

تأثير البيئة التعليمية في الجامعة اللبنانية- كلية العلوم الفرع الاول (الحدث) على اداء المعلمين فيها
من وجهة نظرهم

*The Impact of the Educational Environment at the Lebanese University –Faculty
of Sciences-I (Al-Hadat) on the Instructors` Performance from their point of view*

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استاذة لغة انكليزية في الجامعة اللبنانية ،الجامعة اللبنانية الدولية و الجامعة الاسلامية في لبنان

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الملخص:

هدفت هذه الدراسة التعرف إلى تأثير البيئة التعليمية في الجامعة اللبنانية كلية العلوم الفرع الاول (الحدث) على اداء المعلمين فيها من وجهة نظرهم ، وتكون مجتمع الدراسة من جميع أعضاء هيئة التدريس في الجامعة في العام الجامعي (2018/2019)، والبالغ عددهم (100) عضواً، في حين جاءت عينة الدراسة عينة عشوائية طبقية، وعدد أفرادها (160) فرداً، ما نسبته (62%) من مجتمع الدراسة. ولتحقيق أهداف الدراسة تم استخدام المنهج الوصفي، باستخدام الاستبانة كأداة للدراسة، وتكونت من خمسة مجالات و(52) فقرة.

وعلى ضوء نتائج الدراسة سيوصى الباحثون بضرورة العمل على تطوير مجالات البيئة التعليمية الجامعية للوصول لبيئة جامعية جاذبة تلبي حاجات الطلبة ، و حاجات أعضاء الهيئة التدريسية.

الكلمات المفتاحية: البيئة الجامعية، الجامعة اللبنانية- الحدث، الهيئة التدريسية، البيئة المساندة.

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Abstract

This study aims to identify the impact of the educational university environment at the Lebanese University (Faculty of Sciences_ Al-Hadat) on the instructors` performance from their point of view. The study population consisted of 100 staff members in the Lebanese university in the academic year (2019 / 2020). The study used stratified random sampling and consisted of 160 members at around 62 % of the study`s population. The study adopted a descriptive method which consisted of 5 fields and (52) paragraphs.

In light of the results that will show later in the study, the researcher recommends agreeing on working on the development of an attractive environment that meets the needs of the students and the faculty members.

Keywords: University Environment- Lebanese University (Al-Hadat) - Faculty members- Supportive Environment.

Introduction:

John Henry Newman, a theologian and poet, clarified that a university is” a place of teaching universal knowledge” in which its basic objectives are initially intellectual, not moral, and secondly involves the diffusion of knowledge rather than its progression.

He added that the spirit of a university depends on the involvement of communication materials available in the lectures, commitment of students as well as the professional system. “A university is a place whether students come from everywhere to gain all types of knowledge as well as for communication and exchange of thought by means of individual communication and exchange of ideas. (Newman, J.H. , 1852) “University is the place where examination is developed, explorations are shown and achieved”. One generation forms another in which we must refer to the living man and listen to his living voice” John henry Newman wrote in “ The Idea of a University in 1852”. (henry, ©1996).

University education is considered as a crucial element of human development and it is essential for the high- level skills for the whole members in the society because it develops the ability and the diagnostic skills that drive local economies, assist civil society, teach pupils, guide current governments, and take significant decisions which influence whole cultures. It is vital to have an educated population in today`s world due to the impact of globalization, the

importance of increasing the knowledge as an essential aspect of progression, and the communication revolution.

There was a study that described how 24 developing countries worked together closely to develop global economy by raising the rates of participation in higher education and thus obtained a higher economic growth, a reduced incidence of poverty, and enriched health results.

Mr. Wolfensohn dedicated the World Bank to increase its effort to support higher education, sending a crucial indicator to the development community. He added, "It is impossible to have a system that functions without an appropriate and deep commitment to higher education". (Schneider, 2020)

Education is dynamic to the visions of developing countries. The poor have very few resources .First-rate education and health care are lively investments in the possessions they do control, their own employment, initiative, and creativity. Educated, healthy people do not need to be rescued from poverty. They rescue themselves. (Glass, 2014)

The institutions of higher education and universities in developed countries have witnessed excessive and accelerated improvements characterized by supplying all human and material properties that guide to accomplish their desired role, established by the quality assurance and accreditation departments to develop lists of standards prepared by experts and researches in the field of higher education. Its institutions are for the most part, a calendar for those intuitions in order to provide an attractive university learning atmosphere, which seeks to upgrade the institutions of higher education and its graduates.

These standards include the material and human requirements and they must meet in the required university environment in which it deals with all the components including the objectives and mission of the institutions, the financial resources available within it, the level of its graduates and human cadres, academic and other teams who work within educational institutions. Moreover, education outcomes are strategic points to an expressive learning in which focusing on education outcomes is vital to enlighten analysis and increase teaching processes and student learning. (Akar, 2016)

The educational future of the university student relies on the degree of adaptation besides the social and cultural compatibility with the new university environment where the student moves to study. University environment demands basic requirements to make the university environment a suitable atmosphere for studying.

In this context, this study comes to identify the reality of the university environment in the Lebanese university of the homeland, which belongs to the government, the Lebanese University Faculty of Sciences-I (Al-Hadat) Beirut.

Problem of the Research and questions:

The university environment in all its components and areas, (university administration, performance of the faculty members , students, academic programs, supportive environment) is considered to be one of the most significant direct effects in the performance of the faculty members, besides student`s agreement with the university environment and adapt to all its sections. Additionally, the lack of a suitable and attractive university environment leads to less enthusiasm amongst students and faculties.

This resulted in prompting researchers to shed light on the importance of the university educational environment .Below are some questions that will be answered in the research.

