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# An Exploratory Study on Improving Translation Education in Libyan Universities: A Mixed-Method Study with Student Surveys and Faculties Staff Members Interviews

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**الملخص:**

تتأثر جودة التعليم في مجال الترجمة في الجامعات الليبية بعدة عوامل منها: قلة الموارد المتاحة، ونقص فرص التطوير المهني، ونقص الدعم والبيئة المناسبة. تم توضيح تأثير هذه العوامل من خلال الاستبيان الذي أُجريته في الدراسة، حيث تم إجراء استبيان بين 150 طالبًا باستخدام مقياس ليكرت. كما تم أيضًا إجراء أربع مقابلات شبه منظمة مع أعضاء هيئة التدريس. وأظهرت نتائج الاستبيان الصعوبات التي يواجهها الطلاب وأعضاء هيئة التدريس في تحقيق تعليم الترجمة عالي الجودة في الجامعات الليبية. كما أشارت النتائج أيضًا إلى أن قطاع تعليم الترجمة في ليبيا يتطلب استثمارات كبيرة لتعزيز مهارات المعلمين والطلاب وتحسين الوصول إلى الموارد. كما أكدت نتائج الدراسة العقبات الكبيرة التي تواجهها الجامعات الليبية في توفير تعليم الترجمة عالي الجودة، بما في ذلك الوصول المحدود إلى الموارد الأساسية مثل مواد الترجمة والتكنولوجيا والتمويل، بالإضافة إلى البنية التحتية والأنظمة الداعمة غير الكافية. وبناءً على ذلك، استنتجت الدراسة أن الاستثمار والدعم من وزارة التعليم العالي ضروريان للتغلب على هذه العوائق ورفع جودة تعليم الترجمة في البلاد.

**الكلمات المفتاحية:**

الوصول إلى الموارد، تحديات تعليم الترجمة، البنية التحتية غير الكافية، الاستثمار في تعليم الترجمة، فرص التطوير المهني، جودة تعليم الترجمة.

**Abstract**

The quality of translation education in Libyan universities is affected by several factors, including limited resources, a lack of professional development opportunities, and insufficient support and environment. This influence was demonstrated by the survey conducted by the researcher among 150 students using Likert. I also conducted semi-structured interviews with staff members of the translation department. The Findings highlighted the challenges faced by students and staff members in achieving high-quality translation education in Libyan universities. The findings also indicated that the translation education sector in Libya requires significant investments to enhance the skills of teachers and students and improve access to resources. The study findings also emphasized the significant obstacles that Libyan universities face in providing high-quality translation education, including limited access to basic resources such as translation materials, technology, and financing, along with insufficient infrastructure and support systems. Hence, the study concluded that investment and support from the Ministry of Higher Education are crucial to overcome these barriers and enhance the quality of translation education in the country.

**Keywords:** access to resources, challenges of translation education, insufficient infrastructure, investment in translation education, professional development opportunities, quality of translation education.

## 1. INTRODUCTION

Due to the development of the translation industry and the increasing need for skilled translators, the field of translation education has become a very important one. Universities play a pivotal role - in many countries in paying attention to translation education at the highest level to meet this demand. Perhaps a comprehensive analysis of the teaching techniques used in translation and interpreting will pave the way for continuous improvements in this field. Hence, it leads to high-quality translation education. According to Tao (2019:111), "In-depth studies of how translation and interpreting are taught can set the course for continuous improvement in translation itself."

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Given that Libyan universities face various obstacles that could have a detrimental impact on the quality of education provided to students. This paper examines the main challenges faced by Libyan universities in providing high-quality translation education and identifies potential solutions to overcome these challenges. Perhaps one of the main barriers that Libyan universities face is limited access to resources, such as translation materials, technology, and funding. These resource constraints can severely impact the quality of education students receive, as they limit the ability of teachers and students to keep up with the latest developments and practices in the industry. Furthermore, another challenge faced by Libyan universities is the scarcity of professional development opportunities for both teachers and students. This may involve restricted access to workshops, conferences and training programmes, which may hinder their ability to stay up to date with current industry trends and best practices. In addition to these restrictions, Libyan universities

