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Model of Behavioral Attention towards Using ICT in Universities in Libya

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ABSTRACT

Information and communication technology (ICT) is one of the advances utilized as a part of educational tools, and it has been played an effective integration between technology and the lecturer for good quality of teaching and learning. However, a number of researches have been conducted to examine the factors adoption and acceptance of technology, but there is limited on lecturers' behavioral intention to use ICT in university. Therefore, previous literature has been addressed a series of issues and problem which affect the successful implementation of ICT in the education of Libya such as a lack of policy, poor recourse and lack of skill as well as good infrastructure. The aim of this paper is to examine the factors influencing the lecturers' intention to use ICT among of the factors suggested by previous literature that may influence lecturers' intention to use the attitude, behavioral control, Self-Efficacy and ease of use are presented in the following section. Technology acceptance model and theory of planned behavior were adopted to explain the behavioral intention of lecturers to use technology or ICT in universities. The model and theory of Technology acceptance model (TAM) and theory of planned behavior (TPB) were used to explain the behavioral intention of the lecturer to use ICT in Libya universities. The behavioral intention to use technology has an impact on how lectures are delivered to the student, and subsequently expose them to the latest and updated information about education.

Keywords: *Behavioral intention, attitude, behavioral control, self-efficacy, ease of use.*

INTRODUCTION

Information and communication technology (ICT) is one of the advances utilized as a part of educational tools (Bet, Odhiambo & Orwa, 2014). Sanchouli, Mahmoodi, Sanchouli and Moghadam (2015) stated that ICT is quickly grasped by each educational foundation as a positive step towards improving the performance, learning speed, adaptability, flexibility, intelligence and empowering learners to be more self-administer. However, it is an essential means through which information can be delivered to students, especially in the essential stages of education, where the establishment of learning and understanding can be made solid in students. The conventional education at the present time does not provide an alternative means to helping students' understand, therefore, the present day amidst developments and quick advancement in technologies (Chametzky, 2014).

Currently, technology has been integrated into teaching and research work due to its usefulness (Ouma et al., 2014). Over the years, ICT tools have been introduced into the educational system in Libya (Rhema & Miliszewska, 2010). However, the adoption of ICT for learning in Libya is Similar to other developing countries. Therefore, the implementation of ICT in education is still in the early stage in Libya (Rhema & Miliszewska, 2010). While some Libyan educational sectors, especially the higher institutions and the colleges have some basic ICT

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tools to enhance learning in education is still in deliberation stage of adoption of ICT into their curriculum.

Numerous studies have been done in Libya education on ICT which many scholars and researcher have scoped it into their interest and issued in different angle of ICT in Libya education, such as Kenan, Pislaru, Othman and Elzawi (2013) revealed the impact of the cultural and social issue in e-learning and how it affects the education in Libya. The authors revealed the different issue that affects the implementation of ICT in education in Libya such as a lack of policy, poor recourse and lack of skill, as well as good infrastructure were mentioned as an issue to not implement the ICT in education in Libya. El-Zoghbi, Kumar, and Naidu (2010) explained that the influence of technology in the aspect of education and the life of the people and the challenges that ICT facing in Libya. Therefore, Libya still needs more research on the ICT education to improve the qualities and standard of education to their student.

Libya such as a lack of policy, poor recourses and lack of skill as well as good infrastructure were mentioned as an issue to not implement the ICT in education in Libya. El-Zoghbi, Kumar and Naidu (2010) found that the influence of technology in the aspect of education and the life of the people and the challenges that ICT facing in Libya. In addition, Othman, Pislaru, Kenan and Impes (2013) stated that lack of upgrading the ICT in Libya is among of the major problem that makes the higher education not to grow and improved due to lack of awareness and attitude. Elkaseh, Wong and Fung (2015) highlighted that the integration of ICT has changed the process of acquire knowledge among the lecturers in Libyan higher education, which is improve the delivery teaching and learning to the student but there is lack of behavioral and social contexts among the lecturer. Therefore, ICT is not new in Libya despite is still in progress, past study has been neglect the end user of the ICT to deliver teaching and learning to the study. Hence, this research intends to fill the gaps to investigate the behavioral intention of lecturers towards the adoption of ICT.

