

Psychological Stability and Digital Recruitment Skills Acquisition among Libyan University Students University of Derna - Libya

أثر الاستقرار النفسي في اكتساب مهارات التوظيف الرقمي لدى طلبة الجامعات الليبية

جامعة درنة – ليبيا

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Abstract:

This paper aims to analyse the impact of psychological stability on the acquisition of digital employment skills among Libyan university students post Daniel natural disaster in September 2023, during the accelerated digital transformation and the growing role of AI in the labour market with identifying key related barriers. A sample of 150 Economics students was selected to examine the main challenges faced by Libyan undergraduate students in this context. Moreover, creative-oriented sessions and direct observation were conducted to collect the required data for this qualitative study, alongside the use of visual statistical analysis, including histograms, tables, and graphs. The findings indicate that students' psychological instability has not received adequate attention. This study opens the door for policymakers and academics to take appropriate action. Therefore, it is highly recommended to provide psychological support for Libyan university students at all educational levels, as this is a key factor in enhancing self-confidence, motivation, and overall academic success. However, further research is still needed to explore this important topic in greater depth.

Keywords : Digital recruitment skills, students' psychological stability, Libyan Universities, digital learning challenges, mental health.

ملخص:

تهدف هذه الورقة البحثية إلى تحليل أثر الاستقرار النفسي على اكتساب مهارات التوظيف الرقمي لدى طلبة الجامعات الليبية وذلك في ظل التحول الرقمي المتسارع والدور المتنامي للذكاء الاصطناعي في سوق العمل، مع تحديد أبرز العوائق المرتبطة بهذا الموضوع خاصة بعد كارثة فيضان دانيال الذي ضرب المدينة في سبتمبر 2023،

ولقد تم اختيار عينة مكونة من 150 طالباً من طلبة كلية الاقتصاد لدراسة التحديات الرئيسية التي تواجه طلبة المرحلة الجامعية في ليبيا ضمن هذا السياق. كما تم تنفيذ جلسات إبداعية قائمة على المشاركة والملاحظة المباشرة لجمع البيانات اللازمة لهذه الدراسة النوعية، إلى جانب استخدام التحليل الإحصائي البصري الذي شمل المدرجات التكرارية والجداول والرسوم البيانية، كما وأظهرت النتائج أن حالة عدم الاستقرار النفسي لدى الطلبة لم تحظَ بالاهتمام الكافي. وتفتح هذه الدراسة المجال أمام صناع السياسات والأكاديميين لاتخاذ الإجراءات المناسبة لمعالجة هذه القضية. وعليه، توصي الدراسة بشدة بتوفير الدعم النفسي لطلبة الجامعات الليبية في جميع المراحل التعليمية، باعتبار ذلك عاملاً أساسياً في تعزيز الثقة بالنفس، وزيادة الدافعية، وتحقيق النجاح الأكاديمي بصورة عامة. ومع ذلك، لا تزال هناك حاجة إلى مزيد من الدراسات والبحوث لاستكشاف هذا الموضوع المهم بمزيد من الفهم والعمق والتحليل.

الكلمات المفتاحية: مهارات التوظيف الرقمي، الاستقرار النفسي للطلبة، الجامعات الليبية، تحديات التعلم الرقمي، الصحة النفسية.

1. Introduction

The city of Derna endured a devastating flood disaster in September 2023, resulting in the tragic loss of thousands of lives. This catastrophe left a profound impact on the community, causing widespread shock and significant psychological distress, particularly among university students affecting their educational attainment. On the other hand, digital education is based on the use of computer tools and modern technologies such as the internet, smart devices, and interactive software in the educational process. Moreover, some academics normally do not consider students' psychological stability when addressing existing and potential barriers in this type of learning environment. However, digital higher education allows Libyan university students to access online educational materials at any time and from anywhere, providing greater flexibility in learning and training. It also enables the use of interactive tools, such as virtual classrooms and online forums, to enhance interaction between lecturers and students.

Furthermore, given the importance of developing specialized digital skills within different fields, as well as keeping pace with evolving industry expectations, Libyan universities need to pay greater attention to students' comfort when adapting to the general digital culture and building the digital identity of graduates. Therefore, many Libyan universities are required to formulate clear strategies for implementing digital learning smoothly. These strategies should maintain a high degree of flexibility by relying on continuous processes and structures that can adapt to the changing environment in digital education and training. Additionally, the authors argue that digital learning strategies in Libyan universities should be inclusive, adaptable, and participatory; in order to address the psychological needs of students at all levels. On the other hand, successful training for university students to acquire digital employment skills depends primarily on their psychological stability and motivation, before other influencing factors, it also depends on the availability of the necessary capabilities and resources to effectively deliver the educational process. Moreover, the authors argue that recent digital transformations and trends in higher education have emerged because of continuous developments in industrial digital technologies, increased competitiveness, and the rapid fluctuations of the Libyan labour market. However, in this context, it is essential to emphasize the importance of enhancing Libyan University students' motivation to learn as a key factor in acquiring digital employment skills. This, in turn, contributes to economic development through the preparation of professionally competent graduates capable of diversifying sources of income with adding extra value to human resource improvement, particularly in developing countries where such advancement is critically needed. Furthermore, digital technologies and artificial intelligence are rapidly driving fundamental changes in higher education across multiple dimensions. These changes range from guiding students toward suitable academic specializations to influencing teaching and research processes, methods of assessment and evaluation, academic management, and quality assurance. They also play a role in aligning graduate competencies with labour market demands within the context of digital transformation in the Libyan work environment (Alenezi, 2021).