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face insufficient support and infrastructure, such as substandard facilities, insufficient equipment, and a lack of support from the university administration. These factors can exacerbate obstacles to providing high-quality translation education in Libyan universities. The problem can be diagnosed as follows: the quality of translation education in Libyan universities faces major challenges resulting from limited access to resources, insufficient professional development opportunities, and inadequate support and infrastructure. This hinders the ability of both teachers and students to stay up to date with the latest industry developments and best practices, which in turn ultimately affects the quality of education students receive. Therefore, it is clear that the provision of translation education in Libyan universities faces significant challenges due to limited resources, insufficient professional development opportunities, and inadequate support and infrastructure. The above limitations greatly hinder both teachers and students from staying up to date with the latest industry developments and best practices, which ultimately results in a negative impact on the quality of education that students receive. My study aims to address these issues, and try to answer the following questions: How does limited access to resources such as translation materials, technology, and funding affect the quality of translation education in Libyan universities? What is the impact of limited professional development opportunities on the ability of teachers and students in Libyan universities to keep pace with industry developments and best practices? How do the insufficient infrastructure and support systems in Libyan universities affect the provision of translation education? Finally, what measures can Libyan universities implement to overcome these limitations and provide high-quality translation education? The objectives of the study are to determine the extent to which limited resources, a lack of professional development opportunities, and insufficient support and infrastructure affect the quality of translation education in Libyan universities. In addition, to know the specific challenges that teachers and students face in providing translation education in Libyan universities. Finally, to provide recommendations on how to address these limitations and improve the quality of translation education in Libyan universities**.** This study is based on a main hypothesis: the quality of translation education in Libyan universities is negatively affected by limited resources, a lack of professional development opportunities, and insufficient support and infrastructure. It is assumed that addressing these limitations will lead to improving the quality of translation education in Libyan universities. This paper plans to conduct qualitative interviews with staff members in translation departments in Libyan universities to gain a better understanding of the nature and extent of the challenges facing translation education. Through this study, the researcher aims to draw the attention of specialists to the current situation of translation education in Libya. To suggest possible solutions that this paper and other studies in this field will present, and to try to apply the findings of these studies, which are supposed to be implementable, and to take their recommendations into account. The researcher hopes that this research will contribute to ongoing efforts to enhance the quality of education in the country and support the growth of human capital. Perhaps I am not exaggerating if I say that the importance of translation education in shaping the nation's future by building the skills and knowledge of the future workforce, which has a great impact on the nation's progress and renaissance. Given that there is an increasing demand for skilled translation professionals, and the ability of Libyan universities to help meet this demand. This paper is organized as follows: the literature review section provides an overview of relevant research on the challenges universities face in delivering high-quality translation education. The methodology section explains the research design, data collection methods, and data analysis procedures used in this study. The Findings section presents the findings of the study, and the conclusions and recommendations section provides insight into the implications of the study and suggestions for future research. By examining the challenges of translation education in Libyan universities, this paper aims to make a valuable contribution to this field and provide a framework for future research on this important topic.

## 2. PREVIOUS STUDIES

The growing need for professionals with translation experience and skills in multiple languages has made translation education an important part of language teaching and learning more than ever before. Despite the growing interest in this field, many universities still face challenges in achieving high-quality translation education, especially in the context of limited resources. Many studies have been conducted on this topic, including a study conducted by Al-Ahdal et al. (2017). This study shed light on the importance of translation throughout history and its crucial role in human communication. The researcher highlighted how translation has been an essential part of communication between groups since ancient times when diverse languages and dialects were used to interact. This eventually led to the emergence of individuals skilled in multiple languages and who could act as mediators. Amin Ali Al-Mubarak (2017) also conducted a study in which the researcher discussed the challenges and issues facing translation courses at Jazan University in the Kingdom of Saudi Arabia. The study highlighted the importance of translation education in the context of the growing demand in the Kingdom of Saudi Arabia for translation services and the need to produce qualified translators. The researcher identified various obstacles faced by students and teachers in translation courses, such as limited resources, outdated curricula, and insufficient training. The study recommended measures to improve the quality of translation education at Jazan University, such as updating the curriculum to include contemporary translation practices and providing more opportunities for students to receive practical training. The study also emphasized the importance of enhancing the quality of translation education in the Kingdom of Saudi Arabia to meet the growing demand for translation services in the region. The author of the study conducted research to identify the difficulties that teachers face when teaching translation theories and practicing them. By distributing a questionnaire, the researcher collected information about the problems faced by teachers and suggested practical solutions to address these problems. The findings and proposals of the descriptive study could be of great value to teachers and relevant parties in enhancing the quality of translation education at Jazan University. Ying He (2021) also discussed the impact of technological advances, especially artificial intelligence (AI) on translation education. The researcher confirmed that the rapid progress in machine translation (MT) has greatly enhanced the quality of translation and brought about noticeable changes in the translation industry and teaching methods in universities. Despite the improvements brought about by machine translation (MT), Ying He's (2021) study indicated that translation teachers and students often lack up-to-date knowledge about the latest developments in MT. Moreover, outdated teaching methods and misuse of translation techniques hinder the talent development that the translation industry requires. To address these challenges, the researcher recommended updating translation teaching to reflect changes in