Despite the series and variety of studies on adoption and acceptance of use technology or ICT in Libya education, there is a limited study that investigates on the behavioral intention of the lecturer to use ICT in Libya universities. This shows that there is need of study to investigate the factors influence behavioral of the lecturers towards the use of ICT. Therefore, the aim of this study is to examine and investigate the factors that influence behavioral intention of lecturers in Libya universities to use ICT with the variables of attitude, behavioral control, Self-Efficacy and ease of use. The Technology Acceptance Model and Theory Behavioral Planning were adopted to explore the behavioral intention to use ICT in education in Libya universities.

BACKGROUND OF LIBYA EDUCATION SYSTEM

Libya is a country located in North Africa, and it is mostly known as dessert and oil-rich country. Libya has approximately 2,000 km coast and an area of 1.8 million square kilometers. Libya is the 4th largest country in Africa and the 17th largest country in the world. The population of Libya is 6,404,219. Libya got independent in 1951 from Italy, which they are practice presidential system of government and the official language is Arabic. The language of instructor is Arabic and English as medium of teaching and learning. Currently, English language is taking as a course in entire faculties in all universities in Libya (Khalid, 2017). According to

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Khalid (2017), highlighted that some faculty in Libya University are using English language to teach their study such as medicine and engineering. The education development in Libya is widely well reputed for its free education facilities in some stages (Kenan et al., 2012).

Every citizen of Libya has right to go for at least first nine of years of study, which is compulsory and free education for all Libyan children (Rhema & Miliszewska, 2014). Consequently, Libya has a high percentage of the literary rate that is 90% (World Bank, 2015). In addition, According to World Bank (2015), the indicator of measuring this literary rate is "Age above 15, can read and writes". Higher Education & Scientific Research Minister of Libya administers the higher education of the country. The higher education system in Libya is financed by its government and authorization belongs to Higher Education Minister.

Currently, in Libya, there are many federal universities and higher institutions (including polytechnic, colleges of education, management institute and technology institute) funded by the government of Libya. There are also additional eight higher institutions that are dedicated to providing education and training in the oil industry in Libya. The pre-university education in Libya is divided into three sections: preparatory, primary and the secondary schools. The first nine years of basic education in Libya are mandatory for the Libyan citizens. This consists of six years of primary education and three years of secondary education. The primary education extends over six year period where it is divided into a four-year period and a two-year period and the secondary education covers the three-year cycle (compulsory) and a three- to four-year intermediate cycle (The Libya Observer, 2015). Higher education in Libya is solely provided by the government; however, a recent development in higher education has seen the partnership between the government and the private organizations to jointly finance higher education in Libya. Therefore, this partnership has resulted in the provision of five private universities and higher institutes (Ouma et al., 2013).

The Libyan government in conjunction with the UNDP and UNESCO has been working together to ensure appropriate and timely implementation of ICT strategy in Libyan Education. However, Libya has faced a number of constraints and challenges in implementing ICT tools in its education, especially during the embargo which ended in 2006. Therefore, the national ICT implementation and policy is still at an early stage (El Zoghbi, 2010; Ouma et al., 2013; Rhema & Miliszewska, 2010). Moreover, the users of ICT have not been well trained by higher education authorities, and they are highly resistant to replace their traditional method of teaching and learning. In addition, coupled with the challenges posed by culture and language, technology, effective integration of ICT tools in the curriculum of Libyan education and an acute shortage of qualified and trained ICT teachers to bring ICT into classrooms and educate a new generation are the challenges facing e-learning in Libya (Ouma et al., 2013).

LITERATURE REVIEW

In this section, discussion about the Behavioral Intention to use is present based on previous studies and literature used to explain the users' intention. However, Literature has been suggested some factors that influence the Behavioral Intention to adopt or accept the use of technology include the attitude; Behavioral Control, Self-Efficacy and Ease of Use are presented in the following section. Technology Acceptance Model and Theory of Planned Behavior were

adopted to explain Behavioral Intention of Lecturers to use the technology of ICT in Libya Universities.

Behavioral Intention

Behavioral intention has been utilized in different researcher as well as several of fields of study. However, the use of BI has been used in both developed and developing countries have tested the acceptance, adoption of, user or individual to use a certain information technology or information system such as e-commerce, e-business, e-learning, e-government and so on.