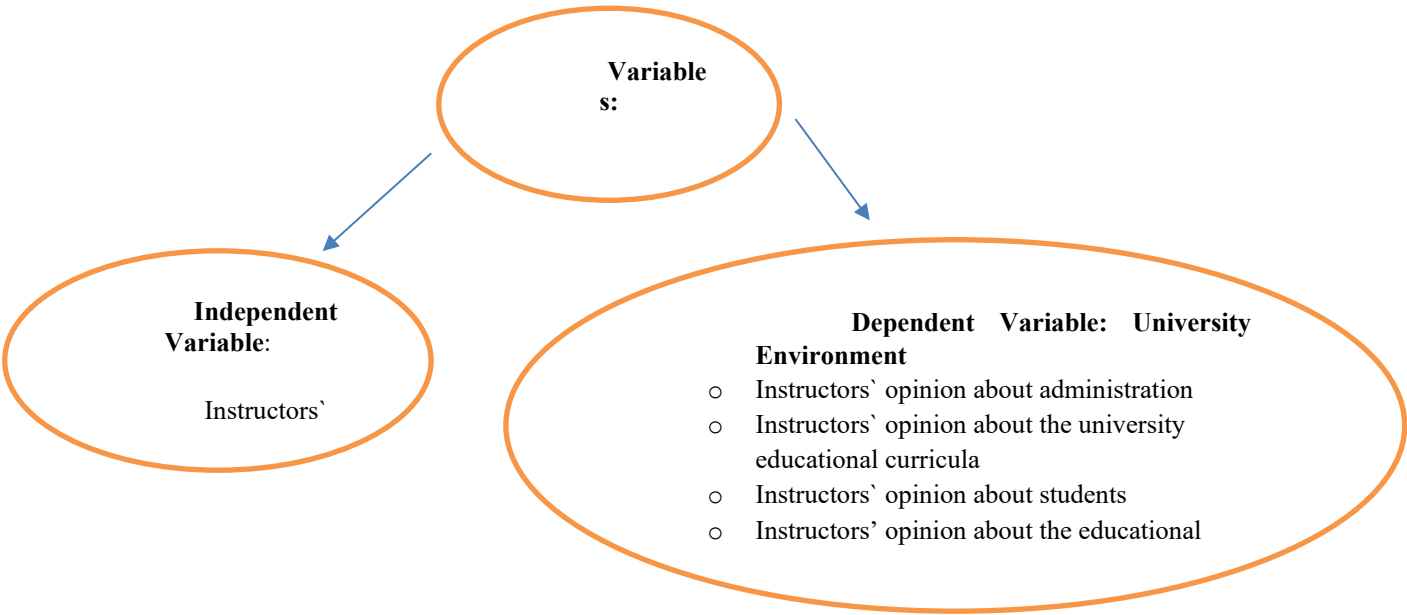
Question 1: What is the impact of the educational university environment at the Lebanese university and the instructors` performance from their point of view?

Question 2: Are there statistically significant differences towards the performance of instructors at the Lebanese University according to the gender variable, years of experience, and the educational level?

Hypotheses:

H1: There is an impact of the educational environment at the Lebanese University and the instructors` performance from their point of view.

H2: There is statistically significant differences towards the instructors` performance at the Lebanese University according to the gender variable, years of experience, and the educational level.



Objectives of the Study:

The study aims to recognize the following objectives:

1. Reveal the impact of the educational environment at the Lebanese University from the perspective of the faculty members.
2. Identify the extent of the statistical differences of the participants of the study sample of faculty members according to the variables of the study, gender, educational level, and the years of the experience.

Importance of the Study:

Theoretical Importance: Lack of previous studies that addressed the university environment at the Lebanese university.

Practical importance:

1. Highlight the concept of university environment for the university.
2. Do more researches about the university environment.
3. Identify the strengths and the weaknesses of the Lebanese university.
4. Fill the gaps in the Lebanese university concerning educational environment.
5. Find reliable solutions for the Lebanese university.

Limitation of the Study:

The **limits** of the study were characterized as follows:

Spatial limits: The Lebanese University–Faculty of Sciences-First Branch (Al-Hadat)

Time Limits: Second semester of the academic year 2019-2020

Faculty Members: Faculty members at the Lebanese University in Al-Hadat

Terms of the Study:

A) The University Environment:

The university hosts a significant and large part of the societies, which constitutes employees, energy soul, renewal and qualitative production. As a result, the university curriculum cannot alone promote or even develop and modify the behavioral patterns of youth personality development. Therefore, the importance of the university environment lies under the achievement of young people to boost their motivations, strengths, interaction and the development of their personalities to enhance their own abilities in education, decision-making holding responsibilities and enriching the state of their awareness in life.

The concept of the university environment consists of the key elements that influence the personality of students. It starts from the university curriculum, instructors, university administration and human collaboration amongst students and faculty members. This concept is developed through scientific, literary, cultural, sports, social, entertaining and educational activities as well as for the mechanisms of public participation of students and their interaction

with the university community and the social life with respect of the access to various facilities ,infrastructure and the equipment provided by the university available .

All of the above mentioned elements form a suitable climate in which a strong personality develops .For that reason, the university environment is not only a place for learning and developing academic skills ,but it is a small community where members interact and influence each other through social and public participation which effects the higher education outcomes.

Moreover, it is the atmosphere that surrounds and affects them .The human resources are represented in the academic, administrative, and social dimensions whereas the physical components are symbolized in the service dimension such as classrooms, technical ceremonies, libraries, computer laboratories and university facilities. (صاع, 2018)

System of the University Environment:

The system is all about the learning process that characterizes the interaction and communication of the administration, faculty, and students to provide appropriate academic programs in the university campus (Patitsas, 2012)

Lebanese University –Faculty of Sciences-I:

The Lebanese university is the only public institution for higher learning in Lebanon. It was founded in 1951 by notable professors and educated personalities, under the support of the Lebanese president Bechara El-Khoury. The university today is comprised of 16 faculties that serve all cultural, religious, and social groups of students and instructors. The independent university enjoys administrative, academic, and financial freedom. Among its educational goals is the creation of a unique mix of cultures is essential as well as providing the basic and necessary education to allow students to enter various professions. (<https://www.ul.edu.lb/faculte/faculties.aspx>, n.d.)

