing countries, has been flounced by the wave of adopting new information communication technology in education which are considered as a top priority for many states in order to reform the content of the Libyan education system and enhancing the interaction between teachers and students in secondary schools , Libya schools have tried to transform themselves to conform to the current applications and extent of ICT development, but still unable to achieve these goals well.

2. Review the Literature

This paper refers to some factors affecting the performance of secondary schools that are important for learning and teaching in different disciplines in this stage. A large number of education ministry reports and studies, researchers and scientific conferences focus on several important aspects in this regard, and most are available for staff and students in this stage.

Therefore, this section reviews and summarizes the available literature relating to the strategies and teaching aids, which needs education system in the context of educational institutions in secondary schools.

2.1 Priorities and strategies:

This part of this paper provides some of factors affecting the performance of public high schools in Libya. Therefore we need to highlight the important development run to

by the Libyan state in education sector in several, and in the public high schools in particular. The literature revealed that the rate of enrolment in this stage reached very high level (Ministry of Education (2008). According to Sharif (2000) indicated that the Libya need to qualified staff. Therefore, most of the changes undertaken by the previous government in 2007, were aimed at reforming the education process and the educational curricula, and have been criticized for attempting to improve Libyan s education system in this stage.

Generally, this paper looks at some of the literature which contributed to some factors affecting the performance of secondary schools in Libya in order to show the role of state in the attempting to improve the education system in secondary schools . In this regard, as an illustration, the progress made towards, Education for All, and set interim goals. These Dakar Goals included: expanded access for early childhood education; free and compulsory education; increased use of life-skills education; reduced gender disparities; and overall enhanced educational quality (Conference of Dakar 2000). In this regard, the report issued by secretary of state for education in the UK (2010) indicated that the most important, lesson is that no education system can be better than the quality of its teachers.

Consequently, over the last few decades the education system in Libya has witnessed major transforms in its structure and function in response to the rapid changes in

economic change and the strong social demand for education due to the requirements of individuals in teaching their kids. As is the case in many societies, education is completed in stages.

However, the educational process in secondary schools as a case in most education stages in Libya is suffering several challenges, especially during these years. The rate of gross education enrolment in Libya is considered to be among the best levels in the region (United Nations, 2002).As an example, the states in the Middle East and North Africa have adopted a strategy of essentially free education at all levels of public schooling in order to achieve universal education.

According to the General People's Committee of Education in Libya the priority of the educational plan was to improve access to comprehensive education for all population groups, males and females, and to achieve this objective through a comprehensive education strategy for all (Ministry of Education , 2008:20-22)

In this regard, there are many studies reveled that there was a need to use a life-skills education , especially use of Information Communication Technology (ICT) offers new modes of both learning and teaching for all students and teachers at all educational levels especially at this education level within this level, ICT has a profound effect in many ways; it can be seen as a main response to changes and it can improve the skills for students and prepare them for advanced stages of

education and the global changes and the new information society. However, the adoption and use of ICT is not an end in itself for students and staff within the secondary schools in education sector. Rather the outcome of technological change should be evaluated in terms of the contribution to the border goals for sustainable development (Abodher: 2014)

Providing quality education goes further than building a school. Comprehensive curricula must be developed, in order to eradicate, stereotypes leading to conflict and discrimination. Furthermore, with a standardized curriculum in place, even teachers that lack certain qualifications can teach students more effectively. The curriculum would give these teachers specific instructions on what topics to cover and how to assess students. As delegates strive to develop the infrastructure and better teaching and learning resources, the sustainability and feasibility of the solutions have to be considered (United Nations :2017). In this regard, Libyan National Report indicated that among the particular challenges was the retraining of teachers. The government issued an act in 2006 in order to prepare training programmes to raise the efficiency of teachers who are teaching in different areas (Education National Report: 2008).

3. Methodology

This study has adopted qualitative method, all the relevant literature and documents available regarding of factors affecting the performance of secondary schools, which

include information about different aspects. In order to have access to the maximum information about a different aspects of the subject, I have had to use interview instrument.

Such an approach will help the researcher to obtain more details about the topic. The focus on different aspects of the study would contribute to a better understanding of the problem. Thus, this study will focus on the qualitative method in collecting of data, the process of using interview method in this study aimed to support and develop capacity in a number of aspects of the current study such as students, teachers and curriculum in order to upgrade knowledge in this aspect. In addition, some reports concerning the information of several aspects of educational process were issued. Therefore, it is essential to identify the most appropriate research design to use in this study.

Therefore, this study aims to identify and understand of factors affecting the performance of secondary schools in district of Tajoura, Libya, as well as examining the state strategies put in place in order to develop and enhance the performance of high schools and their effects on various aspects of the educational process in this stage. In order to achieve its goals, the following two objectives were highlighted.