Different model and theories have been applied to explore and investigate the behavior intention to use, among the models and theories are Technology Acceptance Model (TAM) by (Davis, 1989), the Theory of Reasoned Action (TRA) by (Ajzen & Fishbein, 1980; Fishbein & Ajzen, 1975) and the Theory of Planned Behavior (TPB) by (Ajzen, 1985). Although, TAM is popular in term adoption and acceptance of technology, which various researchers have been adopted and expanded this model to show its validity of use (Teo & Noyes, 2011).

Behavioral Intention is used as the dependent variable in this study as it is known to be a more practical way to measure technology use among lecturers (Teo & Noy, 2011; Dhaha & Ali, 2014). In addition, Wong, Goh and Rahmat (2013) carried out a study on student teacher intention to use the technology and the TAM model was used to explore the study. The author revealed that behavioral intention is found to be influenced by the attitude towards computer use. Teo and Lee (2010) argued that TBP can influence and determine the intention of the teacher to use to accept a technology. The author found that that attitude toward usage and subjective norms have high impact to the behavioral intention to use technology, whereas, perceived behavioral control showed a lower contribution to their study. This shows that the behavioral intention to use ICT will be influencing the lecturers in Libya University. Among the variable that this study suggests that may influence the lecturers' behavioral intention to use ICT in their reputable universities such as attitude, behavioral control, Self-Efficacy and ease of use. The proposed research framework is shown in Figure 1 below.

A study by Elkaseh, et al., (2015) explored the acceptance of e-learning tools for teaching and learning by adapt technology acceptance model. Among the variable employ to the study are attitude and perceived ease of use. The findings revealed that perceived ease of use and attitude are main factor to predict or determine the teacher intention to use e-leaning tools for teaching and learning. Similarly, Abdul Jalil and Zainuddin (2015) investigated the integration of accounting information system and the authors fond that perceived ease of use has direct influence to individual attitude and significantly related to behavioral intention. Kucukusta, Law, Besbes and Legohérel (2015) examined the online user intention to use banking system with perceived ease of use to examine the behavioral intention of online banking and the findings shows behavioral intention is strong to predict the individual intention to use technology. Moreover, Rudposhti, Zahedfar and Abadi (2016) indicated that behavioral intention can influence users to accept the use of technology. Moreover, Cigdem and Ozturk (2016) explored that self-efficacy is influential factor to determine and predict behavioral intention to accept the use of technology. Therefore, this is shows that behavioral intention can influence lecturer to use ICT.

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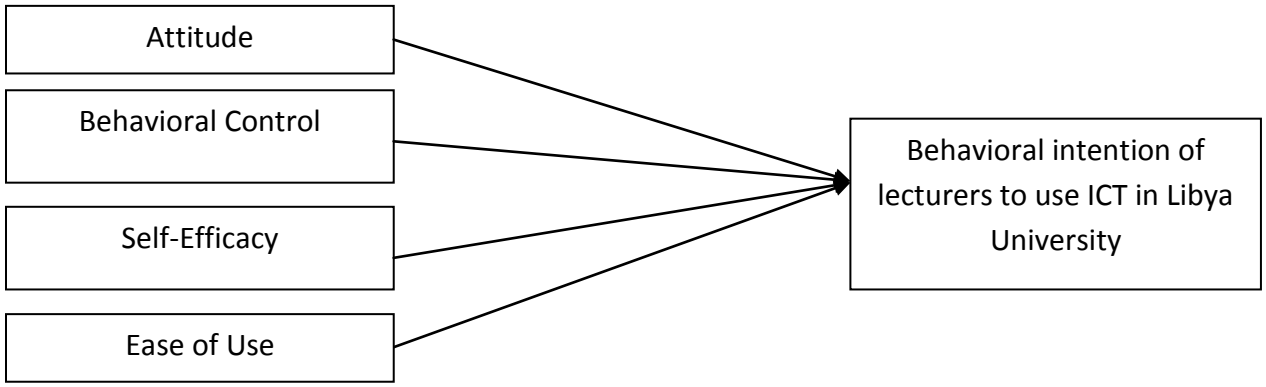

Figure 1: Propose Research Framework

Therefore, based on the figure1 illustrate the relationship between the attitude, behavioral control, self-efficacy and ease of use towards the behavioral intention of lecturers to use ICT in Libya university.