Currently, students in Libyan higher education face significant challenges in learning and practicing digital recruitment skills. These challenges mainly stem from weak technological infrastructure, outdated university curricula, and insufficient psychological readiness. In addition, many lecturers tend to rely on traditional teaching approaches rather than adapting to the evolving demands of the labour market, especially as recruitment processes increasingly shift toward digital methods. As a result, Libyan students often graduate with strong theoretical knowledge but limited practical experience in essential digital tools required for entering the labour market. Furthermore, the infrequent updating of course content reflects a lack of effective quality assurance and continuous academic monitoring at most Libyan Universities. This shortcoming has led to negative educational and psychological consequences, ultimately affecting students' academic achievement and their level of digital recruitment skills.

Hence, this outcome is expected due to the lack of regular updates to many university programs and teaching curricula, as well as the limited role of college leadership and the failure of academic departments to effectively implement standards for the development of teaching and training tools. This mismatch negatively affects students and graduates by threatening their psychological well-being and limiting their future career development. As a result, many Libyan graduates are required to undertake additional training courses after graduation to achieve the minimum level of digital recruitment skills (DRS) needed to meet labour market demands in the context of ongoing digital transformation. In response, by looking at some examples, there are Arab universities, particularly in the Gulf region, decided to adopt strategies to improve faculty recruitment and development. These efforts often involve adapting models from highly ranked international universities in order to modernize teaching practices, move beyond outdated theoretical approaches, and align curricula and training tools with the requirements of digitalization. Such initiatives aim to equip students with the digital recruitment skills necessary to keep pace with the demands of a competitive and rapidly evolving labour market (Morgan, 2022).

Furthermore, the authors realised that university students in Libya often lack essential digital soft skills, such as online communication and networking teamwork, which are undeniably important for building effective teams and enhancing self-confidence. This is largely because many academic programs do not adequately address the psychological dimension while attempting to equip students with practical digital recruitment skills that are highly demanded by employers and recruitment agencies. For example, there is an increasing demand for candidates who can analyze data from digital dashboards to identify top talent. However, digital higher education is not merely a method of accessing or transferring information; rather, it represents an integrated and digitized learning experience that requires psychological readiness. It plays a crucial role in developing key competencies such as critical thinking, digital communication, adaptability, leadership, and collaboration. In addition, the effective use of digital tools enables Libyan university students to interact not only with information but also with one another, thereby enhancing their ability to adapt to a dynamic and constantly evolving digital environment. Moreover, digital higher education serves as a bridge between academic learning and social interaction within a continuously evolving digital context. This contributes to preparing a generation of graduates capable of keeping pace with technological advancements and effectively responding to recruitment challenges (Alenezi, 2021).

2. Methodology of the Study

This study adopts a qualitative research approach to examine the causes of psychological instability among Libyan university students while learning digital recruitment skills (DRS). The required data was collected through observing students' development, in order to gain in-depth insights into the psychological and technical challenges associated with learning and mastering these skills. Furthermore, as mentioned before, a focused sample of 150 Economics students was involved to gather the required data through interviews, meetings, and direct observation, then all related information were analysed using descriptive and visual techniques, including charts and graphs. On the other hand, this approach was chosen because the study focuses on meanings, concepts, definitions, and characteristics to describe the phenomenon, rather than relying on extensive statistical analysis or measurement. Accordingly, the study aims to investigate the underlying social and educational factors that hinder Libyan university students from acquiring essential digital employment skills, and how these factors are influenced by students' psychological instability, rather than measuring the frequency of such challenges to support the study's arguments and enhance the clarity of the findings.

Finally, the data related to key digital employability skills were visually analysed and ranked based on performance and achievement, according to the perspectives of the sample group, while also incorporating insights from employers, experts, and academics.

3. Objectives of the Study

1. Highlighting the importance of psychological stability for Libyan university students when learning and practicing digital employability skills.
2. Investigating the internal and external factors and challenges that hinder the acquisition of digital recruitment skills.
3. Drawing the attention of decision-makers and stakeholders to the importance of collaborative efforts in identifying digital recruitment skills aligned with labour market needs and integrating them into curricula and training programs.

4. Hypotheses of the Study

1. Libyan universities are not adequately equipping students with digital employability skills that meet local labour market expectations.
2. Stakeholders, particularly employers, are insufficiently involved in the design of university curricula and training programs.
3. Students' psychological well-being is not adequately considered when teaching digital employability skills.

5. Importance of the Study

This study is considered significant due to its originality and relevance, for the following reasons:

1. It emphasizes the need for Libyan academics to consider students' psychological preparedness when updating curricula and revising study plans.
2. It highlights the need for academics to develop digital employability skills and competencies in order to better prepare their students to add value to future employers.
3. Libya is in urgent need of diversifying its sources of income through investment in digital human resource development; therefore, this study contributes to advancing digital recruitment skills across the country.

6. Problems of the Study

Technological advancements, computer facilities, digital transformation, and the integration of artificial intelligence (AI) into industry require openness and psychological readiness. Libyan university students face significant challenges in adapting to these changes, which necessitate major shifts in educational outcomes. The main problems addressed in this study can be summarized as follows:

1. A lack of prior research and references addressing the challenges faced by university students in learning digital recruitment skills (DRS).

2. Limited cooperation and reluctance among some academics to update curricula and align them with labour market needs.
3. The severe psychological impact on students in Derna following Storm Daniel floods on 10 September 2023, which caused widespread devastation and significant loss of life.
4. Resistance to updating outdated curricula, particularly from lecturers who are less familiar with digital teaching and training tools.