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the language services industry. This can be achieved by integrating machine translation and other relevant translation tools and technologies into the school curriculum and by creating a diverse translation evaluation system. Li Yahong's (2021) study highlighted the importance of English as a global language and the role of translation in enhancing language skills. The researcher stressed the need for universities and colleges to recognize the impact of globalization and the importance of mastering the English language in various fields, especially for English language majors. The study recommended the necessity of integrating translation into language teaching programs to enhance students' linguistic skills and competence in this field. By doing so, students can develop a better understanding of cultural differences and global trends, which are essential to their professional growth and success. Tatiana Vinogradova's (2022) study also emphasized the importance of translation in teaching English in non-linguistic universities. The researcher believed that translation activities can facilitate language learning and enhance the acquisition of new knowledge and skills. The study presented a case study by examining the use of translation tasks in a university course on intercultural communication. The findings indicated that translation can be an effective educational tool for non-linguistic students in terms of enhancing their linguistic competence, intercultural competence, and critical thinking skills. The study recommended incorporating translation assignments into English courses for non-linguistic students to help them better understand the language and culture of English-speaking countries. In her study, Tatiana Vinogradova (2022) highlighted the importance of translation in the context of teaching English in non-linguistic universities. The study emphasized the role of translation in reducing linguistic overlap and developing the skills necessary to use English grammar correctly, especially when compared to the grammatical structures of the mother tongue. The study focused in particular on the challenges students face in mastering grammar concepts at intermediate and higher levels and suggests that translation practice can help alleviate these difficulties. Overall, these studies provide valuable insights into the state of translation education in universities and suggest practical recommendations for improving the quality of translation teaching. By addressing these challenges and implementing effective measures, universities can better equip students with the skills needed to succeed in today's globalized world and meet the growing demand for translation professionals. Previous studies have emphasized the importance of strengthening and improving translation education, which is undoubtedly surrounded by many challenges as in the case of Libyan universities. Studies in this field would identify additional challenges and impositions and unveil the limitations resulting from resource constraints that hinder access to modern teaching techniques. advanced translation techniques, which leads to addressing the impact of these restrictions, advancing Libyan universities, and working to improve translation education according to what recent studies have reached.