Attitude

Attitude has gained interest in different field of research, which has been adapted to explore the behavioral intention to use a specific technology or system (Wong, Goh & Rahmat, 2013; Hasan et al., 2016). However, Davis (1989) and Šumak, Hericko, Pusnik and Polancic (2011) revealed that attitude has influence and impact on the behavior of the user to accept or use a technology. Attitude has been defined as the extent of an individual access and connections with particular system to enhance his or her job (Davis, 1993). Thusly, the more noteworthy in sability and convenience of a specific system, the more probable an end-users will have on inspirational attitude toward utilizing the technology (Davis, 1989). Therefore, attitude can be used to determine the behavior to accept or reject the use of ICT (Elkaseh et al., 2015).

Although, attitude has been applied in different field of studies either to investigate or examine the impact towards the individual or system. A study by Elkaseh, et al., (2015) examines the attitude of teacher towards the use of e-learning. Abduljalil and Zainuddin (2015) applied attitude to investigate the acceptance of information system in the field of accounting. Rudposhti, Zahedfar and Abadi (2016) studied attitude of users of social network. Therefore, variety of study has been adopted attitude in different context, whereas there is limited explain how the attitude can influence behavioral intention of lecturer to use ICT.

A study by Aboelgamed and Gebba (2013) shown that individual attitude has a direct and significant influences behavioral intention to use a particular technology. Furthermore, in the context of the adoption of ICT in teaching and learning of users' attitudes are major predictors of the adoption of ICT (Kroenung & Bernius, 2012; Govnder & Dhurup, 2014). According to Mulwa and Kyalo (2013), the success of the implementation of ICT in teaching and learning depends largely on the attitudes of the implements. Hence, a negative attitude towards adoption of ICT was found to be the key obstacle to the successful implementation of e-Learning projects (Othman, Pislaru, Kenan & Impes, 2013). Also, there is need to study and

establish the degree to which attitude of users influence the adoption of ICT in teaching and learning.

The teachers' attitude is a major predictor of the adoption and utilization of computers in the classrooms and to manage their work (Angondi, 2013). A study by Sánchez, Marcos, and GuanLin (2012) studied the teachers' attitudes towards adoption of ICT in the classroom, the findings shows that teachers' attitudes has a positive influence towards ICT. Similarly, Ayub, Bakar, and Ismail (2015) investigated that the factors that can predict the teachers' attitudes towards the use of ICT in teaching and learning. The authors found that attitude is the best to predict the acceptance of ICT by the teacher and found that attitude has a positive effect on the teacher to use ICT. Elkaseh, et al., (2015) found that attitude has a positively and significant relationship with behavioral intention to use. Therefore, Attitude would be a positive influence the behavioral intention of the Libyan lecturer to use the ICT in their universities in order to make the new way of delivering teaching and learning to the student.

Perceived Behavioral Control

Perceived behavioral control has been used to examine and investigate in difference context of research such as e-learning (Altawallbeh, Soon, Thiam & Alshourah, 2015), energy conservation (Lee & Tanusia, 2016), learning management system (Cigdem & Ozturk, 2016). Therefore, there is limited of perceived behavioral control in the context of lecturer to use ICT.

Perceived Behavioral Control is known is known to be the extent in which people perceive that they actually control over endorsing the behavior of interest. Hence, the individual has the potentials to engage in the behaviors that they feel and they have control over as well as to avoid that behavior which they do not have control over (Aboelmaged & Gabba, 2013; Wan Mahmud & Pitchan, 2017). As a consequence, a person who believes himself capable of certain behavior will show correspondingly a behavioral intention to exhibit a particular behavior. Altawallbeh, Soon, Thiam and Alshourah (2015) stated that perceived behavioral control can determine and predict the intention of individual behavioral intention to use or accept technology. Therefore, perceived behavioral control on how lecturer is accept to use ICT for teaching and learning.