7. Research Questions

Based on the importance of this study, several key questions are addressed:

1. Who is responsible for monitoring and supporting students' psychological stability throughout the academic year?
2. Do Libyan universities provide adequate digital literacy training for all students?
3. What additional challenges do Libyan students face when learning digital employability skills in response to labour market demands?
4. Do university lecturers require specialized training to enhance students' psychological readiness alongside digital employability skills?

8. Literature Review of the Study

Digital education in Libyan universities is currently undergoing a significant transformation, driven by the increasing use of platforms, learning management systems, and smart device applications. However, this mode of learning faces several major and minor challenges, including a lack of psychological readiness, weak digital infrastructure, poor internet connectivity, limited digital awareness, and financial constraints. In addition, there is an urgent need to train academic staff at different levels and to provide appropriate teaching and learning tools and materials to effectively support the integration of digital technologies across Libyan universities. This would contribute to improving the efficiency of higher education and expanding flexible learning opportunities for students, while maintaining traditional education as a parallel option and before addressing the key challenges faced by university students in learning digital recruitment skills, it is important to first clarify the relevant concepts.

8.1 Concepts of Psychology Stability

Based on previous academic literature, including books, references, and published studies, it is important for Libyan academics to understand the concept of psychological stability through the following definitions:

- A.** Psychological stability is a state of inner comfort and emotional balance, characterized by the absence of severe mental disorders and the presence of inner peace, reflecting harmony among thoughts, feelings, and behaviour.
- B.** Psychological stability refers to a normal psychological state free from extreme or sudden disturbances, complex psychological tensions, and mental illness.

C. Psychological stability can also be understood as a state of emotional well-being in which students are able to effectively manage their thoughts, feelings, and behaviours. It does not imply the absence of anxiety or sadness, but rather the ability to cope resiliently with life's challenges.

Furthermore, psychological stability among Libyan university students is not only important but represents a fundamental pillar for academic success, educational attainment, and personal development. It enhances students' ability to concentrate, supports the acquisition of digital recruitment skills, increases motivation, and enables them to effectively cope with academic stress, particularly during examinations, assignment preparation, and thesis writing (Morgan, 2022).

In addition, psychological stability contributes to the development of a balanced generation of Libyan graduates who are capable of creativity and effective social interaction. Conversely, the absence of psychological stability may lead to a range of challenges for Libyan university students, as illustrated in Figure 1:

Figure No 1: Types of Students' Psychology Problems



Figure Source: (Jackson, D, 2015)

8.2 Psychological stability and educational success

From a scientific perspective, psychological stability is a key factor in educational success, as it enhances Libyan university students' ability to engage in the learning process, concentrate effectively, assimilate information quickly, and manage exam-related stress. Accordingly, emotionally and psychologically stable students tend to demonstrate higher levels of motivation, greater self-confidence, and a stronger ability to adapt to the university environment, all of which contribute to improved academic performance. In contrast, anxiety and psychological instability increase distraction and reduce students' ability to achieve optimal academic outcomes.

Therefore, psychological stability has a direct impact on students' educational success, particularly in the following aspects:

A. Increased cognitive ability: Psychological stability promotes a sense of security and comfort, which enhances the ability to understand, process, and analyze information effectively.

B. Enhanced motivation and focus: Psychologically stable students demonstrate stronger intrinsic motivation toward learning and are more likely to actively participate in academic and collaborative activities.

C. Managing exam anxiety: Psychological stability enables students to cope with academic pressure and examination stress, thereby reducing distraction and improving information retention.

D. Adaptation to university life: Adequate psychological support and preparation contribute to strengthening students' sense of belonging and self-confidence within the academic environment.

E. The role of a supportive environment: A stable home environment, combined with effective cooperation between family and university, provides a foundation for psychological well-being, which positively influences students' behaviour and academic achievement.

F. Psychological well-being of educators: The psychological stability of academics is equally important, as it significantly influences the quality of teaching and the creation of a balanced and supportive learning environment, both online and in the classroom.

In addition, student success in Libyan higher education depends not only on cognitive abilities but also on psychological well-being, which facilitates effective learning and academic excellence.

8.3 Concepts of Digital Learning

The growing interest in e-learning among Libyan universities has emerged in response to the increasing number of students and researchers, as well as its important role in facilitating the transfer of knowledge and technology. This exchange occurs both within developed countries, such as the United Kingdom, and between developing countries, where digital technologies support efforts to enhance educational development and global integration. In this context, it is important to highlight key concepts related to digital learning, as identified in previous literature:

8.3.1. Digital education refers to the transformation of educational content from traditional formats, such as printed books and lecture notes, into digital formats that can be easily accessed online.

8.3.2. Digital learning involves the delivery of educational content through electronic media and multimedia tools via computers and networks, enabling active interaction between learners and content (Al-Zaboon, 2020).

8.3.3. It allows for the provision of diverse content, including videos, texts, images, illustrations, and interactive exercises, making learning more engaging and effective. It also offers tools such as online assessments, self-learning modules, and collaborative platforms.

8.3.4. Digital learning facilitates easy access to information, allowing students to engage with educational materials at any time, thereby improving time management and learning flexibility.

8.3.5. It involves the use of modern technologies, including the internet, smart devices, tablets, and interactive software, to support both distance learning and blended education.

Based on these concepts, digital higher education enables learners to complete educational tasks flexibly in terms of time, place, and pace, in response to the demands of a rapidly changing and competitive learning environment. It can be applied across all levels of education, from basic to higher education, as well as in professional and self-directed learning contexts.