## 3. Translation Education in Libya: Overcoming Challenges and Encouraging Development

Translation education in Libya has a long history surrounded by many obstacles and resource constraints. Translation departments were established at the University of Benghazi in 1956 (University of Benghazi, n.d.) and the University of Tripoli in 2008 (University of Tripoli, n.d.), marking the beginning of translation education in Libya. The Translation Department at the University of Benghazi has faced problems related to limited recruitment resources, which have affected its operations. However, in recent years, it has been able to overcome these difficulties and is now fully operational. The Department of Translation was also opened at Omar Al-Mukhtar University in (2022) indicating the increasing demand for translation education in Libya, despite the challenges and obstacles surrounding teaching translation due to the lack of resources and personnel. The demand for this field increased, and postgraduate studies were opened at the Libyan Academy Janzmy in 2000, the Libyan Academy of Benghazi in 2001, and then the Libyan Academy ALJabal AL-Akhdhar in 2021. Despite this demand for teaching translation and the opening of these paths to those interested, there remains a deficiency in teaching translation due to the lack of academics, insufficient funding, and the use of outdated teaching techniques, which affected the quality of education there. The need to address resource constraints to ensure the continued growth of this specialty. The solution may be to establish partnerships with foreign universities and organizations to increase access to resources and expertise. This can include opportunities for student and staff exchanges, joint research projects, and collaborative teaching initiatives. Furthermore, universities can improve their infrastructure and access to modern translation technologies, such as computer-aided translation and machine translation tools in order to provide students with practical experience using industry-standard tools and prepare them for the demands of the modern translation market. To enhance the quality of translation education in Libya, staff members of translation can attend conferences, workshops and participate in online training programs to stay up to date with the latest theories and methodologies in the field. Establishing partnerships with international universities and organizations undoubtedly opens paths of cooperation for students and translation staff members and the completion of joint projects, and it also allows the exchange of experiences and information, access to the latest developments and scientific developments in this field and benefiting from international experts in this field. This undoubtedly enhances the improvement of translation education, and these partnerships also facilitate access to funding and resources to improve the quality of facilities and resources available for translation education in Libya. The history of translation education in Libya has revealed to us the challenges that these institutions faced in providing excellent education in the field of translation. These can be overcome through investments and partnerships to provide students with the appropriate experiences that will make them professional translators. By addressing resource constraints and investing in the growth of translation education, these universities will have a promising future in terms of quality education.

## 4. METHODOLOGY

In this study, the researcher will use a five-point Likert scale questionnaire for 150 translation students and semi-structured interviews with translation staff members from various Libyan universities, mainly from the translation section. The Likert scale was first introduced in 1932 by Rensis Lickert, and has since become a widely accepted method for measuring observable traits in social science studies. According to Heo et al. (2022), Li (2013) cites the Likert scale as a commonly used tool in social science research. The response format used will be a five-point Likert scale that will include options such as “strongly agree,” “agree,” “neutral,” “disagree,” and “strongly disagree.” Five-point Likert scale questionnaire questions will be asked to 150 translation students to assess their perceptions of the quality of their education, the adequacy of the resources available to them, and their opinions on the effectiveness of their teachers. On the

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other hand, semi-structured interviews will be designed to enable staff members to provide comprehensive and detailed answers. This allows them to express their opinions about the research questions and objectives using their own words. This is because a semi-structured interview is perceived to have more potential than other types of interviews because it allows researchers to acquire in-depth information and evidence from interviews while seriously considering the focus of the study. The second account concerns its flexibility and adaptability. For many qualitative researchers (Mashuri et al. 2022:22). During the interviews, translation staff members will be asked about the challenges they face in teaching translation, their opinions on the current state of translation education in Libya, and their suggestions for improving the quality of translation education. During the interviews, the questions asked will be aligned with the research questions and objectives. Interviews with translation staff members will be audio-recorded and then transcribed verbatim to ensure data accuracy. The insights obtained from the semi-structured interviews will be used to address the research questions and objectives and develop recommendations to overcome obstacles to provide high-quality translation education in Libyan universities. The data collected from these interviews and surveys will be analyzed using qualitative and quantitative methods to provide a comprehensive understanding of the state of translation education in Libyan universities. The findings of this study will enhance existing knowledge in the field of translation education and provide important recommendations for policymakers and academic institutions seeking to enhance the level of translation education in Libyan universities.

## 5. FINDINGS

### 5.1 Findings of Students' Responses (Likert Survey)

A survey was conducted to collect students' opinions and views. The researcher chose to design a Likert survey to cover different aspects of translation education delivery and included the following themes:

- Theme One): Limited access to resources such as translation materials, technology, and funding affects the quality of translation education in Libyan universities.
- (Theme Two): Limited professional development opportunities affect my ability to stay up-to-date on industry developments and best practices in translation.
- (Theme Three): Inadequate infrastructure and support systems in Libyan universities; affect the delivery of translation education
- (Theme Four): Addressing the constraints facing the provision of quality translation education in Libyan universities would improve the overall quality of translation education.
- (Theme Five): I faced specific challenges in providing translation education during my time in Libyan universities.