Faculty members: Every instructor who teaches at the Lebanese University (Al-Hadat) holds a Master`s degree as a minimum certificate.

Theoretical Framework and previous Studies:

The world has recognized that the economic accomplishment of the countries is determined by the importance of the educational structures with the most effective factor of production in human capital characterized talents, resourceful capacities and merits of individuals in the society.

Higher education institutes are progressively viewed as “economic power” by policy designers, which are realized as necessary for certifying awareness in knowledge through research and improvement in the persistent education of the employees. The vital measurement in countries is to educate higher-level occupation experts to be able to endure a worldwide

reasonable research base and develop knowledge skills to the profit of the society. (Anan, (2021))

As for student competence, it is evolved by learning practices in a particular content of any course in the university. If students are to acquire “justified confidence” in their skills to take a conscious action and to develop a valiant confidence in their ability and gain knowledge, trust in their power to accomplish influence of judgements in strange circumstances, they need existent involvement of being accountable for their own learning in a university environment.

The university structure consists of students, faculty members, curriculum, learning method necessities

As well as service branches .The policies, lectures, tests ,researches ,publishing ,conferences and seminars lead to a productive university full of graduate cadres who are eager to be scientifically and academically experienced in order to be able to meet the requirements of the country in a way that leads to social, scientific, economic and political development. ⁽¹³⁾

Studies have proven that universities play a significant role as leaders in educational teaching and learning as well as research and technology. They offer specialized training for high-level jobs in teaching activities and the education required for personality growth. Thus, the power of universities is vital in all zones from the social and legal point of view.

Alumni requires awareness in being acceptable whereas universities can provide data and talents necessary in order to meet the challenges of bearable development in a community, while at the same time , raising responsibility and qualifications for educated decision- making and accountable performances. The main role of universities is the invention of greatly skillful manpower as well as for the research output to meet perceived aims. Another important role is the availability of a university environment that helps students to achieve excellent results both in the field of scientific research, community service as well as in the area of teaching and developing students` personalities. The mentioned environment is entitled as a strong and healthy environment because it is able to embrace imaginative students and resourceful professors and instructors. ⁽¹⁴⁾

Concept of University Environment:

Several researchers in Arab and overseas countries concentrated on the effect of the university environment due to its noticeable impression on the learner, as well as its emphasis on the educational progression and the power of success and expansion of skills and knowledge. Professor Alyan Alhawali considered that the university environment contributes to building students` characters, boosts their personalities in accordance with the students` motivation towards learning, and increases their spirit of creativity that is influenced by

curriculum, faculty, social relations, clubs and activities. He added that the university is considered a small community inclusive of the clubs and activities whereas the university life is not only classrooms, lectures and professors, but it is the result of the interaction amongst all of the university elements.⁽¹⁵⁾

In addition, any institute has a series of collaborations that appear, such as schools, in which connections are found amongst students, educators, supervisors, and the community. These collaborations along with the effect of the university environment influence the individuals in any university. In this regard, such an environment is supposed to have a crucial effect on the development of human relations and means at all levels, enthusiasm, efficiency and job satisfaction.⁽¹⁶⁾

As it was mentioned in a study under the title “Relationship between School learning Environment and Mathematic Academic performance in River State”. School learning comprises of places where teaching and learning activities occur in which the environment consists of classrooms, libraries, workshops, teaching aids ,infrastructure , administrative building ,convenient public spaces, open spaces and parks for decorations as well as for the students who are the basic factor in teaching-learning method. The enrichment and improvement of students learning process relies on the above mentioned. (Lizzi, Wilson& Simons 2002 and Lawrence, 2012)

It can be concluded that the school learning environment should be carefully planned to increase effective teaching and learning, which leads to the assumption that a well-organized school learning environment will assist good social relationship and produce effective teaching and learning; as a result, it will show progress in students` academic performance at different levels of education.

The physical atmosphere of the school learning environment includes a diversity of effects on teachers, students and the learning process. As a result, poor lightning, noise, high stages of carbon (IV) oxide (Co₂), carbon (II) oxide (CO), and unreliable temperatures will disturb the teaching and learning outcomes of any lesson in addition to the poor maintenance of the school facilities, thus leading to poor health situations amongst teachers and students. (Fraser, Fisher, 1982 and Ajayi, Haastrup & Osalusi, 2010)⁽¹⁷⁾

Components of University Environment:

As David Jonassen explained, professor of Education, the elements of the Learning environment have been gradually taken into consideration by involving a variety of variables in the field of emotional, educational, practical, traditional, and reasonable research. In addition, students in the learning environment are obtaining more differentiated knowledge,

which shows that students' awareness in their present learning environment is stronger in learning outcomes at a university than their previous successes at school.

The two authors, Dochy F. and Segers M, highlighted on the significance of students and their outcome in the higher education method. A vital factor of a learning environment is the process of the state of the art technology in education as its use means enrichment of the value of studying that leads to improved awareness in boosting skills and enhancing enthusiasm.⁽¹⁸⁾

In miscellaneous educational experts, it is classified that the university administration is held **first** in the top of the pyramid in the university. It is accountable for all the processes related to the tasks of the university through supervising administrative tasks under the board of trustees or the owner of the university whereas, they are characterized in efficiency, effectivity and able to reform and develop in the university as well as establishing strong relationships with other supportive parties and funded ones.

Second is the teaching staff: The faculty members at the universities are considered one of the most important members for university education. The quality and sufficiency elements in university education depend on the quality of the faculty members in it, and the success of educational systems generally depends on the extent of the quality of the teacher.

Third are the students. They are one of the crucial basic responsibilities of the university, which has an obligation to provide different educational opportunities for them, so that they can understand the society in which they live, and gain technical and academic competence in the professional field of their choice, reach appropriate standards for academic. Also, one of the primary responsibilities of the university is to provide an appropriate learning environment for students, thus help them achieve holistic development, and enable them to adapt to their community (BAY 2011). Thus, university environment plays a main role in developing the creativity of students, revealing their talents, and prepare them for to be future scholars.

