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Message from the Editor

The publication of the International Journal of Global Education (IJGE) resumes after a long break. We are happy in this respect. Education systems have faced various regional, national and global consequences during the pandemic. While many countries implement distance education practices, it appears that face-to-face education is carried out in a different way. Due to these developments, we need to reconsider the concept of education, as well as the belief and meaning that we attribute to it. This should be put forward from a global perspective.

The new first issue of our journal will be on globalization and the impact of regional and local dynamics on the education system, which will be a great contribution to the field of education. Sharing and scientific discussion of the educational systems and practices of the countries at the point where humanity has reached today will contribute to education studies in the future. This will also raise awareness in terms of common problems and new developments in education.

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Prof.Dr. Ahmet PEHLİVAN
Editor in Chief

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Editorial Team

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Research Articles

ASSESSMENT OF BUSINESS STUDIES' CHALLENGES ON TEACHING-LEARNING PROCESS FOR SELF-SUSTAINABILITY AMONG GRADUATES IN OYO STATE, NIGERIA

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Abstract

This study examined business studies' challenges on teaching-learning process among students in Nigerian educational system. This study made use of descriptive research design of survey type and the population of interest is the undergraduates and lecturers that are teaching and learning business studies. The sample is made up of 330 business studies undergraduates and business lecturers. Stratified random sampling technique was used to select the participants. Data were collected through the use of questionnaire tagged challenges of Business studies among business studies students and lecturers in Nigerian educational system with reliability coefficient of 0.79. Section A consists of socio-demographic information while Section B consists of checklists of challenges of Business studies among students and lecturers in Nigerian educational system. The findings of the study showed that students took business studies and lecturers taught amidst a lot of challenges such as inadequate teaching facilities, political interference, poor funding, lack of qualified teachers of business studies, failure to accept and adopt single curriculum across the nation, the use of outdated curriculum and finally the attitude of learners and society towards business studies as a course meant for average students that are not educationally vibrant. Based on these findings the researcher concluded that the teaching-learning process of business studies has a lot of challenges. Therefore, the following recommendations were made that students must see the study of business studies as equivalent to any other courses their colleagues are reading, government must fund the business studies just like any other courses like engineering, medicine, agricultural sciences. The experts must be employed to teach business studies. The facilities for teaching business studies must be made available to prevent examination malpractices and half baked graduate. Professional and highly skilled business studies teachers should be recruited to help improve the skills of the students in the various institutions where teaching-learning process in business studies is being running.

Keywords: Assessment, challenges business studies, students, sustainability, process, educational system.

INTRODUCTION

Business studies is one of the most international study subjects in the world, due to how broad the subject is. As a broad subject in the social sciences, business studies open the study field to a focus of specialties such as accountancy, finance, organisation, human resources management and marketing. However, as prestigious as the course is, there are many challenges confronting the course in terms of input, process and outgoing.

The following are the major problems confronting the studies of business education in Nigeria setting: political interference, poor funding, inadequate supplied of quality teachers/lecturers of business studies, teaching of business studies abstractly, poor or half baked business studies graduates, failure to accept and adopt single curriculum actress the nation, out dated curriculum, lack of teaching facilities and finally the act of seeing business studies as a course for less privileges learners.

The problem of political interference is very rampant, the party in power in the country may decides on the courses to be promoted and the courses to be relegated (Igberaharha, 2014). Today government may decide that business studies is not a course to be reckoned with, that business studies is not a course that

can make the country to be developed therefore it should not be promoted or encouraged among civil populace as a course that they can send their child/ward to go and learn (Onyesom, 2014). Therefore, government may not want to fund the course by not recruit teachers, buying facilities for teaching the course and provide necessary logistics that will facilitate the teaching-learning process of business studies. The promotion of learning of business studies depends on the level of exposure of the government of the day to the importance of it.

Poor funding has to do with the decision of the government on the importance of business studies. This course in particular was seen as the foundational course which one needs not to devote time for learning of it (Jegbefume, Utebor & Kifordu, 2014). That business studies is a skill that one can learn on the job. Government a times sees the business studies as integral of Economic studies, accounting and computer science, that since we have learners in these three causes there is no need to have business studies as a course of study. Therefore, they refused to find business studies by saying that there is no money. Government is actually having low percentage allocation to education generally and courses like business studies among the courses that is suffering from it.

Lack of teachers is another problem facing the business studies. When the course is not given attention that it deserves the resultant effect is that there is going to be dearth of lecturer or teachers in such subject. Business studies are facing a problem of dearth of lecturer or teacher in such subject (Fehintola, 2014). Business studies are facing a problem of dearth of teachers. Even where the students are available they are no teachers to teach them and where there are few teachers there may not be student due to the fact that there is no adequate attention given to the study of business studies.

Lack of teaching facilities that can be used to teach business studies in a practical and demonstrable way is one of the banes of business studies. Business studies cannot be taught like abstract algebra, real analysis and numerical analysis (Acharu & Solomon 2014 and Miller & Akume, 2009). The business studies should be taught via practical approach with concrete objects to facilitate teaching-learning process. The business studies entails accounting, business administration business analysis, business computing, business ethics, business statistics, commercial law, developing markets economic principles, finance, human resources, international studies, management, marketing, operations management research and technology. All these mentioned component of business studies cannot be learnt without seeing the concrete objects that will make it more meaningful (Amoor, 2010). Gone are the days when we learn without seeing or touch the objects that learners are learning about. According to Amesi & Giami (2018) the learners understand better when they see, touch, smell, feel and smell what they are learning, but when learning abstract learning become difficult. The teaching facilities in terms of classrooms, white board, and conducive environment couple with material training are elusive in the teaching-learning process of business studies.