- 1) The study identified important factors which affected the performance of secondary schools in Libya.
- 2) The study was designed to extend affected the education process in this

stage through original empirical study (interviews with sample of staff working in the secondary schools in district of Tajoura) and analyzing factors affecting of the performance of secondary schools in Libya.

3.1 Participants, Interviews and Schools of data Analysis:

These participants provided the researcher with information that was rich and this was important as it provided a variety of additional information from a different perspective. I interview people who are in capacity and concerned in secondary schools education and have a deep understanding and great deal of information on the issues relating of factors affecting the performance of secondary schools. However, in order to discover as much data as possible in relation to the propose of this paper, it was decided, in addition to conduct semi structured to have face to face interviews with a number of key figures that have a direct connection with the overall subject. This section also reviews common aspects between parts of the educational process in secondary schools. In total, fourteen people (teachers, head of schools and administrators) at four secondary schools in Tajoura were interviewed during the month of November 2019, in their schools. The interviews were among a number of the high schools that located in district of Tajoura, and consisting from four high schools. As mentioned above, the interviews in the high schools included a number of teachers,

administrators and managers of schools. These interviews have been summarized and checked in order to understand how far the educational process has been developed by the state's strategy for secondary schools, the negative and positive aspects in education strategies, the important aspect relating of the performance of public high schools, the suggestions of participants about improving the performance of public high schools, benefits and barriers of using ICT in public high schools. In additions, as indicated previously, a number of teachers, administrators and head of schools in the secondary schools in Tajoura . As can be seen, the focus here is with current situation in secondary schools. In total, interviews were conducted with 14 persons in order to provide, according to their experiences and views, a detailed description of factors affecting the performance of public high schools, as well as individual attitudes and opinions to improve in the level of secondary schools in Libya.

The following section combines the data obtained from the fourteen participants and their perceptions during interviews stage.

4. Results and discussion.

This section focuses on the analysis and discussion of qualitative results in this study. In the first step the analysis and discussion concerns the data in the high schools in Tajoura .The answers in this study have been by set of teachers, head of

schools and administrate who have answered via interview questions. The questions from this study have included four main aspects: The negative and positive aspects in educational strategies, the important aspect relating to performance of secondary schools, the suggestions of participants about improving of the performance of secondary schools and the benefits and barriers of using ICT* in secondary schools. The responses of all issues have been explained and aggregated.

4.1. The negative and positive aspects in education strategies.

In this regard, most participants suggested that among the important issues which the government has followed is free education, which is considered as one of the main and important factors that relate to achieving equality among citizens in learning. Although there

are many other negative aspects associated with this issue at have impacted on the performance of public high schools in Libya such did not providing for different needs in the educational process, some of these will be touched upon. However, most of respondents pointed to a decline in the quality of education at this level of education, especially in recent years (for more than ten years).

Conversely, a third of participants indicated that the quality of the educational system has reflected on the various aspects of life in the country. It appeared initially through the outcomes of education which worked in

various foundations of society until about the end of 1990s and then started showing the low level of quality in the various levels of education. While many of respondents referred to the fact that there was the expansion of the building of schools and institutes, many participants see a disparity in the educational process in terms of qualitative and quantitative inequality, at the expense of quality. According to the findings of the interview in this study that was conducted among a sample of staff at secondary schools a significant number of the participants indicated that there was a focus on the quantity more than quality in education system. This was in reference to the increase in the number of teachers and students in this stage. However, it has been confirmed by some of the participants that the secondary schools of Libya still suffer from the shortage of teachers in some disciplines. This finding is consistent with some reports issued by national and international organizations such as: The Report of the Education for All (2000), and some Libyan National Reports.

As mentioned previously this situation might be attributed to the imbalance in educational process in education system as a whole. Some also highlighted the importance of providing a textbook by government, regardless of the level or quality of the education system or development of the curriculum. This is because the Ministry of education, according to the participants, is always attempting to change the curriculum. The government has not taken teachers and

their experience into consideration when issuing or carrying out these changes. Teachers and inspectors are far more experienced and familiar with the problems facing the implementation of the curriculum and learning process. Many of participants argued that this is due to the random strategy making that the government has followed when setting up educational plans, as they inferred that when the government changed the curriculum in 2007, it did not take into account the possibilities and problems existing in schools and the process of retraining of teachers which is not sufficient and they started mostly after the application of the curriculum.