Moreover, Libyan university students can access lectures, courses, and learning materials anytime and from anywhere via the internet. This flexibility allows for personalized learning, where students can focus on specific subjects according to their needs and progress at their own pace. In addition,

some digital platforms incorporate intelligent systems that adapt to student performance and provide personalized recommendations, thereby enhancing learning effectiveness.

Furthermore, digital transformation and artificial intelligence are creating significant opportunities for higher education institutions while reshaping labour market demands. In the African context, the World Bank Group estimates that over 650 million people will require digital skills training to fill approximately 230 million jobs by 2030.

However, despite the increasing demand for digital recruitment skills, most Libyan universities continue to offer only basic software training. Few institutions provide specialized or advanced digital tools aligned with specific fields of study, and even fewer focus on emerging technologies or innovative recruitment solutions. As a result, without increased investment in digital recruitment skills (DRS), technology, and digital culture, Libyan graduates risk becoming less competitive in the evolving digital economy.

In this regard, digital skills have become a fundamental requirement across all disciplines, regardless of specialization. Labour market expectations are rapidly evolving, and the demand for digital competencies is expected to grow significantly in the coming decades. According to the World Economic Forum:

- A. 44% of workers' digital employability skills are expected to be disrupted by 2028.
- B. Nearly six out of ten workers will require reskilling or up skilling by 2027.
- C. Approximately 45% of companies consider investment in skills development programs to be essential.

These trends highlight the urgent need for Libyan higher education institutions to integrate digital recruitment skills and digital culture into their curricula and training systems. Initiatives such as the IFC Vitae Program demonstrate how universities can enhance graduate employability by aligning learning outcomes with labour market needs and adopting practical, data-driven strategies (Kelli, 2022).

8.4 Types of Digital Education

Both authors believe that there are many types of digital education, some of which are basic components that must be available in higher education, however, as indicated by other scholars, the educational, technological and administrative components are digital higher educational components and they are intended for academics, learners and educational materials. Hence digital higher education components are:

A. Technological components and these are devices and means of displaying information, for example computers, smart tablets and software applications.

B. Administrative components and these are visions, plans, schedules and goals.

Moreover, in the same context, the researchers believe that the administrative component is one of the most important components, and therefore the success of digital higher education is based on the plans were carefully designed and judged, according to certain goals and on specific schedules, and this had a significant impact on final results.

8.5 The Importance of Digital Higher Education

The authors have observed that numerous studies in the field of information technology emphasize the importance of digital education. Its significance lies not only in keeping pace with technological advancements, but also in its flexibility as a mode of self-directed learning. Unlike traditional education, digital learning allows university students to choose the time that best suits their needs, which can enhance their ability to acquire digital recruitment competencies and skills. This

flexibility contributes to better preparation for entering the labour market immediately after graduation.

Moreover, digital higher education provides valuable opportunities for students with lower academic confidence to engage more actively in the learning process. It enables them to communicate with instructors and peers through online tools such as chat functions during live lectures, allowing them to ask questions, express their ideas, and participate in discussions without fear or embarrassment. This is particularly beneficial for students who may struggle with face-to-face communication and digital education contributes to improving the overall efficiency of the educational process by offering a more adaptable and supportive learning environment for both new and continuing students. It also plays a significant role in enhancing the educational environment and fostering innovation, which is a key objective of higher education (Alenezi, 2021).

8.6 Quality Implementation of E-Learning & Training

The concept of quality in e-learning and training within digital higher education refers to a systematic process aimed at improving the effectiveness of higher education and achieving qualitative advancement. This is accomplished through the application of digital employability skills and structured practices that support continuous improvement in the competencies of Libyan graduates. Moreover, this process defines the expected competencies and characteristics of graduates, particularly in relation to digital recruitment skills. These competencies are developed through the integration of appropriate technological tools and teaching methods within Libyan higher education institutions, contributing to the achievement of satisfactory educational outcomes. Before defining quality in e-learning and training for the development of digital recruitment skills. These include the quality of teaching and learning methods, students' acquisition of knowledge and digital competencies and the design of the digital learning environment with reflecting the diverse needs of learners and the requirements of the Libyan labour market (Dill, 2019). Therefore, quality in e-learning and distance higher education at Libyan universities can be understood as a multidimensional framework consisting of three main components:

A. design quality, performance quality, and output quality.

B. Design quality includes the effective planning of digital content, ensuring clarity, interactivity, and alignment with learning objectives.

C. Performance quality refers to the implementation of teaching and learning processes in accordance with established standards and best practices.

D. Output quality relates to the outcomes of the educational process, including the knowledge, skills, and competencies acquired by students, and the extent to which these meet predefined standards. The success of e-learning and distance education systems depends on the alignment between intended objectives and actual outcomes, in accordance with recognized quality standards. However, several factors may influence the effective implementation of quality in digital learning and training, as illustrated in Figure 2:

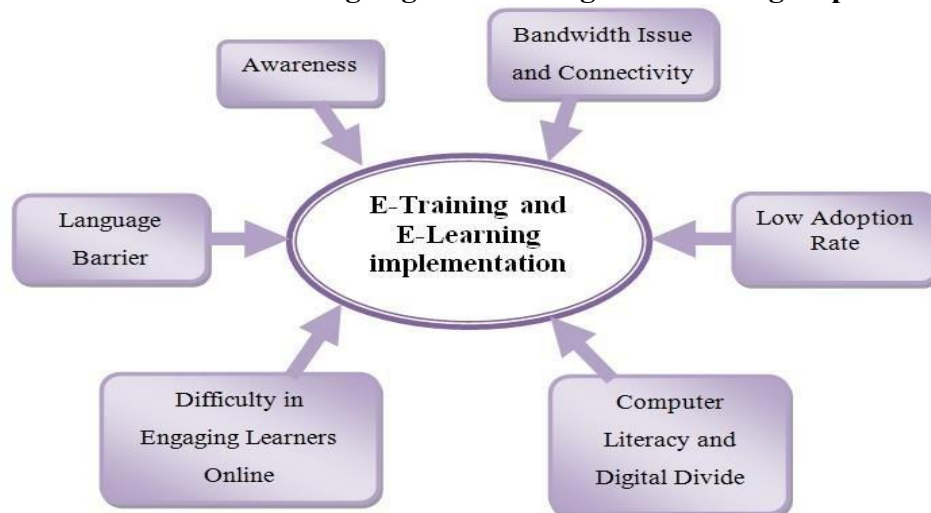
Figure No 2: Factors Affecting Digital Learning and Training Implementation