Furthermore, the use of outdated curriculum in the teaching of the business studies is another problem the researcher is considering as a bane to the teaching of business studies. According to Ukata & Kalagbor, 2015), the business studies in those days is quiet different to business studies nowadays in terms of contents and usefulness. The depth of business studies is very deep and useful than those days. A graduate of business studies nowadays need not be searching for white collar job if such graduate is serious person. The needed skill that can make them independent had been given during the training period (Ekundayo, 2010). Therefore, it is high time we jettison the old curriculum and called on the curriculum planners to design another are in line with beet international practices. Or the education policy maker can adapt or adopt the curriculum of the developed countries that is suitable to our national needs.

Another problem that required mentioned here is the use of different curricular among the federal, state and privates institutions of higher learning. According to Fehintola (2019), there should be a situation whereby the education policy makers call a spade by making it compulsory that a single curriculum should be used to exercise the nation. Be it federal, state, and private, Actually this problem exist as a result that federal government is not intend to spend money on education and that is why individual organization is using the curriculum that they think is suitable for herself in line with the resources that available for its smooth running of their institution.

In addition, due to lack of teachers, fund and inadequate teaching facilities the business studies students are ill equipped and become half baked graduate (Amesi & Giami, 2018). Majority of the business studies graduate who are supposed to be entrepreneurs are now becoming graduates that are looking for whom to employ them. Because they are not properly trained due to lack of experts to handle one aspect of the course or the other and due to lack of fund to buy teaching facilities and failure to expose them to industrial training except the theoretical concept of the course alone. This problem is very grievous in the sense that those who graduated from the course are not capable of training the incoming students neither can t hey practice what they have learnt without thorough supervision by another giants.

Learners nowadays see the study of business studies as un-prestigious career (Ugwuogo, 2013), because majority of those who studied this course ended up becoming typist, confidential secretary, clerical staff, messengers and files carrier in any organisation where they could manage to get job. People look down on the course due to the above mentioned problems.

Business studies is the study of the management of individuals to maintain collective productivity, which accomplishes particular creative and productive goals, usually to generate profits. According to the Udin & Uwaifor (2007) business studies is the study of economics and management. It is the study of economics and management. It is the study of subject connected with money and managing a business. The term business is derived from the word busy. Thus, a business means being busy either as an individual or as a society a whole, doing commercially viable and profitable work. A business can also be defined as an organisation that is legally recognized and designed to provide goods and services.

Purpose of the Study

The purpose of this study, therefore seeks to examine the extent to which variables such as political interference, poor funding, inadequate supplied of quality teachers/lecturers of business studies, teaching of business studies abstractly, poor or half baked business studies graduates, failure to accept and adopt single curriculum actress the nation, out dated curriculum, lack of teaching facilities and finally the act of seeing business studies as a course for less privileges learners affect the teaching-learning process of Business studies in Higher institutions in Oyo state.

Research Questions

Based on the stated problems, the study seeks to provide answer to the following questions.

RQ1. What are the challenges of business studies which affect the teaching-learning process of the course?

RQ2. Is there any significant difference in the responses of Lecturers and students on the challenges of business studies which affect the teaching-learning process of the course?

METHODOLOGY

Research Design

This study make use of descriptive research design of survey type as there is not going to be any direct control of any variable or any experimental manipulation.

Target Population

The target population for this study consists of all the full time business studies' students and lecturers in Oyo state, Nigeria. These students are at least in three hundred level students and minimum of 5 years work experience as business studies in higher institution of higher learning that are engaged in learning and teaching business studies.

Sample and sampling technique

The study is restricted to higher institutions within Oyo state that are offering business studies as a course of study. The sample for this study was made up of three hundred and thirty full time students and teachers from Oyo State using stratified random sampling procedure to select 289 full time students and 41 full-time business studies lecturers from tertiary institutions in Oyo state. These participants have nothing less than three years experience in teaching and learning business studies.

Instrumentation

Questionnaire on Challenges of Business Studies' on Teaching-Learning Process: The challenges of Business Studies among full time learners and lecturers in higher institution of Oyo state, Nigerian. The questionnaire was developed by the researcher. The questionnaire is divided into 9 sections. Section A has to do with Bio-data of the respondents while Section B to I, take care of the independent variable starting with political interference. It was designed after conducting a KII (Key Informant Interview) of the full-time learners and lecturers that has had the experience of business studies not less than three years in Oyo state higher institutions. The instrument was validated by three experts in Tests and Measurement. This questionnaire solicited for information on challenges of full-time learners and lecturers that has had the experience of business studies not less than three years in Oyo state higher institution, Nigerian. Section A is the Bio data of the respondents while the section B is 20 items on the subject matter (teaching-learning process for self sustainability). The structuring of the response format is based on a four-point summated ratings scale of Strongly Agree=4, Agree=3, Disagree=2 and Strongly Disagree=1. This instrument was trial tested on 25 full time students and lecturers learning and teaching business studies. The trial-test showed no ambiguities in the instrument. Cronbach alpha (an estimate of construct validity and internal consistency reliability of the items) was computed and it yields a reliability estimate of .79.