The purpose of these themes was to investigate students' views regarding the impact of the limited availability of resources, such as translation materials, technology, and financing, on the quality of translation education. Furthermore, the survey aims to examine the impact of limited professional development opportunities on students' ability to stay up-to-date on industry developments and best practices. It also aims to assess the importance of insufficient infrastructure and support systems in providing translation education, as well as the importance of addressing the challenges facing the provision of high-quality translation education. Finally, the themes are designed to collect information about the specific challenges students face in delivering translation education. The survey used a five-point Likert scale, including options such as “strongly agree,” “agree,” “neutral,” “disagree,” and “strongly disagree” to collect responses. To provide a comprehensive understanding of the findings, Table 1 below presents the data collected along with a detailed analysis of the responses.

**Table 1 : Student Responses on Constraints and Challenges in Translation Education in Libyan Universities**

| Theme Number | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| **Theme One** | 51% | 49% | 0% | 0% | 0% |
| **Theme Two** | 42% | 9% | 0% | 44% | 5% |
| **Theme Three** | 73% | 20% | 6% | 1% | 0% |
| **Theme Fmy** | 51% | 15% | 6% | 26% | 2% |
| **Theme Five** | 60% | 30% | 0% | 10% | 0% |

The findings presented in Table 1 based on answers collected through five-point Likert scale questionnaire questions, provide important insights into students’ views regarding the impact of restricted access to resources, including translation materials, technology and funding on the quality of translation education provided in Libyan universities. In addition, the findings highlight the impact of insufficient professional development opportunities and inadequate infrastructure and support systems on the delivery of translation education. According to the findings presented in Table 1, Theme One received a majority of “strongly agree” responses (51%) and “agree” responses (49%). There were no responses indicating “neutral,” “disagree,” or “strongly disagree.” These findings indicate that a significant number of students believe that limited access to resources such as translation materials, technology, and financing negatively affects the quality of translation education in Libyan universities. Theme Two elicited a variety of responses, with 42% of students strongly agreeing, 9% agreeing, 44% disagreeing, and 5% strongly disagreeing. This suggests that there is some degree of disagreement among students about the impact of limited professional development opportunities on their ability to keep up with industry developments and best practices in translation. The findings of theme three indicate that the vast majority of students (93%) recognize the impact of inadequate infrastructure and

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support systems on the delivery of translation education in Libyan universities. Specifically, 73% strongly agreed and 20% agreed that inadequate infrastructure and support systems affect the delivery of translation education. Only 1% agreed with this statement, and there were no responses indicating strong disagreement or neutrality. This indicates that students consider the state of infrastructure and support systems to be a major barrier to providing high-quality translation education. The findings of Theme four indicate that 51% of the students strongly agreed, 15% agreed, 6% were neutral, 26% disagreed, and 2% strongly disagreed. This indicates that while the majority of students believe that addressing the constraints they face in providing high-quality translation education in Libyan universities would improve the quality of translation education, there is also a significant number of students who do not hold this view or are neutral. The findings of Theme Five indicate that 90% of students either strongly agreed or agreed that limited access to resources affects the quality of translation education. 60% of the students strongly agreed with the statement, while 30% agreed with it. Only 10% of students disagreed, and there were no responses indicating strong disagreement or neutrality. This indicates that the majority of students view the impact of limited access to resources as an important issue in the quality of translation education. I can say that the survey findings indicate that most students have a perception that limited access to resources, including translation materials, technology, and financing, as well as insufficient infrastructure and support systems affect the quality of translation education in Libyan universities. However, there is also a notable group of students who disagree with this statement. These findings provide important insights into students' perspectives regarding the delivery of translation education in Libyan universities and can help guide future efforts to enhance the quality of translation education in the country.

## 2.5 Findings of Teaching Staff Responses (Semi-structured Interviews)

As I mentioned previously, to obtain a comprehensive understanding of the challenges faced by students in the field of translation education in Libyan universities, a two-pronged approach was followed:

First, translation students' responses to the survey regarding the impact of resource constraints on translation education were reviewed.

Second, I conducted a series of semi-structured interviews with some staff members from various Libyan universities to complement the ideas collected from student responses and to gather the views and opinions of staff members on the same topic.