Figure Source: (Collet, C, 2015)

8.7 Key Challenges When Learning DRS

Digital platforms provide interactive learning environments that enable Libyan University students to engage with educational content, as well as with instructors and peers. These platforms support participation in online group activities, thereby enhancing social interaction and improving understanding of course materials. In addition, students can benefit from interactive exercises, virtual classrooms, and e-assessments to enhance their overall learning experience. However, Libyan university students face several barriers when learning digital recruitment skills (DRS), including the following:

8.7.1 Inadequate Technological Infrastructure

Many Libyan university students currently face challenges related to lack of access to appropriate digital devices such as computers and tablets. Furthermore, for higher education institutions in Libya to effectively develop students' digital recruitment skills, a reliable information technology infrastructure is essential. Although many institutions support basic digital learning activities on campus, student access to digital resources remains limited. Therefore, improving access to digital devices both on and off campus is crucial for empowering students and enhancing their employability outcomes (Weninger, 2022).

8.7.2 Insufficient Digital Literacy

Digital illiteracy among Libyan university students refers to the lack of ability to use digital and information technologies effectively including their ability to evaluate digital information critically and to communicate effectively online. Moreover, insufficient digital literacy limits students' ability to engage in learning and training activities; hence, to address this challenge, Libyan universities should adopt structured training approaches that focus on developing students' abilities to understand, use, and create digital content, as illustrated in Figure 3.

Figure No 3: Digital Employment Skills Enhancement

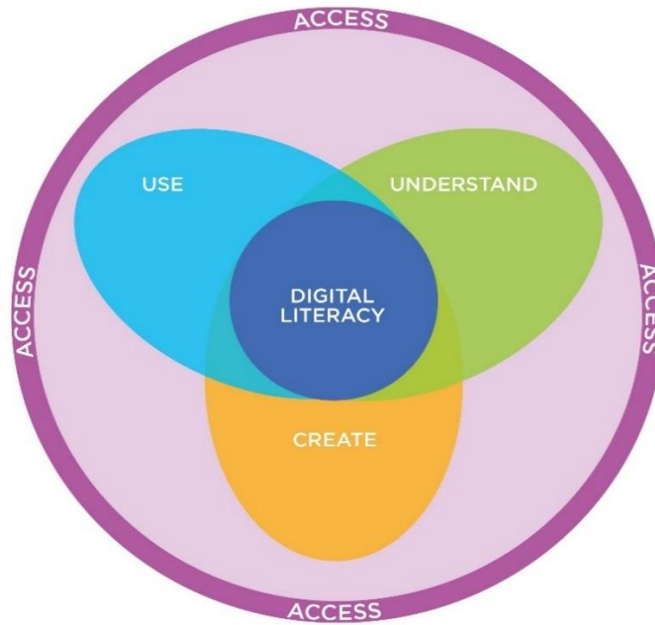


Figure Source: (Carretero, S, 2017).

Furthermore, a critical challenge related to digital illiteracy among university students in developing digital employability skills is the lack of awareness of digital security and the protection of personal data online. This highlights a significant gap in foundational computer skills and digital literacy among both students and teachers. Such deficiencies in knowledge of information and communication technologies (ICT) and e-learning systems hinder effective engagement with digital learning platforms and tools (Kelli, 2022).

8.7.3 Lack of Suitable Educational Content and Policies

Lack of clear and operational e-learning policies within educational institutions contributes to an unstructured implementation environment. Moreover, the Libyan higher education system suffers from insufficient development appropriate digital learning policies failing to emphasize clear objectives or designing interactive content, the provision of integrated digital platforms, and transparent assessment methods. Hence, both academics and students need continuous support and training to accommodate individual learning differences, implement accurate performance monitoring systems, and establish continuous feedback mechanisms to enhance the quality and effectiveness of digital education.

8.7.4 Challenges of DRS Hybrid Learning

Despite the numerous benefits offered by hybrid learning for developing digital recruitment skills, several challenges have been identified that affect interaction among Libyan university students (Bicher, 2021) and in many cases, online learning environments may reduce both student-to-student and student-to-instructor interaction, resulting in fewer opportunities for collaborative and active learning. Additionally, university instructors often face difficulties in ensuring students' engagement during online sessions. Attendance is typically measured by logging into a digital platform, which does not necessarily reflect actual participation or attention, as students may be distracted or disengaged during lectures. Consequently, students' cognitive and mental presence may be limited, which negatively affects learning outcomes. Figure 4 illustrates the key elements of social interaction in digital higher education.