Procedures of Data Collection

A questionnaire consisting of structured items was designed for the collection of primary data from the field of study. During the administration of the questionnaires the researcher ensured that the questions are well understood. This method was relevant for both the learners and lecturers for a valid response. The instrument was used to elicit information from the participants.

Method of Data Analysis

In analyzing the data, descriptive statistics was employed. The collected data were analysed using SPSS to calculate the frequency counts and percentages.

Data Analysis

Research Question 1: What are the challenges of business studies which affect the teaching-learning process of the course?

This research question was answered using frequency counts based on the challenges experienced and responses of both students and lecturers involving in teaching and learning business studies.

Table 1. Analysis of challenges of business studies on teaching-learning process

S/N	Items on Challenges	Agree	(%)
1	**Political interference**	233	70.6
Ii	Poor admission policy into higher institution	277	83.9
Iii	Rationalization of courses from one school to another	172	52.1
Iv	The use of quota and catchment area policy in offering admission	188	57.1
V	Favouritism in terms of sponsorship to individuals	297	90.0
2	**Poor funding of business studies course**	197	59.6
Ii	There is no enough funds to undertake field trips	180	54.6
Iii	There is no funds to buy computers and some other equipment	172	52.1
Iv	The department has inadequate facilities due to poor funding	200	60.7
V	Typing-pool laboratory is not well-equipped	188	57.1
3	**Inadequate supplied of qualified teachers/lecturers of business studies**	294	89.0
Ii	The school organised regular seminar, workshop and conferences for the teachers	204	61.7
Iii	Capital projects and overheads cost is very hard to meet	233	70.5
Iv	Lack of personnel to handle practical aspects of the course	193	58.6
V	The available teachers are over burdened with lots of work	217	65.8
4	**Teaching of business studies abstractly**	226	68.5
Ii	Inadequate provision of consumable goods to teach the course as expected	274	82.9
Iii	Research cannot be carried out to foster the teaching of business studies	306	92.8
Iv	Consultancy services cannot be carried out due to poor teaching method	281	85.2
V	Teaching aids to facilitates teaching-learning process are not adequate	233	70.6
5	**Poor or half baked business studies graduates**	277	83.9
Ii	Graduates of business studies looking for white collar job	172	52.1
Iii	Some of them could not empower themselves	188	57.1
Iv	Some of them could not engaged themselves on meaningful project	297	90.0
V	Majority of them are not employable	197	59.6
6	**Failure to accept and adopt single curriculum across the nation**	180	54.6
Ii	The federal government institutions curriculum is different to other school ownership	172	52.1
Iii	Some schools limited their curriculum to those they have teachers to teach	200	60.7
Iv	Some curriculum are too voluminous to handle	188	57.1
V	There are no enough facilities to handle some aspects of the curriculum	294	89.0
7	**The use of outdated curriculum**	204	61.7
Ii	Some aspects of the curriculum are no longer useful	233	70.5
Iii	Some aspects of the curriculum are not in line with the global practices	193	58.6
Iv	Some lecturers do skip the curriculum that are not too relevant	217	65.8
V	The curriculum does not allowed graduates to be employed	226	68.5
8	**Lack of teaching facilities**	274	82.9
Ii	Lack of electricity supply in to the business studies laboratory	200	60.7
Iii	Business studies school without stores and shops to sell and buy things	233	70.6
Iv	Business studies school without consultancy services centre	221	67.1
V	Inadequate provision of consumable goods for teaching	204	61.7
9	**The attitude of learners towards business studies as a course meant for less privileges learners**	180	54.6
Ii	Business studies is not too good for young people	197	59.6
Iii	Business studies is not lucrative like other careers	192	58.2
Iv	Business studies is not a course that one can read and be self employed	188	57.1
V	Business studies is not too cumbersome or too loaded	172	52.1

The results in Table 1 show that these challenges are clearly shown as the barriers to teaching-learning process of business studies. The responses of the participants selected indicated that the following challenges are actually the barriers to business studies. The challenges are political interference, poor funding, inadequate supplied of quality teachers/lecturers of business studies, teaching of business studies abstractly, poor or half baked business studies graduates, failure to accept and adopt single curriculum actress the nation, out dated curriculum, lack of teaching facilities and finally the act of seeing business studies as a course for less privileges learners. The researcher come to this conclusion from the results in that all problem show cased in the Table are agreed with by the respondents and over fifty-percent of them agree to it.

Research Question 2: Is there any significant difference in the responses of Lecturers and students on the challenges of business studies which affect the teaching-learning process of the course?