Fourth is the academic programs (curricula). These are essential factors in the success of higher education institutions, and accordingly, they must be built on a number of components. They include planning decisions in a sequential manner, and according to principles that are generally believed by members of the teaching staff. The curriculum is designed by specialized and educational faculty members according to the general lines drawn by scientific bodies and professional organizations, as well as the inclusion of the necessary skills and knowledge, in addition to the need to keep pace with curricula and courses of contemporary global trends. (Pricket, and Humairi, and Hazmi, 2010).

Fifth is the supportive environment. The availability of the supportive environment at the university has a major role in creating an attractive and effective university environment for students and faculty members alike. University education cannot do without the simplest of its components. The library and the electronic library are the strength of reading and research (Al-Qanadili, 2006). All buildings and facilities, spaces, parks, playgrounds, canteens, entertainment venues, laboratories, classrooms are all essential components of the university environment (Kewe, Keynesi, Toch, Pitt, 2006).

Related Studies:

In light of the researchers' review of previous studies in this field, many studies were considered in the subject of university environment.

Aydın BALYER and Kenan ÖZCAN (2017) claimed that organizational climate has influences on the way members behave and perceive in an organization. It has four basic factors: structural, human resource, political, and symbolic frames. While the human resources frame means teamwork, the structural frame accounts to guidance, the symbolic frame infers trust and the political frame means autonomy. This descriptive quantitative study was conducted to discover if these elements influence teachers' intrinsic and extrinsic job satisfaction. Results reveal that, while male teachers perceive school environment more positively, female participants have higher intrinsic job satisfaction. Also, younger teachers perceive all factors more positively, whilst experienced teachers perceive symbolic frame more positively. Concerning age, teachers who are 41 years old and over have more intrinsic job satisfaction, the younger ones have more extrinsic job satisfaction. ⁽¹⁹⁾

The researchers Hamid Bakhshialiabad, Bakhshi M., and Hassanshahi G. (2015) shed light on the Learning environment that it has a significant role in determining students' academic achievement and learning.

The aim of this study is to investigate the viewpoints of undergraduate medical science students on the learning environment using the Dundee Ready Education Environment Measure (DREEM) at Rafsanjani University of Medical Sciences (RUMS).

The descriptive cross-sectional study was performed on 493 medical science students in the following majors: nursing, midwifery, radiology, operating room nursing, laboratory sciences, medical emergency, and anesthesia. The DREEM questionnaire was used as a standard tool. Data were analyzed using SPSS (v17) software. Student's t-tests and analysis of variance (ANOVA) statistical tests were used.

The mean of the achieved scores in the five domains was 113.5 out of 200 (56.74%), which was considered more positive than negative. The total mean scores for perception of learning, teaching, and atmosphere were 27.4/48 (57.24%), 24.60/44 (55.91%), and 26.8/48

(55.89%), respectively. Academic and social self-perceptions were 20.5/32 (64.11%) and 15.7/28 (56.36%), respectively. The total DREEM scores varied significantly between courses ($P, 0.01$). The total scores of the students of operating room nursing, anesthesia, and laboratory sciences, first year students, and females were significantly higher than the other students

($P, 0.01$). The results have suggested that the students of medical sciences courses at RUMS generally hold positive perceptions toward their course environment. The differences between courses and their study pathway should be further investigated by analysis of specific items. Our results showed that it is essential for faculty members and course managers to make more efforts toward observing principles of instructional designs, to create an appropriate educational environment, and to reduce deficits in order to provide a better learning environment with more facilities and supportive systems for the students. ⁽²⁰⁾

The researchers Suwondo and Rudy Haryanto (2017) showed that education strategy through implementation of Environmental Education (EE) was implemented to achieve sustainability of green campus program in Universities in Riau. The learning process is done so that students have knowledge and attitude to apply in life. The research was conducted by a survey method with measured parameters as the success rate of the learning process (planning, implementation and learning outcomes) and student attitudes toward the campus environment. Respondents are lecturers and students who have attended EE. Data were collected by observations, questionnaires, and documentation, which were analyzed descriptively. The results showed that the learning process of EE with the student's knowledge is good. The attitude of the students after attending the lecture also shows a good response to environmental management. ⁽²¹⁾

The researchers Mahmud Abo Samra and Mohammad Abedullah Altiti aim in their study to identify the common nature of a university climate in the West Bank universities and its relation to the achievement and students' motivation. In addition, it aims in recognizing the statistical differences at level ($\alpha = 0.05$) in each of the university climate and achievements' motivation which can be resulted from variables like university, gender, and faculty. The measurements were applied on a random sample which consisted of (642) third year students during the academic year (2003 -2004).

The study showed that the reality of the university climate and the achievement motivation of the students have been in the middle level. Statistical significant differences at level ($0.05 = \alpha$) were found due to university climate variable. However, no significant statistical differences were found due to gender and faculty variables. In addition, the researchers found that there is a joint relation of statistical significance at level ($0.05 = \alpha$), between the university climate and the achievement motivation. ⁽²²⁾

The researcher Rami Nabil Alsafadi aimed in his study, to measure the quality of the university environment and identify the degree in which it correlates with the artistic production of the fine arts students at Al-Aqsa University from the fine arts students' perspective. In order to achieve the objectives of the study, the researcher used the descriptive analytical method with the use of two questionnaires.

First, the research used a questionnaire of the quality of the university environment. This questionnaire consisted of (41) items, which were divided into (4) study areas.

Second, a questionnaire of the creative production quality was also used. The second questionnaire was composed of (21) items, which were divided into (2) study areas.

The sample used in this study consisted of (173) fine arts students representing (54.4%) of the total subject population (the Fine Arts Students at Al-Aqsa University registered for the academic year 2014/2015) totaling (318) students. SPSS was used to analyze the collected data from the study subjects.