By combining feedback from translation students with semi-structured interviews with staff members from various Libyan universities, a comprehensive investigation into the effects of resource constraints on translation education was conducted. In a semi-structured interview method, these questions related to teaching translation in Libyan universities were asked in a conversational manner to collect more detailed and in-depth answers from staff members. The questions were asked as follows:

**Q1.** In your experience, how have restrictions on access to resources such as translation materials, technology, and funding as well as limited professional development opportunities and inadequate infrastructure and support systems affected the quality and delivery of translation education in Libyan universities?

**Q2.** Based on your experience, what specific steps can be taken to address these limitations and improve the quality of translation education in Libyan universities?

The study used a qualitative research approach to collect the views and opinions of staff members on the impact of resource constraints on translation education in Libyan universities. The interpretive model was chosen because it recognizes that knowledge is influenced by personal biases and values and is intricately linked to the context in which it is examined. Using a qualitative research approach and an interpretive model, the study was able to explore the personal experiences and insights of staff members and gain a deeper understanding of the factors that influence their views on the delivery of translation education in Libyan universities. This approach acknowledges the subjective nature of knowledge and the influence of individual viewpoints and contextual factors in shaping viewpoints. As a result, I was able to gain rich and nuanced insights that can guide efforts to improve the quality of translation education in the country. I used a semi-structured interview method to collect insights from staff members about the impact of resource constraints on translation education in Libyan universities. Interview questions focused on the impacts of limited access to resources such as translation materials, technology and funding, limited professional development opportunities, inadequate infrastructure and support systems, as well as specific challenges to the delivery of translation education. This approach allowed us to collect in-depth and detailed responses from employees. This provided valuable insights into the challenges facing the provision of translation education in Libyan universities.

### 5.2.1 Teaching Staff Participants

In this study, four staff members who are actively involved in teaching translation in various translation departments in Libyan universities were interviewed using a semi-structured approach. The participants were selected based on their extensive experience in the field of translation education, which includes at least nine years of teaching experience. The study considered that the extensive experience of staff members is vital in providing valuable insights into the impact of resource constraints on the quality of translation education in Libyan universities (Patton 2002). Table (2) below provides basic information about the staff members who participated in the study.

**Table (2) Summary of Participants' Background Information**

| Participant Information | Staff Member Profile | Translation Educator Background |
|---|---|---|
| Participant One | 10 Yrs Translation Educator | Assistant Lecturer |
| Participant Two | 13 Yrs Translation Educator | Lecturer |
| Participant Three | 22 Yrs Translation Educator | Lecturer |
| Participant Four | 9 Yrs Translation Educator | Assistant Lecturer |

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The four participants who participated in the interviews were teaching translation in different faculties in Libyan universities. They were selected based on their extensive educational experience, which includes at least nine years in the field of translation education. To ensure that participants were able to express their ideas fluently and confidently, interviews were conducted for approximately thirty minutes each. The recorded interviews were transcribed and then analyzed with reference to the research questions, focusing on the beliefs held by the teachers and the factors that influenced these beliefs.

### 5.2.2 Findings of Staff Members' Responses

#### 5.2.2.1 Limitations on Access to Resources, Professional Development and Infrastructure

The staff members who participated in the study expressed dissatisfaction with the constraints they faced in accessing resources, professional development opportunities, and infrastructure in translation departments in Libyan universities. One participant referred to as Participant One highlighted the impact of limited resources on students, saying: "Due to limited resources, students may not have access to the latest materials and technologies needed to teach translation.". In addition, Participant Three also explained that limited access to books leads to limited learning, which negatively affects the quality of translation education. He added: "One of the biggest challenges I face is the lack of books, as there is a shortage of translation books in the libraries of my institutions. Therefore, limited access to books leads to limited learning". Participant Two also expressed his concern about the challenges facing translation education in Libyan universities. As he put it, "Translation departments in Libyan universities face many obstacles, such as the lack of books and ESP dictionaries designated for commercial translation courses. Many Libyans are forced to travel to Egypt to obtain the resources they need, which directly affects the quality of translation education in Libya". Participant Four also highlighted the importance of translation and interpreting Labs in ensuring the effectiveness of translation education, saying: "The lack of labs for teaching simultaneous interpreting in translation sections poses a significant challenge for the staff members and adversely affects the performance of students." The findings of their responses indicate that there are many barriers to providing high-quality translation education in Libya as reported by the four interviewed translation teachers. Participants expressed dissatisfaction with limited access to resources, professional development opportunities, and inadequate infrastructure. The lack of necessary resources, such as books and dictionaries was identified as a major challenge that hindered students' ability to learn. The absence of interpreting labs also had a negative impact on both students and teachers. It is clear that significant investments are needed to improve the quality of translation education in Libya, with a focus on providing adequate resources and infrastructure.