The theory of TPB has shown that the perceived behavioral control is found as a good determinant of ICT adoption and usage (Aboelmaged & Gabba, 2013; Khasawneh & Ibrahim, 2012; Nchise, 2012). Hence, a user who believes his capability to use the technology application will exhibit a corresponding behavioral intention to adopt and use the said technology (Aboelmaged & Gabba, 2013). Salleh and Laxman (2013) identified that perceived behavioral control as among the factors influencing the decision of teachers to adopt ICT in the Beunean Secondary schools. Moreover, Nchise (2012) found that Perceived behavioral control has a significant influence to the use of ICT. Altawallbeh, Soon, Thiam, and Alshourah (2015) investigated the behavioral intention of instructor toward technology. The result shows that TPB has a relationship with the use of technology and the behavioral intention of an instructor to use technology. This reveals that behavioral control can be used to predict and determine the level of the lecturer to use ICT for teaching and learning in the universities.

Self-Efficacy

Self-efficacy has been adapted to study in different field of research such as acceptance of technology learning (Amornkitpinyo & Wannapiroon, 2015), mobile commerce (Amornkitpinyo & Wannapiroon, 2015), health (Sirois, 2015; Chan, Prendergast & Ng, 2016), e-learning (Altawallbeh, Soon, Thiam & Alshourah, 2015; Revythi & Tselios, 2017), and banking system (Ariff, Yeow, Zakuan, Jusoh & Bahari, 2012). Hence, self-efficacy has been studied in different angle of research but there is need more study to investigate the influence of self-efficacy on lecturers' behavioral intention of use ICT.

Self-Efficacy it determines whether tools or capabilities are necessary to accomplish one's tasks. Additionally, the theoretical perspective of the adoption of ICT has acknowledged that users' computer knowledge, experience, and expertise do impact on their perceived self-efficacy (Robertson & Al-Zahrani, 2012). According to Robertson and Al-Zahrani (2012), found that personal beliefs of users intersect with working knowledge and related skills are the habit or unconscious behaviors. Individual habits show his/her expertise and these influence learners' self-efficacy (Jungert & Rosander, 2010). Hence, teacher beliefs and habits, as well as their levels of self-confidence and related competence using the technologies in teaching and learning schools, tend to improve as they grow in self-efficacy (Jungert & Rosander, 2010; Abulibdeh & Hassan, 2011). Therefore, studies have shown that self-efficacy can influence the behavioral intention of lecturer to use ICT.

A study by Ariff, Yeow, Zakuan, Jusoh and Bahari (2012) examined the effects of computer self-efficacy with the acceptance of technology and the study adapt technology acceptance model to explain the study. The authors reveal that self-efficacy has a positive relationship with the behavioral intention to use technology. Amornkitpinyo and Wannapiroon (2015) explored the acceptance of e-commerce among the generation Y with the use of TAM model and the findings revealed that self-efficacy has a positive and significant influence behavioral intention of user towards the use of technology. Hence, this highlights that self-efficacy can positive influence behavioral intention to use ICT.

Perceived Ease of Use

Complexity is regarded as a potential inhibitor that discourage the adaption of that particular innovation (Rogers, 1995). According to Davis (1989), perceived ease of use is the extent to which "a person believes that using the system will be free of mental effort". TAM has stated that individual attitude towards the adoption and the use of a particular system is affected by the perceived ease of use of that system (Abdulgamed & Gebba, 2013). Therefore, perceive ease of use will influence the lecturer to use ICT when they find it easy to operate rather than difficult to use.

Previous studies has been employed perceive ease of use in different context of study such as e-learning (Elkaseh et al., 2015), accounting information system (Abduljalil & Zainuddin, 2015), online banking (Kucukusta, Law, Besbes & Legohérel, 2015). Social network (Rudposhti, Zahedfar & Abadi, 2016). Therefore, several studies have been done and emply perceived ease of use to study different context but there is unclear and neglect how ease for lecturer to use ICT towards their behavioral intention to accept the use of ICT for teaching and learning.

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Furthermore, numerous studies have revealed that ease of use has an impact on the behavioral intention (Šumak, Hericko, Pusnik & Polancic, 2011; Teo, 2011). Elkaseh et al. (2015) stated that the more ease of use technology will affect the behavioral intention to use ICT and it may lead to positive influence to enhance the user's intention. Kucukusta, Law, Besbes and Legohérel (2015) found that the ease of use is the basic to adopt technology and usage behavior to enhance as well as influence user intention to use. Rudposhti, Zahedfar and Abadi (2016) reveled that ease of use can shape individual attitude towards the use of technology to determine the individual intention to accept technology. Thus, ease of use is among factors that can influence behavioral intention of lecturer to use ICT.