In addition to that, some of the vocabulary of the curriculum does not fit with society's culture and this makes the process of students' comprehension of many aspects more difficult. This situation impacts on the capacity of teachers to deal with their students and to try to help them to study and understand the curriculum. One of the noteworthy observations which has been argued by most of participants is that the state has provided most of the schools in Libya with laboratories and teaching aids in 2007, and most schools have been supplied with similar aids relative to the numbers of students and discipline type. Along with these findings, a report conducted by Ministry of Education (2008) indicated that the government carried out educational reforms such as offering computers for students in various stages as well as some administrative reform and teacher training.

However, according to the participants since that time, the government has stopped supplying high schools with any teaching aids, until this time. These procedures have had a role in the impacting of education and scientific performance of students in scientific disciplines and education in general within these schools. In this regard, most of participants in schools confirmed that the government has not provided schools with laboratories, teaching aids and computers since about fifty years ago. However, according to the participants, even in 2007 when the Libyan government supplied the schools with teaching aids, laboratories and computers, there were schools which did not use these laboratories appropriately and in a way which served the educational process, because of poor training and poor management. As we have seen, the findings showed that the level of educational performance for a large number of teachers in public high schools was unsatisfactory. This was due to several factors such as poor qualification of a large number of teachers; some teachers did not graduated from education faculties and were not qualified to work in teaching. With regard to the performance of students, there were problems of non-implementation of educational policies and not keeping pace with development in the means and methods of teaching such as not using IT in education. Additionally, as I mentioned previously, the poorly qualified teachers and their economic conditions impacted on the achievement level of students at these

stages. Furthermore, the shortage of teachers in some scientific disciplines influenced the students' level of achievement.

4.2. Views of participants of the important aspects relating to performance of secondary schools.

In this part of study, the views of the majority of respondents indicated that the educational system in Libya is unstable because of the general strategy for the state, such as instability of educational plans and officials. This influence is reflected in the different educational aspects in institutions, where, according to views of the respondents, is due to that fact that some decisions issued by the ministry of education were not carefully studied. Many of respondents have stressed the importance of this factor in affecting the low level of educational performance at this stage. In this context, the respondents indicated that the emergence of some decisions during the study year were supposed to be applied immediately, such as converting to two semesters each year. However, this requires time and careful planning to develop a clear strategy before implementing in order to avoid mistakes or failure or negatively affecting the students in their educational path. According to the opinions of respondents, the current situation of education in secondary schools in Tajoura has suffered several problems which cause a general weakness in the relationship between teachers and curriculum; this is reflected in the results of

the students and their performance. According to the participants there are two matters related to this situation such as the need for more attention to the development of textbooks and shortage of teaching aids in the high schools. Most of participants had different views, where they stressed the importance of training teachers, even those who have graduated from higher education institutions. As known, there is not a mechanism for appointing teachers in high schools because many graduates of universities were appointed to work as teachers even if not qualified to teach. In this regard, most of participants indicated that, due to the increase of students in the classrooms, which reached more than forty students in the same classroom. This position in most secondary schools in Tajoura, especially owing to the migration from other districts and cities in the conditions of military conflicts pushed many people to district of Tajoura, some neighborhoods in district of Tajoura suffered from a shortage of schools and an increase in the number of students in the schools and classrooms.

4.3. The suggestions of participants about some issues impacting of the performance of secondary schools.

Many of the participants believed that there are factors leading up to some other issues, such as teachers' incomes. Some considered that the teaching staff income or the economic situation of the teachers is the most important factor in the low level of performance of schools due to several

reasons, including the inability of the teacher to provide for the needs of their family in light of a low income, especially if this factor was associated with another factor such as large family size and the presence of their children within the schools. These all impose significant responsibilities on the parents especially if the teacher was the father. In Libyan society, providing for the needs of the family is mostly responsibility of the father, especially if the wife does not have a job. This in turn, makes teachers neglect the educational process and seek other work to meet the needs of their family.

However, the participants suggest a link between the improvement of educational strategy in secondary schools and a good curriculum that is suitable for the social environment of Libya by providing all types of teaching aids. Thus, according to the respondents, the curriculum being implemented in high schools in Libya in reference to the curriculum does not suit the social environment of the student and therefore impacting on the low level of performance of students. According to participants' views, education in Libya should return to the previous approach and abolish the imported curriculum. In this regard, participants also referred to the importance of supplying schools with the necessary teaching aids in order to carry out this curriculum and overcome the difficulties teachers are facing. The participants have stressed the importance of giving a broader role to monitoring and improving education through the

emergence of the so-called Teachers' Union. In this context some participants indicated that this institution in Libya does not have main role currently and therefore, it should appear in the form of an independent organization and support the teachers to help solve their problems and provide for their needs.