The results derived from the analysis of the responses can be summarized as follows:

- ❖ The degree of the quality of the university environment for the fine arts students at Al-Aqsa University was medium with relative weight of (60.13%).
- ❖ The fine arts students' evaluation of university environment has yielded no statistical correlation due to the attribution of the gender of the students at the significance level of ($\alpha \leq 0.05$).⁽²³⁾

The researchers Violeta Vidaček-Hainš , Victoria Appatova , Harry Prats clarified in their study that learning environment features have been gradually taken into consideration by different higher education systems in two target groups of students in Croatia and the USA. As well to the curriculum and technical support provided at a higher educational institution, other factors have been gaining importance, including student services, mentor support, learning skills development, self-efficacy, as well as the prior knowledge gained in the course of secondary education and family backgrounds. The results are interpreted in the context of identifying the key factors for successful tertiary-level education, especially in the field of information and communication technology in Croatia. Students' feedback is suggested to be used for introducing possible modifications towards a creative and effective learning environment at colleges and universities.

The survey has been adapted from the ELE study for college students (1). The results have been acquired from Part 1 (Demographics), which contains 10 questions, and Part 2 (Components of Effective Learning Environment), which contains 28 questions. Questions in Part 1 relate to calculation of demographic data such as family status, place of residence, economic indicators. Each question in Part 2 assesses a section of the learning environment to

some extent modified 5- point Likert scale, containing answers from “not important at all” to “very important”. The questions relate to valuing the significance of each of the ELE components .The result shows that, despite cultural and language differences, there is a high level of correspondence in the students’ assigning importance to various factors influencing their learning environment.

The results of the ELE Importance Factor Analysis focused on a sample of Croatian students; show that learning techniques, communication skills and availability of state-of-the-art technology are essential to the students’ college achievement. Furthermore, this finding supports efforts of the Bologna Process and trends of cutting down the size of groups while increasing the number of teachers, as well as collecting the feedback on the quality of services. These results may be used in the formation of any higher learning administrative structure, by considering a possible increase in number of services used to support learning and to organize classes and workshops focused on the development of learning and communication skills. ⁽²⁴⁾

I. Interval Validity

Variables Independents

Numbers	University Management	Pearson Correlation	Sig
1	The university administration has a clear educational vision.	0.651	.000
2	The university administration is keen to raise the status of the university at the national level.	0.472	.000
3	The university administration treats its employees with respect and appreciation.	0.512	.000
4	The university administration provides the necessary for the educational learning process.	0.715	.000
5	The university administration employees the distinguished instructors.	0.447	.000
6	The University encourages its faculty members to conduct scientific research.	0.346	.000
7	The University applies regulations and instructions to its employees.	0.184	.000
8	The University staff is promoted according to professional standards.	0.405	.000
9	The university administration provides an effective incentive system for its employees.	0.216	.000
10	The university administration provides fair regulations and norms for its employees	0.425	.000

- The above table indicates that all the signs were less than 0.05.
- Paragraph number 4 has a strong relation amongst its axes since the value of Pearson is more than 0.7.
- Paragraphs number: 1, 3 have a medium relation amongst its axis since the value of person is between 0.5 and 0.6.

Numbers	Students	Pearson Correlation	Sig
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1	Students show a remarkable interest towards the educational learning process.	0.525	.000
2	Students have leading initiatives at the national level.	0.548	.000
3	Students abide by the university regulations and instructions.	0.460	.000
4	Students maintain the property of the university.	0.502	.000
5	Students participate in voluntary work outside the university.	0.553	.000
6	Students participate in events and activities held by the University.	0.460	.000
7	Students treat university staff with respect.	0.350	.000
8	Students do not use violence in the campus	0.445	.000
9	The atmosphere of harmony and team spirit is prevalent among students.	0.503	.000
10	Students have good manners and ethics.	0.416	.000

- The above table indicates that all the signs were less than 0.05.
- Paragraphs number: 2, 5 has a medium relation amongst its axis since the value of person is between 0.5 and 0.6.

Numbers	Academic programs	Pearson Correlation	Sig
1	The scientific majors in the university are suitable for the needs of the community.	0.583	.000
2	The academic programs at the university are characterized by continuous renewal.	0.632	.000
3	The academic programs in the aspects of cognitive, emotional, and skills are balanced.	0.399	.000
4	The academic programs at the university concern the specificity of the Lebanese society.	0.435	.000
5	The academic programs at the university boost the personality of the student.	0.347	.000
6	The academic programs provide for the students opportunities in creativity.	0.340	.000
7	The academic programs at the university maintain the values and authenticity of the community.	0.288	.000
8	The academic programs develop the spirit of competition among students.	0.331	.000
9	The academic programs at the university attract high-rate students.	0.357	.000
10	The University has exceptional majors not offered in other universities in the country.	0.393	.000

- The above table indicates that all the signs were less than 0.05.
- Paragraphs number: 1, 2 have a medium relation amongst its axis since the value of person is between 0.5 and 0.6.

Numbers	Supporting Environment	Pearson Correlation	Sig
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1	Textbooks are available for students at specific times.	0.551	.000
2	The university library provides its services to students acceptably.	0.678	0.000
3	Internet services at the university meet the needs of students.	0.476	.000
4	The University provides its students with the required medical care.	0.612	.000
5	The university has sufficient classrooms.	0.598	.000
6	Classrooms are prepared for lectures and presentations.	0.479	.000
7	Cafeterias at the university meet the needs of students.	0.356	.000
8	The university yards are appropriate with the numbers of students and their needs.	0.514	.000
9	The university has green spaces and parks.	0.472	.000
10	The university has a financial aid system for students.	0.491	.000
11	The University provides special services for people with special needs.	0.532	.000
12	The University has the facilities required for student activities.	0.492	.000

- The above table indicates that all the signs were less than 0.05.
- Paragraphs number: 2, 4 have a medium relation amongst its axis since the value of person is between 0.5 and 0.6.