Table 2. Analysis of challenges confronting teaching-learning process of business studies as experienced by students and lecturers

Item	Resp.	N	Mean	Std.Dev.	T	p
Political interference	T	41	1.60	.50	1.30	.20
	S	289	1.49	.50		
Poor funding of Business studies' course	T	41	1.62	.49	1.27	.21
	S	289	1.52	.50		
Inadequate of qualified Business studies' Teacher	T	41	1.67	.47	1.84	.07
	S	289	1.52	.50		
Teaching of Business studies like abstract courses	T	41	3.60	.50	1.54	.12
	S	289	3.47	.50		
Half baked of Business studies graduates	T	41	3.15	.98	1.48	.14
	S	289	3.33	.73		
Lack of uniformity of Business studies curriculum across the nation	T	41	4.08	1.07	.94	.35
	S	289	4.22	.93		
The use of outdated curriculum	T	41	4.43	.64	.094	.93
	S	289	4.42	.49		
Lack of teaching facilities	T	41	4.65	.48	1.64	.10
	S	289	4.52	.50		
Poor attitude of learners towards Business studies as a career	T	41	2.95	.99	1.64	.10
	S	289	2.66	1.09		

Keys: Resp. (Respondents); T-Teachers; S – Students

From Table 2, it was discovered that there was no significant difference in the experience of the lecturers and students concerning the challenges facing the teaching-learning process of Business education in higher institutions in Oyo state, Nigeria.

DISCUSSIONS

The teaching-learning process of Business studies is suffering a setback in Oyo state and Nigeria in general. Lecturers and students in Oyo state institution of higher learning are battling enthusiastically with
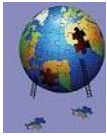
teaching and learning of business studies without probably considering the challenges which undermine the teaching-learning process.

Results from the study indicated that both the lecturers and students perform their roles amidst the following challenges political interference, poor funding, inadequate supplied of quality teachers/lecturers of business studies, teaching of business studies abstractly, poor or half baked business studies graduates, failure to accept and adopt single curriculum actress the nation, out dated curriculum, lack of teaching facilities and finally the act of seeing business studies as a course for less privileges learners. The government in power should be advised to face governance and not tampered with education affairs apart from funding. If the government in dabbling in to every other things in the nation and most especially the educational issue this will not allow them to do the needful and it could lead to catastrophe in nations' educational system. The experts in education should be appointed to man the ministry of education for smooth running of nations' educational issue. Education should be given priority and be adequately funded. Funding of education is the only way that can make nation to develop very well most especially in the area of business studies because majority of people benefitted in the grass root economy and without proper funding of business studies people at the grass root level may shift to cities for white collar job that is not in existence. This challenge is very ridiculous that government failed to fund education is one of the cardinal factors the young one should enjoy as future leaders. The results of this study corroborated Fehintola (2014), that discovered that for students to excel in any given course including business studies there is need for competent teachers to be employed. To achieve success and enhance performance, students must as a matter of necessity be taught by qualified teachers, because the teachers cannot offer what they do not have. For the students to receive quality teaching, qualified lecturers must be employed to teach the learners. Also, lack of teaching aids should not be mentioned in the higher institution because not all the courses can be taught abstractly, the lecturer needs to demonstrate using concrete objects. Any subject taught with teaching aids makes the learning easier for the learners to understand. Uwim (2004) in his study discovered that Business studies is a backbone to other commercial subjects, business studies is made up of knowledge from such areas as accountancy, finance, organisation, human resources management and marketing, bookkeeping, typing and shorthand and even economics. This course has to do with everyday affairs and need thorough understanding by the learners to be able to boost the national economy. All these subject areas need learning facilities, sound reading and assimilation of facts before good leaning can take place.

The findings of this study fall in line to the claim of Fafunwa (2010), that student feeling bad about studying Business studies is a major problem in that the importance of the course is not known to majority of them. Some students see Business studies as a last resort that instead of staying at home idle they better leave home to go and the business studies. Some students failed to understand that students in some other career are coming back to learning from, most especially now that there is no more white collar job and every graduate are looking for one business or the other to engage themselves with. Therefore, it is paramount that anyone students interested in studying Business studies must try to listen very well to all the aspects of the course for self actualisation, because business studies is every day affairs. Observed poor attitude towards career in business studies by the students has been attributed (Ukata & Kalagbor, 2015 and Udin & Uwaifor, 2007) to students' lack of understanding of career in Business studies or dislike for Business studies.

The use of different and outdated curriculum, the use of different curriculum is like a family waging war against itself, maiming and killing themselves and the use of old curriculum is like packing the remnant after the war in to the cemetery, so that the remaining ones that are alive will not be relevant for themselves. The use of different and outdated curriculum is embarrassing challenges to the teaching-

learning process of Business studies. The harmonization of the curriculum is very important and the use of currents curriculum is also very germane to the study of Business studies. This will make the graduates of this course to be able to compete favourably with their counterparts internationally and to make the curriculum to be in line with global practices. This confirms observation and the views expressed by Azikiwe (1991) and Eyibe (1992) that curriculum should be reviewed in line with global practices. There is a need for a change in business studies curriculum across the institution of learning in Nigeria.

Finally, there was no significant difference in the responses of teacher of business studies and their students on the challenges facing the teaching-learning process of business studies. A second look at the results in Table 1 shows that the challenges facing the teaching-learning process of business studies are very glaring and fully recognized by both teachers and students. Attention should be focused on how to ameliorate or resolve these challenges.

Conclusion

The results from the study have simply highlighted that Business studies occupies a prominent position in the economic development of nations worldwide. With the above results from the study, one can see that the future development of Nigeria economy is bleak unless something is done urgently. The consequence of this is that, there would not be small scale industries and small businesses would not develop. The researcher concludes that the following factors are the challenges confronting the teaching-learning process in Oyo state higher institution of learning: political interference, poor funding, inadequate supplied of quality teachers/lecturers of business studies, teaching of business studies abstractly, poor or half baked business studies graduates, failure to accept and adopt single curriculum actress the nation, out dated curriculum, lack of teaching facilities and finally the act of seeing business studies as a course for less privileges learners.