Additionally, Wong, Goh, and Rahmat (2013) claimed that perceived ease of use has a direct impact to determinants the most significant toward the intention to use technology among teachers. Therefore, several existed studies suggest that ease of use is an important attribute of technology adoption (Abdolgamed & Gebba, 2013; Elkaseh, Wong & Fung, 2016; Hamid, Razak, Bakar & Abdullah, 2016). Elkaseh et al. (2016) in their study on the perceived ease of use of social media for e-learning in Libyan higher education found perceived ease of use as an important factor of adopting social networking media in Libyan higher education.

Technology Acceptance Model

Davis et al. (1989) introduced and developed the Technology Acceptance Model (TAM), and provided a theoretical context that could explain the relationship of attitudes-intention-behavior. The TAM received empirical support for being robust and parsimonious in predicting technology acceptance and adoption. Davis et al. (1989) was designed the model to determine the users acceptance of the new system or technology either it should be accepted or rejected by the individual users. The TAM explained that a person's performance of specified behavior was determined by his or her behavioral intention to perform certain tasks.

Moreover, Technology Acceptance Model (TAM) has been used by numerous studies to test the adoption/acceptance of information technology, for example, websites (Koufaris, 2002), e-collaboration (Dasgupta, Granger & Mcgarry, 2002), and blackboard (Landry, Griffeth & Hartman, 2006). TAM proposes that perceived ease of use and perceived usefulness of technology are predictors of user attitude towards the adoption/usage of the technology, subsequent behavioral intentions, and actual usage. Therefore, perceived ease of use was also considered to influence the perceived usefulness of technology. Figure 2 presents the TAM model.

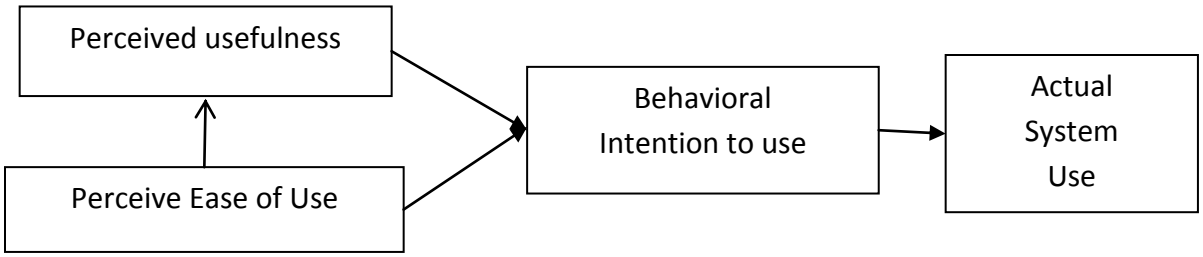

Figure 2: Technology Acceptance Model (Source: Devis et al. (1989), Vankatesh et al. (2003)).

In TAM, perceived usefulness refers to the degree to which the user believes that using the technology will improve his or her work performance, while perceived ease of use refers to how effortless he or she perceives using the technology will be. Both are considered distinct factors influencing the user's attitude towards Adoption/using the technology, though perceived ease of use is also hypothesized to influence perceived usefulness and attitude towards using the technology. Oye, Iahad and Nor (2012) stated that TAM model has been proposed to better understand the said model of acceptance of technology base on adoption and the usage of technology. Wu, Chou, Weng and Huang (2011) examined the understanding and behavior of individual user to use web 2.0. The TAM model was adapted to the study as predict the user intention to use social media for academic purpose. Finally, such attitude towards using the technology determines the behavioral intention to use that technology.

Theory of Planned Behavior

According to Armitage & Conner, 2001; Venkatesh & Davis, 2000, the theory of planned behavior is one of the models that have got big attention and affirmation in a wide range of areas and applications to understand the users' purpose of using modern technology and systems. Even though, the theory of planned behavior is widely utilized to examine the adaptation and the acceptance of IT, it provides superior explanations and predictions of behavior (Venkatesh et al, 2003).

The theory of planned behavior is an expansion of Ajzen and Fishbeins theory of reasoned action TRA (1980). TRA is designed as a structure that is intended to explain the human behavior depends on the significance of the individuals' beliefs of their behavior (Fishbein & Ajzen, 1975; Ajzen & Fishbein, 1980). Also, as stated by TRA, the behavioral intention to reveal a specific behavior is formed based on the attitudes of individuals toward the behavior and on perceived subjective standards (Ajzen, 1991).