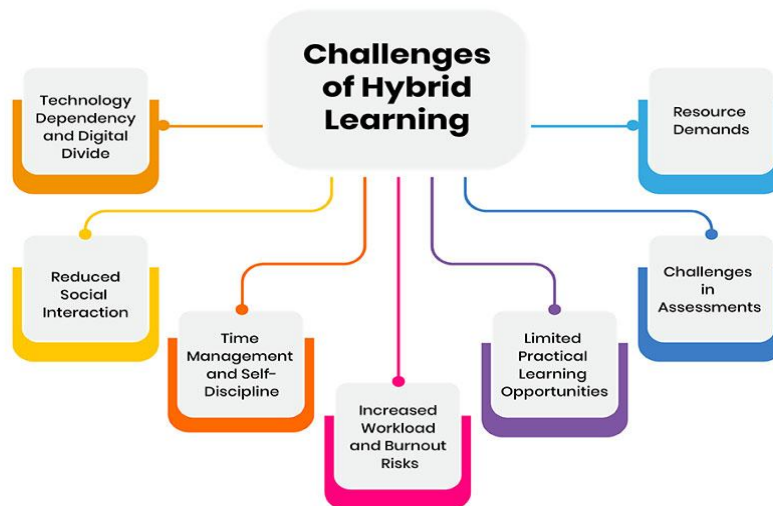
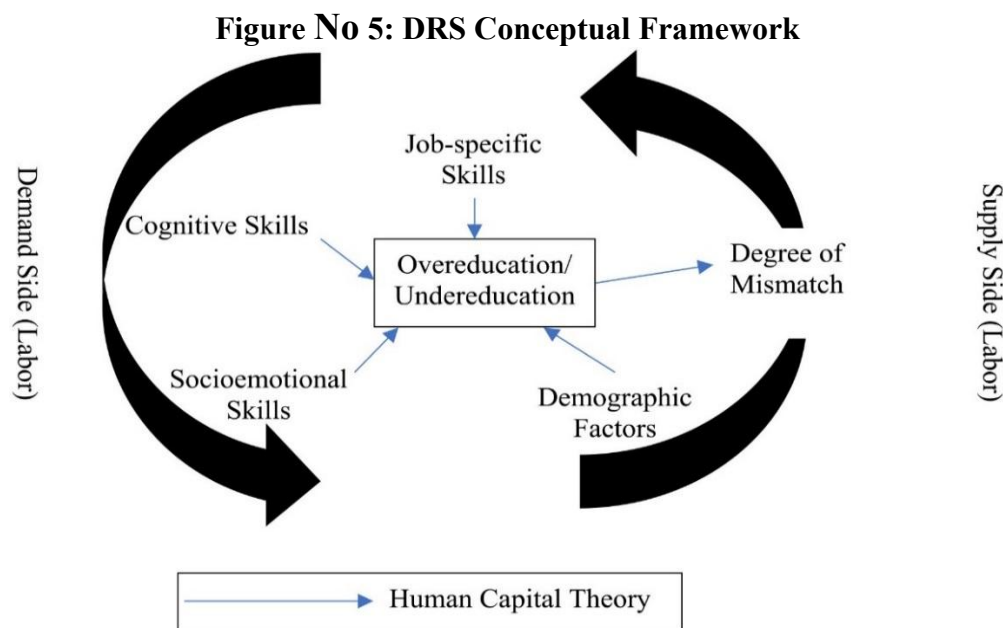
Figure No 4: Challenges of Hybrid Learning

Figure No 4 Source: (Singh, A., & Singh, L. B., 2017).

Additionally, University instructors cannot ensure that all students remain fully attentive during online lectures. Attendance can be measured by logging into a digital platform, which does not necessarily reflect actual engagement. As a result, University students may be present virtually but mentally disengaged or distracted, which negatively affects learning outputs (McGuinness & Fulton, 2019). On the other hand, a major consequence of the limited development of digital recruitment skills (DRS) is the mismatch between the outcomes of digital higher education and the needs of the local labour market. This gap arises from the misalignment between the skills acquired by students and those required in an increasingly competitive and rapidly evolving Libyan labour market. In many cases, digital curricula lack practical and applied competencies, such as effective communication, decision-making, data analysis, and cybersecurity skills. Furthermore, this mismatch can be attributed to several key factors:

- 1- Inadequate training of academic staff in the effective use of modern digital technologies and teaching tools.
- 2- Limited efforts by faculty members to update course content in line with rapid developments in digital education and evolving labour market expectations.
- 3- The absence of strong partnerships between higher education institutions and labour market stakeholders, which limits the identification and integration of relevant digital recruitment skills required for emerging job opportunities.

As a result, many graduates are not sufficiently prepared to meet the demands of increasingly digitalized employment environments. Additionally, rapid population growth, combined with intensified global competition and technological advancement, places further pressure on labour markets, particularly in low- and middle-income regions such as the Middle East and North Africa. These dynamics contribute to a growing skills gap and highlight the urgent need to prioritize the development of relevant digital competencies among university graduates (Morgan, 2022). Therefore, this study proposes the following conceptual framework, as illustrated in Figure 5.



8.8 Advantages of Digital Learning on DRS

Although this study primarily focuses on the challenges faced by Libyan university students in acquiring digital recruitment skills (DRS), it is equally important to highlight the positive contributions of digital higher education. These advantages play a significant role in equipping students with both general digital employability competencies and discipline-specific skills aligned with labour market demands. The key benefits of digital education in the Libyan higher education context include the following:

8.8.1 Digital Education and Collaborative Learning

One of the most significant advantages of digital higher education is the promotion of collaborative learning among university students. Through digital platforms, students can work together on joint projects regardless of geographical location. Tools such as chat rooms, discussion forums, and virtual meetings facilitate real-time communication and cooperation. This form of learning enables students particularly in developing countries to strengthen essential employability skills such as teamwork, collaboration, and communication. Furthermore, digital environments encourage active participation in academic and research discussions, which deepens understanding and supports the generation of new ideas through peer interaction (Al-Dahshan & Ali, 2020).