#### 5.2.2.2 Improving the Quality of Translation Education in Libyan Universities

Several recommendations were proposed to improve the quality of translation education in Libyan universities in light of the information obtained from interviews conducted with the four Libyan translation staff members. Participants presented creative ideas to improve the translation education sector in the country and raise its position in the global community. As Participant One explained, "There are many steps that can be taken: implementing comprehensive curricula covering all aspects of translation, establishing partnerships with international universities, encouraging research projects, and providing opportunities for faculty and students such as workshops, seminars, and conferences." It is necessary for the Libyan government to take these proposals into consideration, and take the necessary measures to implement them to promote the growth and progress of translation education in Libya. Participant Four suggested that the quality of translation education in Libya could be improved by including translation studies in secondary school curricula and establishing a rotational training program for staff members and students in countries such as Egypt and Jordan. "This approach will allow exposure to the latest technologies and resources in translation education, and will facilitate the development of skills and knowledge among students and staff alike," she explained. Implementing these recommendations would enhance the skills and knowledge of both staff members and students, thus raising the quality of translation education in Libya. According to two study participants, Participant Three and Participant Two, the Ministry of Higher Education bears great responsibility for the current limitations in the quality of translation education in Libyan universities. They suggested that the Ministry should provide more support to universities by providing the necessary resources such as laboratories, funding, and translation books for libraries. This support is crucial to ensuring that students receive a high-quality translation education and are equipped with the skills and knowledge needed to succeed in the labor market after graduation.

## 6. DISCUSSION

The findings of both the Likert scale survey among students and the semi-structured interviews with staff members revealed the perceived limitations and barriers to the quality of translation education in Libyan universities. These findings provide valuable insight into the challenges faced by students and the barriers that need to be addressed in order to improve the quality of translation education in Libyan universities. The data from the Likert scale survey and semi-structured interviews reveal that translation education in Libyan universities faces a multitude of challenges. These challenges include restricted access to essential resources such as translation materials, technology, and financial support as well as insufficient infrastructure and support systems. The findings indicate that there is an urgent requirement for increased investment in the translation education sector in Libya to enhance access to resources and develop the proficiency of teachers and students alike. This finding is consistent with the findings of a study conducted by Zheng in Chinese universities, which also identified limited access to translation materials as a significant challenge in the field of translation education. Zheng expressed frustration with the lack of resources and called for greater investment in the sector to improve the quality of translation education. In this regard, he says, "Skills are considered essential for students to succeed as professional translators, but are unfortunately often inadequately developed in traditional translation classrooms" (Zheng, 2017:182). The findings of the study offer a comprehensive understanding of the participants' perspectives on the current state of translation education in Libya, and provide valuable insights for future improvement efforts. According to the participants, limited access to resources such as translation materials, technology, and funding is a significant challenge that hinders the quality of translation education. This finding is consistent with Gouadec's (2007) assertion that universities offering translation courses must have adequate human, financial, and material resources. Furthermore, the study highlights the negative impact of inadequate infrastructure and support systems, such as technology, classrooms, and libraries, on