Therefore, different studies have used TPB in various fields of research, which they reported that the theory is good and significance to explain the intention of use to use or adopt ICT (Cheon, Lee, Crooks & Song, 2012; Heirman & Walrave, 2012). Therefore, TPB can predict the behavior of individual to use a certain system.

TPB is the behavioral intention to show a specific conduct is framed in view of the individual's mind toward perceived subjective norm and individual behavior. The primary determinant, behavior of individual toward attitude, shows what individual believe which it could lead and prompts to specific results and the individual's assessment of those results, positive or negative. The more positive attitude of individual is the more their intention and behavioral objective and, the higher the probability of a comparing conduct ought to be the attitude and behavior of individual intention (Abaidoo and Arkorful, 2014).

In addition, TPB has been found with different kind of factor and influence the user to utilize the use of technology and how they perceived the adoption in the context of research (Mac Callum, Jeffrey & Kinshuk, 2014). However, Cheon, Lee, Crook, and Song (2012) investigated use of TBP to determine the understanding of student in education to use device and technology. The finding shows that TPB is easy to influence the student intention to adopt device and technology for the educational purpose. The result found positive significance

influence of attitude, subjective norm, and behavioral control on intention of students to use and adopt technology for learning. Another study by Ntshakala and Obono (2013) point out that subjective norm and perceived behavioral control has influence the use of ICT in education which is affect the behavior of student and teacher on physical education. This shows that by using TPB is help to determine the factor that affect the use of ICT in educational level. However, Abbasi et al. (2013) carried out a study on adoption of ICT to predict behavior towards specific action performed by individual. The result revealed that attitude, subjective norms, and even perceived behavioral control can support to explain the TPB model With the Individual Adoption of Technology. A user who believes his capability to use technology application will show a corresponding behavioral intention for adapting and using the technology (Aboelmaged & Gabba, 2013).

CONCLUSION

In general, Technology Acceptance Model designed to determine the level of user's acceptance to utilize new system or technology and Theory of Planned Behavior developed to predict the extent of individual behavior towards a particular system. Therefore, this study combines the TAM and TPB to investigate the behavioral intention of lecturers to use ICT for the purpose of teaching and learning. Hence, it has been shown that there is an influence on behavior of lecturers towards their intention to use ICT in university. The two propose model and theory found that the user perceives a system as ease to use or help his or her task, it will lead to the continue to usage and it will change the attitude toward any kind of technology or system they were utilized before for teaching and learning student. Lecturers have perceived the benefit and importance of ICT as methods to provide a modern way of deliver teaching and learning to the student.

The federal government of Libya should monitor the budget that they give to any institution and government should have a serious platform for the technology in any institution the government will be monitor it not the institution in order to me strong and workable. Government should outsource for the technology learning from the outside Libya or to partnership with a Technology Company to come and invest in institution. Ministry of education should provide free training for the lecturer from any institution, this training should be compulsory for all lecturers and exam to test their standard on what they learn. The ministry of education should implement at least 3 ICT courses for student to learning about ICT before the student graduate. The future research can investigate on the level of management or governing those institutions about their knowledge and what kind of the information they perceived about the technology learning.

This paper suggested that the government should find a solution to the obstacle and problem that lecturers have faced in any university in Libya so that they can improve the level of utilize ICT in their university and also it will make task ease for lecturer as well as enhance the way of deliver lecture to the students in order to meet the standard of western education, which they have exposed to the benefit of ICT has been implemented into their educational system. The future research can carry out empirical research to strength the behavioral intention of lecturer towards the use of ICT. Future researcher can look on intention of management towards the implementation of ICT in their university by using empirical study.

Similarly, future research can use either qualitative or quantitative will be suggested to investigate the lecturer behavior towards the benefit of the ICT in education. In addition, the researcher can look at the moderating effect of culture and language on ICT adoption in higher education in Libya. . Future research can investigate about the age of the lecturer toward the technology usage. There is lack of model to explain the lecturer acceptance or intention to use ICT or technology adoption among the university lecturer is limited, most especially in Arab countries including Libya.

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