8.8.2 Social Interaction in Virtual Classrooms

Social interaction in virtual classrooms represents a key dimension of digital education. Students can communicate with peers and instructors through video, audio, and interactive tools, creating a flexible and inclusive learning environment.

Virtual classrooms allow students to ask questions, share opinions, and engage in discussions more comfortably compared to traditional settings. Additionally, tools such as live polls, voting systems, and instant feedback features enhance student engagement and participation. This contributes to a more dynamic and interactive learning experience, fostering deeper understanding across various academic disciplines (Al-Ghamdi, 2020).

8.8.3 Digital Higher Education and Leadership Development

Digital higher education extends beyond knowledge acquisition to include the development of leadership skills among university students. Through online learning environments, students can enhance their ability to manage time, organize tasks, and make independent decisions. Moreover, digital platforms support the development of entrepreneurial and leadership competencies by enabling students to coordinate group projects, lead virtual teams, and engage in collaborative problem-solving. These experiences help students develop essential skills such as initiative, responsibility, and the ability to motivate and manage others in digital work environments.

8.8.4 Digital Higher Education and Creativity Enhancement

Digital higher education provides a supportive environment for fostering creativity among students. Through the use of interactive tools and digital applications, students can engage in innovative activities such as designing presentations, producing multimedia content, and developing basic applications. In addition, digital learning encourages exploration and experimentation with new ideas and learning approaches that may not be available in traditional settings. Activities such as collaborative projects and digital competitions further contribute to the development of critical and creative thinking skills, enabling students to solve problems in innovative ways.

8.8.5 Enhancing Teacher–Student Interaction

One of the key advantages of digital education is the enhancement of interaction between instructors and students. In traditional classrooms, interaction may be limited by time constraints or large class sizes. In contrast, digital environments provide more flexible and personalized communication channels. Hence, University students can ask questions, receive immediate feedback, and participate in academic discussions through online platforms. This continuous interaction improves understanding of course content, strengthens student engagement, and fosters stronger relationships between students and instructors, ultimately enhancing the quality of the educational experience (Al-Humaidi, 2017).

9. Experimental Part of the Study

9.1 Data Gathering and Results

Based on the data collected from a targeted sample of Economics 150 students, the authors examined the impact of psychological instability on Libyan university students when learning and applying digital recruitment skills. Data were gathered through direct observation, student interviews, and continuous feedback combined with daily performance evaluation. The results are presented in percentage terms to illustrate the extent to which each digital recruitment skill is individually affected, as shown in Table 1:

Table No 1: Impact of Psychology Instability on DRS Learning Process.

(1 = Average, 2 = Not Affected, 3 = Affected, 4 = Very Affected, 5 = Badly Affected)

No	Affected Digital Recruitment Skills	(1)	(2)	(3)	(4)	(5)	Total
1	Digital Communication Skills	(0)	1%	3%	5%	91%	100%
2	Digital Data Analyses Skills	(0)	3%	4%	6%	87%	100%
3	Digital Sales & Marketing Skills	(0)	2%	6%	7%	85%	100%
4	Digital Crisis Management Skills	(0)	4%	5%	12%	79%	100%
5	Digital Customer Service Skills	(0)	4%	6%	18%	72%	100%
6	Digital Project Management Skills	(0)	4%	8%	20%	68%	100%
7	Digital Skills Transformation Ability.	(0)	8%	10%	15%	67%	100%
8	Digital Team Work Skills	(0)	4%	9%	23%	64%	100%
9	Digital Data Protection Skills	(0)	6%	11%	24%	59%	100%
10	Digital Retention Skills	(0)	7%	9%	27%	57%	100%

Source of Table No 1: Authors' Statistical Analysis

Since we have a scale from (1 to 5), the weighted average of each skill can be calculated to accurately determine the level of vulnerability:

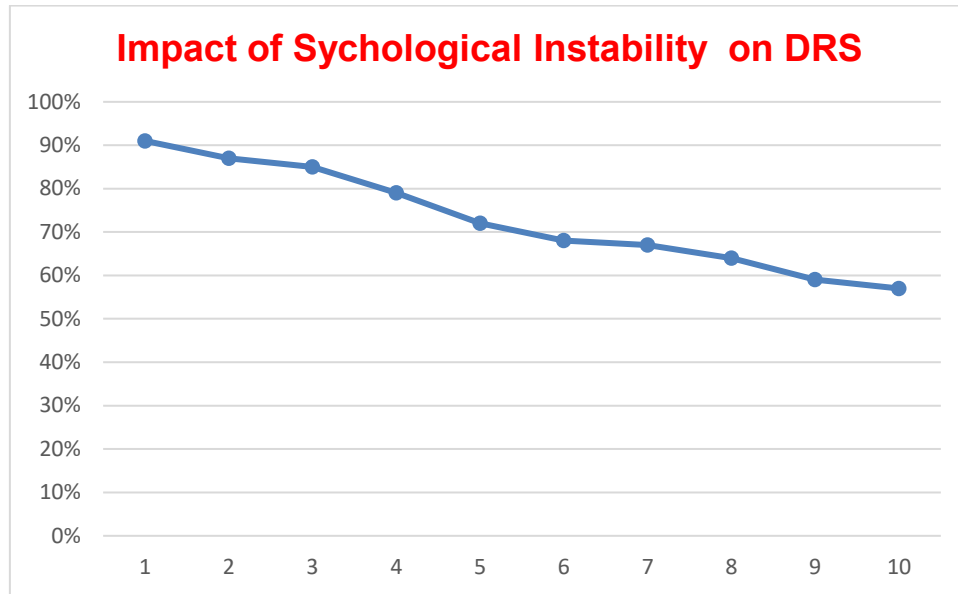
Approximate results: Weighted Mean Analysis of Digital Recruitment Skills