Variable Dependent

Numbers	Faculty Performance	Pearson Correlation	Sig
1	There are sufficient instructors in all faculties.	0.632	.000
2	Faculty members possess appropriate scientific qualifications in accordance with the needs of involved departments.	0.661	.000
3	Faculty members are keen to develop themselves professionally.	0.657	.000
4	The university has faculty members with high scientific ranks (Assistant Professor and Professor).	0.388	.000
5	Students read books written by faculty members at the university.	0.448	.000
6	Faculty members have leadership qualities.	0.487	.000
7	Faculty members are keen to use modern and innovative methods.	0.481	0.000
8	Faculty members work in a team spirit.	0.486	.000
9	Faculty members treat students with respect.	0.475	.000
10	Faculty members effectively use technology in their teaching.	0.496	.000

- Paragraphs number: 1, 2 have a medium relation amongst its axes since the value of person is between 0.5 and 0.6.

II. Structure Validity

	Pearson Correlation	Sig
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University Management	0.664	0.000
Students	0.630	0.000
Academic programs	0.824	0.000
Supporting Environment	0.755	0.000
Faculty Performance	0.678	0.000

- The results in the above table indicates that the level of significance is less than 0.05 that the correlation of all axes first, second and third with the overall degree of the axes is strong. As well as the correlation of the dependent variable with the overall degree of the axes is strong, and this indicates that, the validity of the instruction of the questionnaire is strong and solid.

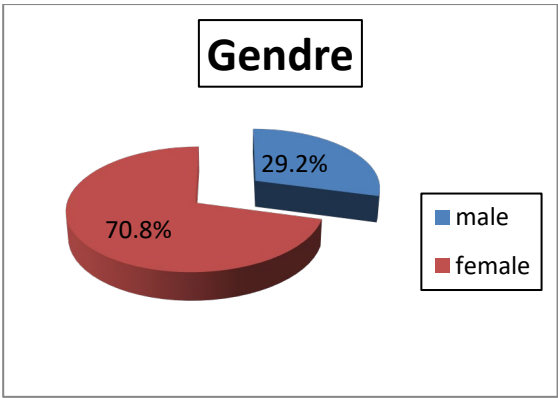
III. Reliability

	Numbers of Paragraphs	Cronbach's Alpha
University Management	10	0.857
Students	10	0.923
Academic programs	10	0.926
Supporting Environment	12	0.917
Faculty Performance	10	0.927
The complete survey	52	0.947

- The consistency of the questionnaire is intended to give the questionnaire the results in the event that it is redistributed more than once while maintaining the same conditions and conditions.
- From the number 1 the stronger the stability and the result must not be less than 0.60, equivalent to 60%, so the researcher considers that there is stability in terms of questions or phrases.
- The above table shows that the results of the stability factor for Alpha Cronbach's are greater than the required value of 0.60 or 60%, and therefore it can be judged that the questionnaire has a high degree of stability reached of 0.947

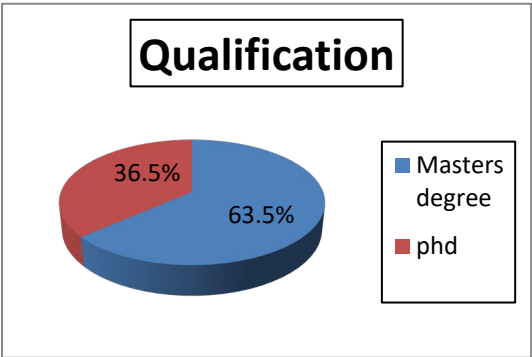
IV. Results

1. Gendre



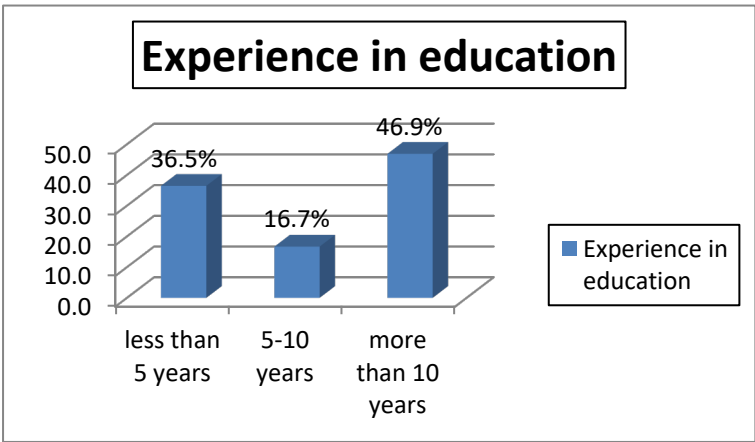
- 70.8 % was female and 29.2% was male

2. Qualification



– 63.5 % was Master’s degree and 36.5 % was PhD.

3. Experience in education



– 46.9 % has more than ten years’ experience in education.

4. Analysis of study results

➤ University Management

Numbers of paragraphs	Strongly Agree	Agree	Disagree	Strongly Disagree	Means	Std Deviation
1	4.2%	66.7%	26.0%	3.1%	2.71	0.59
2	8.3%	78.1%	11.5%	2.1%	2.92	0.52
3	7.3%	79.2%	12.5%	1.0%	2.92	0.48
4	4.2%	65.6%	17.7%	12.5%	2.61	0.75
5	5.2	71.9%	13.5%	9.4%	2.72	0.70
6	7.3%	74.0%	14.6%	4.2%	2.84	0.6
7	6.3%	82.3%	9.4%	2.1%	2.92	0.48
8	8.3%	67.7%	12.5%	11.5%	2.72	0.77
9	17.7%	62.5%	16.7%	3.1%	2.94	0.68
10	13.5%	66.7%	15.6%	4.2%	2.89	0.67

- Paragraph number: 9 took the first place in the axes of university management since the value of the means was 2.94.
- Paragraphs number: 2, 3, 7 took the first place in the axes of university management since the value of the means was 2.92.
- Results of the standard deviation for all the first axis expressions ranged between 0.4 and 0.7 with the stability of the range value of these expressions, and this indicates the consistency in the sample answers to all expressions, since the standard deviation is less than 1.