Recommendations

Based on the above findings the following recommendations are made that:
- ✓ the education stake holders and school system are therefore expected to do much to reverse the situation. * Business studies education teachers and students are expected to reorganize their teaching-learning methods and personal relationship with each other and to stimulate interest and love for Business studies.
- ✓ Better attention should be given to the teaching of Business studies and mathematics in schools because Business studies require vivid understanding of Mathematics.
- ✓ Teachers should also adopt the system of taking their students for excursion to industries, shopping malls, big markets and where the students could be exposed to practical aspect of the course.
- ✓ Also, the curriculum planner should include industrial training as parts of the training to be received before the learners are given the certificate.
- ✓ The mode of examining the Business studies students should not be based on theory alone it should be mixed with practical.
- ✓ More emphasis and assignment should be given to the students on basic principles of Business studies. *Students should be made to realize and appreciate that no career is better than the others.
- ✓ Professionally and highly skilled teachers should be recruited to help improve the study of Business studies in the schools. The curriculum should be redesigned in line with global practices.

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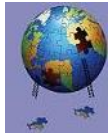
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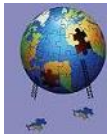
APPRAISING THE ROLES OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) AS A CHANGE AGENT FOR UNIVERSITY LIBRARIES IN KWARA STATE, NIGERIA

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Abstract

This study investigated the role of Information and Communication Technology (ICT) as a change agent for university libraries in Kwara State, Nigeria. The study objectives include: (i) identifying types of Information and Communication Technology (ICT) facilities used in university libraries in Kwara State; (ii) examining the roles of ICT in university libraries in Kwara State; (iii) investigating the challenges militating against the use of ICT in university libraries in Kwara State. In order to achieve the study objectives, three research questions were designed to guide the study, the two null hypotheses were tested at 0.05 level of significance. The study adopted descriptive survey research design. The study comprised 50 professional librarians population in selected university libraries in Kwara State, Nigeria. A structured questionnaire was the instrument used for data collection. Descriptive and inferential statistics were used for the analysis while the study used Chi-Square in analysing the two null hypotheses. The results revealed that (i) numerous ICT tools are used in the university library in Kwara State, Nigeria; (ii) ICT has changed the roles of university libraries in Kwara State, Nigeria; and (iii) numerous challenges militates against the use of ICT in university libraries in Kwara State. Based on the findings, the study recommended that the Federal and State government including proprietors of private universities and other stakeholders should ensure adequate funding of university libraries in the light of active investment rather than a passive obligation, There is urgent need for the improvement of power supply in university libraries in order to enhance maximum use of the ICT facilities because they depend on light (electricity) to function.

Keywords: Appraise, change agent, information and communication technology, university libraries.

INTRODUCTION

Universities are established to promote scholarship, research and learning in the various fields of learning. Behind the mission and vision of university education is the university library, which is the academic library serving the university community (Eze & Uzoigwe, 2013). University libraries are at the vanguard of providing information services to their respective communities which comprise of lecturers, researchers and students in order to support their teaching, learning and research needs. Scholars have emphasised the crucial role of university libraries in research and scholarship in universities. University libraries as the heart or nerve centres of universities remain where all academic activities revolved (Abubakar, 2011).
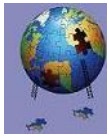
Consequently, Yusuf and Iwu (2010) opined that university libraries as the center around which academic activites revolves. University libraries are indispensable instrument for intellectual development, being a storehouse of information to which users may turn to for accessing information. Nwezeh and Shabi (2011) posited that librarians have information dissemination as one of their primary functions in the institution of learning at assisting users in fulfilling teaching and research roles. The university library has a potential educational force in the university community for staff and students at different levels especially in this era of Information and Communication Technologies facilitates the university libraries' capability to assis users witin the library as well as remote access users.

Information and communication technologies (ICT) are an indispensable part of the contemporary world and have become part of culture and society that have to be adjusted to meet the challenges of the information age. Information and Communication Technologies (ICT) is a force that has changed many aspects of people's ways of life, affecting human lives positively. Considering such fields as travel, business, law, medicine, tourism, librarianship, banking and architecture, the effects of ICT in the recent years has been huge. The way the professional fields operate today is vastly different from the way they operated in the past (Yusuf, Afolabi and Loto, 2013).

Over the past few decades, the library environment has changed considerably in terms of collection, organisation and facilities. The e-resources have occupied considerable space in the library collection, the transaction of library materials are fully automated, new web-based services are offered by libraries to appeal for users participation in redesigning the library system and services. These changes are mainly due to the development and impact of information and communication technology (ICT) in libraries which have also made changes. The ICT tools and services are being used in libraries to manage libraries more efficiently and to cater to users demand (Satpathy & Maharana, 2011).

Information and Communication Technologies has changed the landscape of libraries and librarianship. Libraries are growing from the four walls to the cyber environment where library users can remotely access information to meet their varying needs in different formats ranging from print to digital and web resources. The ICT has assisted information to be disseminated speedily around the globe due to advanced means of telecommunication, and it is being used extensively and has resulted in the growth of information (Ansari, 2013).