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the delivery of translation education in Libyan universities. The training of translators should be flexible and responsive to changing conditions in both academic and professional contexts, particularly as they are increasingly affected by technological advancements. This observation is consistent with the findings of Sook (2015:3), who noted that "Amongst the problems which translators face are... the absence of quality control standards". Although there were some varied opinions among participants, a notable portion did not believe that limited access to resources had a detrimental impact on the quality of translation education. This indicates that there could be additional factors contributing to the issue that should be taken into account when planning future efforts to enhance translation education. According to the findings, investing in the translation education sector in Libya is crucial to tackle the challenges and limitations encountered by students and staff members. This could be achieved by improving access to the latest materials and techniques as well as offering professional development opportunities to enhance the quality of education in the field. This aligns with the observations made by Razmjou (2001), cited in Kearns (2006: 107), "The BA translation programme at Iranian universities needs substantive changes with regard to skills, techniques, and content it covers". The study findings suggest that investment in translation and interpreting labs could potentially address some of the limitations and barriers faced by students and staff members, ultimately leading to better outcomes in translation education in Libyan universities. Sook (2015) on his side, found that translators in Malaysia and Korea consider themselves professionals, but clients and the general public often have limited knowledge or understanding of the role and responsibilities of translators. This aligns with the frustration expressed by staff members in the present study regarding the lack of resources such as books and dictionaries, and the absence of interpretation labs, which negatively impact both students and teachers. These limitations may contribute to a lack of recognition and understanding of the importance of translation education and the professional responsibilities of translators in the wider society. The study participants made several recommendations to enhance the quality of translation education in Libya. This included implementing a comprehensive curriculum, establishing partnerships with international universities, promoting research initiatives, and facilitating professional development opportunities for both students and staff through workshops, seminars and conferences. Participants also stressed the crucial role of the Ministry of Higher Education in providing the necessary resources and support to Libyan universities. They suggested that investment in resources and infrastructure is essential to ensure that students receive a high-quality education in translation and interpreting and are equipped with the skills and knowledge necessary to succeed in the labor market after completing their studies. The findings of the study also highlighted the great challenges faced by translation education in Libyan universities and the urgent need for support and investment from the Ministry of Higher Education to overcome these obstacles. I can benefit from the recommendations and initiatives presented by the participants in improving the level of translation education in the country.

## 7. CONCLUSION and RECOMMENDATIONS

The study used Likert scale surveys and semi-structured interviews with students and staff members to identify tangible constraints and barriers to quality translation education in Libyan universities. The findings revealed a range of challenges in this area, including restricted access to translation materials, technology and financing, and inadequate infrastructure and support systems. Therefore, investment in the translation education sector in Libya is necessary to improve access to resources and enhance the skills of both teachers and students. Perhaps the main challenge that hinders the quality of translation in Libya and negatively affects it is the limited access to resources, according to the opinion of the study participants. The study also highlighted the determinants of insufficient infrastructure and support systems, including the technological and logistical aspects (classrooms and libraries) and their implications. A negative impact on the quality of translation education in Libyan universities. While there was some diversity of opinion, a significant minority of participants did not embrace the view that limited access to resources negatively impacts the quality of translation education. This indicates that there may be other factors that should be taken into account in future improvement initiatives, and participants made several suggestions to improve the quality of education, including translation as a subject in secondary schools, creating a rotational training program for faculty members and students in Egypt and Jordan, and implementing a curriculum comprehensive study. These recommendations along with the study findings provide valuable insights for future improvement efforts aimed at enhancing the quality of translation education in Libyan universities. Addressing these challenges will require significant investment in the translation education sector, including providing resources, infrastructure and support systems to ensure students receive a high-quality translation education. Study participants stressed the importance of the role of the Ministry of Higher Education in providing sufficient resources and support to Libyan universities to improve the quality of translation education. They also identified inadequate infrastructure and support systems, including limited access to technology, classrooms and libraries as factors negatively impacting the delivery of education in this area. Although some participants disagreed, a significant minority believed that limited access to resources affects the quality of education of translation, and should therefore be taken into consideration in future improvement initiatives. To confront these challenges, the presidency recommended investing in this sector to address obstacles and restrictions. Improving access to the latest technologies enhances the quality of translation education in addition to providing opportunities for professional development. The study also views the need to integrate the implementation of a comprehensive curriculum that includes the latest technologies and methods used in the field of translation to improve the competitiveness of students in the labor market. The study also found the importance of establishing partnerships with international universities with experience and high quality in translation education. The study also sees the need to provide development opportunities. Professional training to raise the adequacy and quality of education in this field. In conclusion, this study and the suggestions it included from the participants confirm the difficult challenges facing translation education in Libyan universities and its need for investment and support from the Ministry of Higher Education. The study also emphasizes the necessity of taking into account the participants' suggestions and ideas and formulating them to improve the quality of translation in the country's universities.

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