➤ **Students**

Numbers of paragraphs	Strongly Agree	Agree	Disagree	Strongly Disagree	Means	Std Deviation
1	19.8%	42.7%	24.0%	13.5%	2.68	0.94
2	31.3%	45.8%	21.9%	1.0%	3.07	0.75
3	25.0%	56.3%	16.7%	2.1%	3.04	0.70
4	24.0%	55.2%	18.8%	2.1%	3.01	0.71
5	24.0%	53.1%	19.8%	3.1%	2.97	0.75
6	25.0%	60.4%	13.5%	1.0%	3.09	0.65
7	21.9%	63.5%	12.5%	2.1%	3.05	0.65
8	27.1%	57.3%	13.5%	2.1%	3.09	0.69
9	18.8%	59.4%	16.7%	5.2%	2.91	0.74
10	27.1%	56.3%	13.5%	3.1%	3.07	0.72

- Paragraphs 2, 3, 4, 6, 7, 8, 10 took the first place in the axes of students since the value of the means was 3.0.
- Paragraphs 5, 9 took the second place in the axes of university management since the value of the means was 2.9.
- The results of the standard deviation for all the third axes expressions ranged between 0.6 and 0.9 with the stability of the range value of these expressions, and this indicates the consistency in the sample answers to all expressions, since the standard deviation is less than 1.

➤ **Academic programs**

Numbers of paragraphs	Strongly Agree	Agree	Disagree	Strongly Disagree	Means	Std Deviation
1	20.8%	55.2%	19.8%	4.2%	2.92	0.75
2	17.7%	37.5%	30.2%	14.6%	2.58	0.94
3	19.8%	32.3%	35.4%	12.5%	2.59	0.94
4	21.9%	45.8%	30.2%	2.1%	2.87	0.77
5	21.9%	29.2%	33.3%	15.6%	2.57	0.75
6	20.8%	35.4%	33.3%	10.4%	2.66	0.92
7	26.0%	47.9%	21.9%	4.2%	2.95	0.80
8	31.3%	47.9%	19.8%	1.0%	2.95	0.80
9	21.9%	46.9%	26.0%	5.2%	2.85	0.82
10	27.1%	33.3%	29.2%	10.4%	2.77	0.96

- Paragraphs: 7, 8 took the first place in the axes of students since the value of the means was 2.95.
- Paragraph 4 took the third place in the axes of university management since the value of the means was 2.87.
- The results of the standard deviation for all the second axes expressions ranged between 0.7 and 0.9 with the stability of the range value of these expressions, and this indicates the consistency in the sample answers to all expressions, since the standard deviation is less than 1.

➤ **Supporting Environment**

Numbers of paragraphs	Strongly Agree	Agree	Disagree	Strongly Disagree	Means	Std Deviation
1	21.9%	59.4%	17.7%	1.0%	3.02	0.66
2	27.1%	51.0%	19.8%	2.1%	3.03	0.74
3	15.6%	37.5%	32.3%	14.6%	2.54	0.92
4	20.8%	52.1%	24.0%	3.1%	2.90	0.75
5	24.0%	49.0%	22.9%	4.2%	2.92	0.79
6	21.9%	55.2%	21.9%	1.0%	2.97	0.69
7	15.6%	32.3%	13.5%	38.5%	2.25	0.65
8	24.0%	55.2%	17.7%	3.1%	3.0	0.73
9	32.3%	53.1%	13.5%	1.0%	3.16	0.69
10	20.8%	51.0%	24.0%	4.2%	2.88	0.77
11	20.8%	53.1%	22.9%	3.1%	2.91	0.74
12	24.0%	49.0%	24.0%	3.1%	2.93	0.77

- Paragraphs 9 took the first place in the axes of students since the value of the means was 3.16.
- Paragraphs 1, 2, 8 took the fourth place in the axes of university management since the value of the means was 3.0.
- The results of the standard deviation for all the third axes expressions ranged between 0.6 and 0.9 with the stability of the range value of these expressions, and this indicates the consistency in the sample answers to all expressions, since the standard deviation is less than 1.

➤ **Faculty Performance (Variable Dependent)**

Numbers of paragraphs	Strongly Agree	Agree	Disagree	Strongly Disagree	Means	Std Deviation
1	26.0%	49.0%	24.0%	26.0%	3.0	0.73
2	28.1%	43.8%	27.1%	28.1%	2.98	0.77
3	32.3%	36.5%	31.3%	32.3%	3.0	0.80
4	47.9%	35.4%	15.6%	47.9%	3.3	0.76
5	30.2%	46.9%	19.8%	30.2%	3.0	0.79
6	28.1%	44.8%	25.0%	28.1%	2.98	0.78
7	22.9%	38.5%	31.3%	22.9%	2.77	0.88
8	26.0%	39.6%	30.2%	26.0%	2.87	0.84
9	26.0%	38.5%	28.1%	26.0%	2.83	0.90
10	25.0%	31.3%	40.6%	25.0%	2.78	0.86

- Paragraphs number 4 took the first place in the axes of students since the value of the means was 3.3.

- Paragraphs number 1, 3, 5 took the fifth place in the axes of university management since the value of the means was 3.0.
- The results of the standard deviation for all the fourth axes expressions ranged between 0.7 and 0.9 with the stability of the range value of these expressions, and this indicates the consistency in the sample answers to all expressions, since the standard deviation is less than 1.

5. Answers to the problems of the study

First problem

			University Management	Faculty Performance
Spearman's rho	University Management	Correlation Coefficient	1.000	.603**
		Sig. (2-tailed)		.003
		N	96	96
	Faculty Performance	Correlation Coefficient	.603**	1.000
		Sig. (2-tailed)	.003	
		N	96	96
**. Correlation is significant at the 0.01 level (2-tailed).				