The objectives of this study are to:

i. identify the types Information and Communication Technologies (ICT) used in university libraries in Kwara State;

ii. examine the roles of ICT in university libraries in Kwara State; and

iii. investigate the challenges militating against the use of ICT in university libraries in Kwara State.

Research Questions

The study formulated the following research questions;

i. What are the types of Information and Communication Technology (ICT) facilities available in university libraries in Kwara State?

ii. What are the types of Information and Communication Technology (ICT) facilities used in university libraries in Kwara State?

iii. What are the roles of ICT in university libraries in Kwara State?
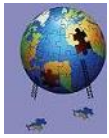
iv. What are the challenges militating against the use of ICT in university libraries in Kwara State?

The following null hypotheses were tested at 0.05 level of significance:

i. Ho1 –There is no significant difference in ICT facilities available in federal, state and private universities in Kwara State, Nigeria.

ii. Ho2 – There is no significant difference in the usage of ICT facilities in federal, state and private universities in Kwara State, Nigeria.
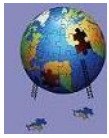
Literature Review

Information and Communication Technology Facilities used in University Libraries

The conception of the library as a storehouse of knowledge by some writers has altered by trends in the information and communication technology (ICT) fields; much emphasis placed on access. There are wide ranges of technologies available in university libraries today. Oketunji (2001) stated that the ICT facilities available for library use include: personal computers, CD-ROMs, telefacsimile, (fax), network, electro-copying (scanning), and the internet. Combining the technology and services, Daniel and Matthew (2000) described the new development as tools for information delivery in the new millennium. Computer is an electronic device that accept data and instruction (input); processes data according to instructions given (processing); stores the processed data (storage); and display the result of the processed data (output). The use of computer has permeated all aspects of human life such that no aspect is left unturned by computer revolution. It is a technology that is affecting the sectors of education, economy, health, manufacturing industries and libraries inclusive. In education, the use of computers in teaching large number of students, thereby solving the problem of distance learning programme through the application of computer technology, (Mabawonku, 2003).

The internet is a global collection of many different types of computers and computer networks that are linked together. It enables individuals, organisations, companies, libraries and government to share information across the world. Asogwa, Ugwu and Idoko (2016) described the internet as an information superhighway of information infrastructure to emphasise the expectation that it would transform the creation, manipulation, storage, retrieval, transfer and utilisation of information. The internet is the fastest-growing computer network with millions of users worldwide and has been found to assist users in obtaining and sharing available information worldwide. The network is a type of information and communication technology that allows the link of separate computers to share their resources. Oni (2004) described a network as a way of connecting computers so that they can communicate with each other and share resources like printers and storage spaces. Anunobi and Nwakwuo (2008) discussed ICTs application in libraries to include personal computer application, CDROM searching, telefacsimile, networks, electro copying, electronic mail, online-searching and the internet. ICT application in libraries all over the world has brought about more efficient technical services and improved reader's services. ICT application in libraries has enhanced the library services than ever known in the delivery of right information to users, especially in the higher institution of learning.

Anunobi and Edoka (2010) examined the use of ICT facilities in Nigeria university libraries and discovered that personal computers, photocopiers and CD-ROM were the ICT facilities mostly used in serial units of the universities. Other facilities identified were printers, LAN, scanner, fax machine and the internet. Similarly, Omekwu and Eruvwe (2014) examined the Application of information and communication technology (ICT) in Delta State Polytechnic Library, Nigeria. The data analysis shows that different ICT facilities are available in the library. The facilities included connected computers, stand-alone computers, telephone, network facilities, online databases, photocopiers, printers, scanners, internet facilities, e-mails, CD-ROM, DVDROM, projectors, library-based software such as Xlib, local area network LAN, wide-area network WAN, and wireless internet access. Ajayi and Ekundayo (2009) listed information technologies to include:

i.   Computers that are used to process, organise, store and access information in the library;
ii.   Radios (tape recorders) used for listening to recorded audio information;
iii. Projectors that are used in teaching and learning during the presentation to viewing audience;
iv.   Television sets and videos and disc players used in viewing audiovisual contents;
v.   Slides and film trips used in viewing visual contents;
vi.   Bulletin boards and electronic notice boards for announcing new arrival and other information the library want the public to know; and
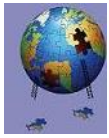vii. Internet for accessing and retrieval of online information

Also, Olatokun (2007) found from a study that ICT facilities available in academic libraries include:

i.   Computers which include a personal computer (PC) and laptops;
ii.   Printers for printing document in the library;
iii. Internet for uploading and downloading information;
iv.   Scanners for the electronic conversion of the document;
v.   Facsimile for sending and receiving document like book order and quotation;
vi.   Telephone for enquiry and reference services as well as a mobile phone;
vii. Photocopiers for reprographic services; as well as
viii. Videoconferencing and teleconference technologies for online chatting and meetings.

Information and Communication Technology as a Change Agent in University Libraries in Nigeria

The functions of university libraries are to collect, process, disseminate, store and utilise information to provide services to the university community (Olayemi, Umar, Yemi-Peters, Sokari, & Haliru, 2017). However, the continually increasing amount of information generated and published, the expanding formats of information storage and retrieval, and ever-changing educational and research needs of library users make it difficult for any library to be a useful learning resource centre (Afolabi & Abidoye, 2011). Since the ultimate goal of the library is to provide services in a manner most useful to the library's users and rendering useful and efficient services. The development in ICT applications came as a saviour to this predicament by providing speedy and easy access to information from different sources and facilitates the reformatting and combination of data from different sources (Saleem, Tabusum and Batcha, 2013). Many libraries have embraced the use of information technology for effective library services (Afolabi and Abidoye, 2011). Such services include reference service, document and technical services, and e-library service also in the form of the library collection development strategies, library building and consortia (Krubu and Osawaru, 2011).