The majority of the participants mentioned the importance of increasing the number of schools in Tajoura. They indicated it is clear that the reason to increase the number of schools is due to the increasing the number of students in classrooms in most schools in this area. This then requires the presence of additional schools to address the issue of an increase number of students in this stage because of the inability of some buildings at the moment to accommodate these growing of students. Accordingly, most of participants referred to the importance of focusing on achieve a high-level performance of students in this stage. In this case, most of them confirm the importance of qualified teachers and some of those participants referred to the need to determine the number of students in the classroom, while others focus on the need for refresher courses for teachers on the curriculum prior to their implementation.

4.4. Views of participants of Benefits and Barriers of using ICT in public high schools.

Some participants indicated that there is a need of more attention by ministry of education for using computers for internet-based research assignments. Moreover, the

students and staff need to use computers in secondary schools to practice their learning and teaching in this context. Usage of the internet and other ICTs were also identified as important area. Determining their information needs and the extent to which ICTs were used in seeking information. It is widely accepted that ICT tools have become more informant now than ever before because of their countless contributions in advancing the quality of all works of life including the secondary schools. The study also found that almost all the participants wanted to improve their internet usage skills through formal training. The internet connections in the educational institutions have become very important.

Comments from the participant also revealed that lack of information communication technology training and lack of ICT infrastructure are different barriers preventing them from adopting or using ICT. Most of the participants believed that they needed more skills training. This finding was supported by answers to the question by the participants these barriers to ICT adoption and use mentioned by the participants

In the answers a number of participants indicated that there is a lack of information communication technology which links different aspects of the educational process in order to help students and teaching staff to get information and data in the limited time. In addition, most participants mentioned that information communication technology should be available in secondary

schools and in different aspects of education system in all stages. In Libya most of education institutions are still suffering from unavailable information communication technology for students and teachers, administrators in schools, and there is not a mechanism to organize and offer communication to link between the public high schools and the Ministry of Education in order to help students and staff to complete their dealings within during a short period. In this context, according to the answers of some participants most education institutions within Libya, whether schools or offices of education connected to the ministry of education, need to have information communication technology, which will help to link between every educational institution and solve many of the difficulties. As mentioned in the interview, the majority of participants indicated that the difficulties which faced students and staff are waked to access to internet free for learning and teaching during period of studying, due to lack of educational website and also computers . In the views of participants, these issues have had a role in impacting on the time of the staff and student to get information easily inside schools. This situation has a negative effect in terms the low level of performance for staff and achievement for students. Moreover, the focus on the existence of ICT for officials who work in education leads to saving time when undertaking visiting schools and its follow- up.

5. Conclusion and Recommendations.

This paper focuses on factors affecting the performance of secondary schools, and what are programs and strategies that are carried out in this framework. For instance, the public high schools selected for this study are located in different places within the district of Tajoura. As shown previously this paper was conducted at public high schools in district of Tajoura . The fourteen people were asked many different questions during semi- structured interviews. This paper focuses on factors affecting the performance of public high schools. There were shortage textbooks in Tajoura district, and lack of good teaching aids in most classrooms and no concrete training courses for teachers. It can said that all the schools in district of Tajoura are suffering of shortage of educational aids and references in the school libraries as the case in different of secondary schools in Libya. In general, secondary schools in this district investigated do not have adequate school facilities. In this regard, although there is little support from ministry of education for educational activity, there, was still a difficulty due to insufficient funding for the academic development program for teachers. In other side, all of the secondary schools teachers in this study have obtained their undergraduate degrees, but some of them were not teaching in same their majors. The school support facilities of the secondary schools were not properly addressed and not well

maintained. All the schools did not have enough equipment and facilities; for example, libraries in all schools have not enough copies for text books and references.

Based on gathered data, which have been carefully analyzed, the following conclusions were drawn:

1. There were some factors impacted on performance of the secondary schools such as the increase in number of students due to increase of population and migration from other districts and cities. A high proportion of the interviewees confirmed that the government had not taken these issues into account. Therefore, this situation impacted on performance of secondary schools in district of Tajoura.
2. Most secondary schools are suffering from a significant lack of equipment and facilities, even when the ministry of education offered some resources for the secondary schools, and these were not enough.
3. According to the findings of the interview, which were conducted with staff at schools, a significant percentage of the participants confirmed that there was a need to reform Tajoura's educational institutions. It was clear that among the significant matters in reforming the education institutions were the raising of teachers' efficiency,

providing possibilities, improving incomes and administrative reform.

4. Among the factors affecting the educational process are related to the fact that most teachers were not able to interact with their students in this stage, through using the knowledge of ICT information in the development of teachers and students' skills in different specialties.
5. According to the participants, the biggest barrier to competitive adoption and effective use of ICT in their learning, and teaching is a lack of training and a lack of adequate infrastructure. This barrier, according to them, leads to poor adoption and implementation of ICT and leads to failure of the adoption and use of ICT in this stage.

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