- To answer on the first research question ,the Spearman`s was used to check the relation amongst university management and faculty performance.
- The sign was less than 0.05 so there is a relation.
- The value of Spearman is 0.603 so the relation is medium.

Correlations				
			Faculty Performance	Students
Spearman's rho	Faculty Performance	Correlation Coefficient	1.000	.608**
		Sig. (2-tailed)		.002
		N	96	96
	Students	Correlation Coefficient	.608**	1.000
		Sig. (2-tailed)	.002	
		N	96	96
**. Correlation is significant at the 0.01 level (2-tailed).				

- To answer on the first research question the Spearman`s was used to check the relation amongst university management and faculty performance.
- The sign was less than 0.05 so there is a relation.
- The value of Spearman is 0.608 so the relation is medium.

Correlations				
			Faculty Performance	Academic programs
Spearman's rho	Faculty Performance	Correlation Coefficient	1.000	.854**
		Sig. (2-tailed)		.000
		N	96	96
	Academic programs	Correlation Coefficient	.854**	1.000
		Sig. (2-tailed)	.000	
		N	96	96
**. Correlation is significant at the 0.01 level (2-tailed).				

- To answer on the first research question the Spearman`s was used to check the relation amongst university management and faculty performance.
- The sign was less than 0.05 so there is a relation.
- The value of Spearman is 0.854 so the relation is strong.

Correlations				
			Faculty Performance	Supporting Environment
Spearman's rho	Faculty Performance	Correlation Coefficient	1.000	.709**
		Sig. (2-tailed)		.000
		N	96	96
	Supporting Environment	Correlation Coefficient	.709**	1.000
		Sig. (2-tailed)	.000	
		N	96	96
**. Correlation is significant at the 0.01 level (2-tailed).				

- To answer on the first research question the Spearman`s was used to check the relation amongst university management and faculty performance.
- The sign was less than 0.05 so there is a relation.
- The value of Spearman is 0.854 so the relation is strong.

6. The Answer to the hypothesis of study

The First hypothesis

Correlations				
			Faculty Performance	Educational environment
Spearman's rho	Faculty Performance	Correlation Coefficient	1.000	.773**
		Sig. (2-tailed)		.000
		N	96	96
	Educational environment	Correlation Coefficient	.773**	1.000
		Sig. (2-tailed)	.000	
		N	96	96
**. Correlation is significant at the 0.01 level (2-tailed).				

- The researcher adopted the null or hypothesis in his study, which states that: There is no relationship between the Faculty Performance and Educational environment teaching in the Lebanese university in Al-Hadat , and a sympathy for the answers to the study's problems, and based on the result of the Spearman's Rho Correlation test, that indicates that the value of the statistical significance between the faculty performance and the educational environment is 0,000, that is, less than 0.05, and that the value of the Spearman correlation coefficient is 0.773, the researcher rejects the zero or null hypothesis, meaning that there is no relationship, and therefore one can say that it is:
- There is a positive, mean, and statistically positive relationship less than 0.05 between the faculty performance and the educational environment from the viewpoint of instructors' teaching at the Lebanese university at Al-Hadat.

The second Hypothesis
Depending on the gender variable

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	f	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
									Lower
Faculty Performance	Equal variances assumed	.654	.421	.435	94	.665	.62395	1.43432	-2.22392
	Equal variances not assumed			.433	49.987	.667	.62395	1.43942	-2.26724

- For answering on the second hypotheses, the researcher used Independent Samples Test.
- The sign was more than 0.05, so there is no statically significant differences towards the instructors' performance at the Lebanese University in Al-Hadat according to gender variable.

Depending on the Qualification variable

ANOVA					
Faculty Performance					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.800	1	.800	.020	.889
Within Groups	3842.356	94	40.876		
Total	3843.156	95			

- For answering on the second hypotheses, the researcher used Anova test.
- The sign was more than 0.05, so there is no statically significant differences towards the instructors’ performance at the Lebanese University in Al-Hadat according to qualification variable.

Depending on the Experience in education variable

Symmetric Measures			
		Value	Approx. Sig.
Nominal by Nominal	Phi	.420	.010
	Cramer's V	.297	.010
N of Valid Cases		96	

- For answering on the second hypotheses, the researcher used Phi and Cramer’s test.
- The sign was less than 0.05, so there is no statically significant differences towards the instructors’ performance at the Lebanese University in Al-Hadat according to experience in education variable.

			Experience in University education			Total
			less than 5 years	5-10 years	more than 10 years	
Faculty Performance	Strongly agree	Count	10	0	16	26
		percentage	28.6%	0.0%	35.6%	27.1%
	Agree	Count	12	9	14	35
		percentage	34.3%	56.3%	31.1%	36.5%
	Disagree	Count	10	3	3	16
		percentage	28.6%	18.8%	6.7%	16.7%
	Strongly Disagree	Count	3	4	12	19
		percentage	8.6%	25.0%	26.7%	19.8%
Total		Count	35	16	45	96
		percentage	100.0%	100.0%	100.0%	100.0%

- The results above has shown that instructors who have experience more than ten years were based on the answer of “strongly agree”.

Recommendations:

- ✓ The necessity of supporting the higher administration at the university for faculty members and their assistants. Appropriate training centers are available for faculty members to implement laws, regulations and instructions fairly and impartially on them.

- ✓ Paying more attention to the subject of the university environment in general, and in the Lebanese universities in particular, to attract the distinguished competencies and experiences of the faculty members.
- ✓ The university administration should keep pace with recent developments in preparing unique and academic programs to attract students of high rates.
- ✓ Availability of appropriate places for the work of faculty members and the expansion of missions and scientific missions undertaken by faculty members.
- ✓ Most of the studies in the university environment were from the viewpoint of students only, and very few studies were from the viewpoint of faculty members or administrators, so researchers recommended that these groups pay more attention in the upcoming studies.

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