The library has a unique position as a potential educational force in the university community of staff and students of different levels, especially in this era of information and communication technology. The library can facilitate the capability to reach out to direct users as well as remote access users. Agboola and Bamigboye (2011) maintained that the quality and strength of any educational programme depends on the library; not the library as a magnificent building but the use of it. University libraries are at the forefront of providing information services to the different categories of the user such as students, lecturers and researchers to support their teaching, learning and research needs. Singh and Kaur (2009) noted that preservation and access to knowledge and information is the primary mandate of academic libraries alongside supporting the mission of their parent institution. The university libraries are playing their supportive role to the university education by providing necessary resources and services more so in this information era. These enable the libraries to meet up the needs of their teaming patrons. Such resources range from print to non-print and electronic materials in line with what Yusuf and Iwu (2010) asserted that different users of academic libraries utilise different materials provided by these libraries that include reference materials, textbooks, journals, newspapers, past projects and electronic journals. (Nwezeh and Shabi, 2011); also resources like books, journals, newspapers,

government publications, indexes and abstracts as common information materials provided and utilised by academic libraries.

According to Aina (2004), the evolution of Information and Communication Technology promotes the new changes and services in modern libraries has made the organisation of information very efficient, the delivery of necessary information effective dissemination of information faster. ICT has also eliminated the conventional time and space that are familiar with the traditional library system. With ICT, libraries are now positioned to play an active role in information services delivery for national development.

The emergence of ICT has affected the role and services of academic libraries. As Etim (2004) noted, the rapid pace of development in the field of IT and the emergence of networked information services have prompted a comprehensive review of the library and information science profession. There is a clear paradigm shift from old-fashioned ways of carrying out information services powered by analogue data to electronic ways of accessing and retrieving information powered by electronic gadgets. According to Abubakar (2011), ICT is being introduced and included all aspects of library services, E-library and e-resources are becoming the order of the day in library and information practice. In a nutshell, the libraries, especially the university libraries have to adapt to the e-environment in line with the indications of Kumar (2009). For the university library to be where their users are, they have to fully recognise the fact that the world is living in virtual realities as was indicated by Omekwu and Echezona (2008) where library services are in cyberspace and are not affected by opening and closing hours. Users of university libraries now expect to be given what they need, when they need it and from whichever location they may be (Ajogboye, 2010). Anaeme (2006), highlighted that the emerging and fast-growing ICT application in libraries especially university libraries have continued to revolutionaries the pattern and scope of library services. University libraries are now expected to provide to users a range of information and communication technologies and e-resources necessary for retrieving information quickly from both immediate and remote databases, as well as creating a need for library cooperation and consortium initiatives (Okiy, 2005). Achieving 'education for all initiative' in Nigeria will be much more attainable when sound library and information services are provided in different institutions, especially electronically. Through e-resources, education can get to people from physical as well as remote locations.

The information environment has changed rapidly with technological developments to facilitate easy access to information by different users. The developments in Information and Communication Technology (ICT) have revolutionised changes in information processing, storage, dissemination, distribution and access. ICT in the library involves the Information, and Communication Technology facilities use in libraries to perform library operations. It has resulted in a paradigm shift from the traditional library system of handling information packaged in printed format to a technological system. ICT in the library operations has changed the format of library operations and services placed much emphasis on access as against ownership of the collection. The ease and speed of access to information resources have increased tremendously (Omekwu & Eruvwe, 2014).

Akanni (2007) pointed to the globalisation of library services engendered by the advances in ICT and the emergence of virtual libraries is perhaps the most significant development of our time. Traditionally, the library has its role as the place for collection, organisation, preservation and dissemination of information materials gathered in a place. It has however changed as libraries now lay more emphasis on dissemination of information that has been collected, organised and stored not only in a given library but from one library to another or between libraries. Consequently, this is the birth of virtual library using modern technology to facilitate dissemination of information to information seekers (Madu, 2006). The current library services in the 21st-century focus more on digital, virtual or libraries without borders. The transformation and transition, according to Abubakar (2011), are accompanied by sophistication in the changing pattern as the information needs of users continue to multiply. One of the beauties of the concept of the virtual library system lies in its ability
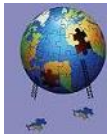
to provide access to a wide range of services to users or members of a virtual library community irrespective of their locations.

The development of ICT has provided an opportunity for online reference services based on the questions and answer type of assistance provided in the traditional inter-personal reference. Asynchronous tools such as e-mail, subject gateways and interactive social media tools like chat rooms (Whatsapp, 2go, facebook), virtual reference desk and 'ask- me' are rapidly replacing the conventional means of post or in-person reference enquiries. Ask-a-Librarian allows the user to click on ask a librarian link to send a formatted enquiry to the reference librarian (Ndukwe, 2012). The reference librarian either provides an answer, links to resources or a link to a subject specialist. Interactive tools now allow reference interviews online thereby improving access to information

The advent of the virtual library has begun to transform the collection development of libraries. Akanni (2007) opines that a lot of electronic publications abound to which library can subscribe to, in addition to converting its texts into digital formats. Such electronic information resources include e-journals, ebooks, e-databases (EBSCOHOST, HINARI, JSTOR, OARE, MIT, AGORA, Science direct, IEE) OPAC, e-thesis and dissertations. It can empower libraries to develop blended and hybrid collections towards meeting the information needs of their clientele.