No.	Digital Recruitment Skill	Weighted Mean (out of 5)	Level of Impact
1	Digital Communication Skills	4.86	Very High
2	Digital Data Analysis Skills	4.74	Very High
3	Digital Sales & Marketing Skills	4.75	Very High
4	Digital Crisis Management Skills	4.66	Very High
5	Digital Customer Service Skills	4.58	Very High
6	Digital Project Management Skills	4.52	Very High
7	Digital Skills Transformation Ability	4.41	Very High
8	Digital Teamwork Skills	4.47	Very High
9	Digital Data Protection Skills	4.36	Very High
10	Digital Retention Skills	4.34	Very High

9.2 Data Visual Analysis

9.2.1 Graphic Curve Visual Analysis

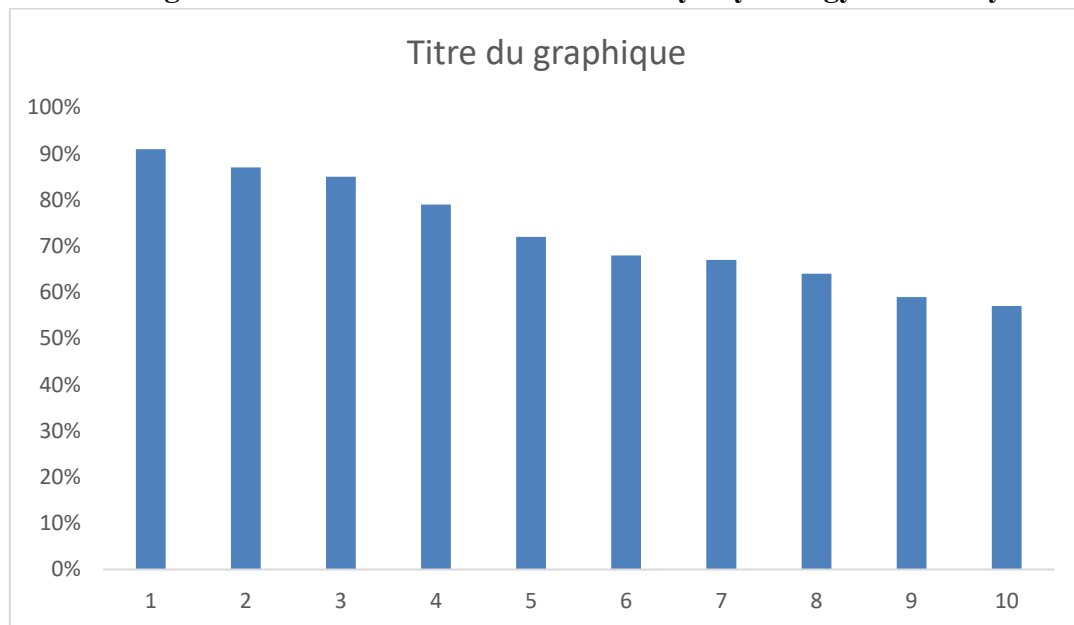
Based on the results presented in Table 1, the visual analysis illustrated in Figure 1 demonstrates the gap between psychological stability and the mastery of digital recruitment skills (DRS). The research sample provided responses reflecting the impact of their psychological condition on the development of their digital recruitment skills. The findings are summarized as follows:

Graph curve No. 1: Psychological Instability and DRS Improvement

Source of Cluster No 1: Authors' Statistical Analysis

9.2.2 Histogram visual analysis

The authors are certain that visual analysis through graphics and histograms represents the most affected digital recruitment skills due to the psychological instability conditions of Libyan university students as shown in the Histogram No (1) as follows:

Histogram No 1: The Most DRS Affected by Psychology Instability

Histogram No 1 Source: Authors' Statistical Analysis

10. Study Conclusion and Recommendations

10.1 Study Conclusion

This study makes a novel contribution by demonstrating that the development of digital recruitment skills shaped by a complex interplay between psychological stability and institutional readiness. Unlike prior research, which has largely examined these factors in isolation, the present study highlights their interdependence within the context of Libyan higher education. This integrated perspective not only enriches the theoretical discourse but also provides a more comprehensive foundation for designing effective educational policies and interventions, leading to several important conclusions:

10.1.1 Psychological instability has a significant negative impact on the development of digital recruitment skills (DRS), with varying levels of influence depending on individual students' resilience, motivation, and capacity to cope with challenges.

10.1.2 The digital recruitment skills most affected (exceeding 70%) include digital communication skills, digital data analysis skills, digital sales and marketing skills, digital crisis management skills, and digital customer service skills.

10.1.3 The limited role of Libyan universities in monitoring and supporting students' psychological well-being has contributed to some students' inability to effectively develop and master the required digital recruitment skills.

10.2 Study Recommendations

10.2.1 Libyan Universities should implement regular monitoring systems to assess students' psychological well-being, aiming to prevent negative outcomes such as severe stress, harmful behaviours, or academic disengagement.

10.2.2 Establishing psychological support units or counselling centres within Libyan universities is essential to support students' mental health and enhance their academic performance.

10.2.3 Further research is recommended to explore this topic in greater depth and to identify additional factors influencing the development of digital recruitment skills among university students.

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