Current Awareness Services (CAS) has been a necessary means for keeping users updated in their areas of interest. According to Ndukwe (2012), a current awareness service may be as simple as a copy of the table of contents or a bulletin containing bibliographic records of articles selected from the current issues of journals and other materials and usually organised by subjects. Libraries now compile current awareness bulletins using predefined search strategy and running on the database either on CD-ROM or online periodically and getting the desired output. Subject to copyrights, the output can also be stored on a local system, and disseminated online (internet, intranet) and offline (print, CD-ROM, mail). With CAS powered by ICT, library users, especially researchers are kept abreast with latest development, thus opening up the frontiers of research for nation-building.

The terms library co-operation, library networking, library collaboration, library consortia, interlibrary loan and document delivery and access services are some of the terms used interchangeably to describe formal and informal cooperation, partnership and resource sharing activities among libraries. Rydling (2007) cited in Muhammad (2014), defines library resource sharing as the process whereby resources of a group or network of libraries are made available to the total of persons (users) entitled to use one of the libraries. The necessity of resource sharing was born out of the fact that no single library, irrespective of its level of funding, can acquire all information resources needed to satisfy the information needs of its clients. With the advent of ICTs, resource sharing among libraries such as library co-operation, interlibrary loans, co-operative acquisition, co-operative storage like National Union Catalogue (NUC), bibliography of bibliographies and reference services have adequately made available library resources to users with ease, irrespective of their needs and proximities. Advances in ICTs have enabled sharing and exchange of information for various purposes worldwide. This development has placed libraries in an advantageous position that will enable them to serve the information needs of the global village. It has become imperative for Nigerian libraries to make their intellectual collections available for global access via the internet in order to fit into the new direction (Nkanu and Okon, 2010).

Saleem, Tabusum and Batcha (2013) revealed that the use of ICT in libraries enhances users' satisfaction. It provides numerous benefits to library users. Some of the benefits are:
    i.   Provide speedy and easy access to information
    ii.   Provides remote access to users
    iii.   Provides round the clock access to users
    iv.   Provides access to unlimited information from different sources
    v.   Provides information flexibility to be used by any individual according to his/her requirements

 vi. Provides increased flexibility
 vii. Facilitates the reformatting and combining of data from different sources
 viii. Provision of Web access to OPACs
 ix. Electronic document delivery
 x. Networked information resources
 xi. Delivery of information to user desktops
 xii. Online instructions
 xiii. Online readers advisory services

Vijayakumar and Vijayan (2011) argued that ICT has a wide-ranging impact on library and information works. They summarised the impact on a Table 1, as shown below:

Table 1. Library and information works

S/N	Information Activity	Conventional Method	New Technology
1	Generate, Originate	Writing, Typing	Word Processing, Text editing, Character Recognition, Voice Recognition
2	Preserve, Store	Manuscript, Paper-Print Media	Electronic Publishing, Magnetic Storage, Videotext, Tele-text. Computer disk, ROM
3	Process	Classification, Cataloguing, Indexing	Electronic data processing, Artificial intelligence/ Expert systems.
4	Retrieval	Catalogues, Indexes	Database management system, Information retrieval off-line, On-line.
5	Disseminate/ Communicate	Lists, Bibliographies, Abstracts, Hard Copies	Electronic mail, Electronic document delivery, Computer conferencing
6	Destroy	Physical weeding	Magnetic erasers, Optical erasers, re-use the medium

Issues in ICT Application in Nigerian University Libraries

A good number of factors hinder the adequate provision of library and information services and resources by university libraries in Nigeria. Government-owned university libraries, according to Ifijeh (2011), are suffering from a low budgetary allocation for education. Akin and Ajayi (2008) also noted that the Nigerian education sector and in particular Nigerian university libraries are yet to recover from the economic downturn of the 1980s and the subsequent impact of this is the under-funding of the university libraries. Ojuade and Ochai (2000) earlier on took note of funding as the crisis facing the Nigerian university libraries and the book industry. If the university libraries want to meet the expectations of their clientele and the current wave of technological developments in the library and information services which will even facilitate their contribution to achieving education for all, improved funding is needed (Akin and Ajayi, 2008). Many other improvement strategies emanate from this; like automation, acquisition, installation and utilisation of electronic resources and facilities including the internet, subscribing to and maintenance of access to databases in different disciplines as well as training and re-training of staff when the fund is adequately available. Nwezeh and Shabi (2011) recommended that to serve the patrons better, the university libraries should re-address the issue of library orientation for first-year students, aggressive and large scale user education, providing functional library building and making library environment pleasant and comfortable amongst other things.

Fagbe, Amanze, Oladipo, Oyenuga and Adetunji (2015) identified the following constraints to adequate ICT availability and application in academic libraries in Nigeria:

 i. Lack of trained ICT workforce
 ii. Peoples negative attitude to changes in ICT
 iii. Technical problems in the course of using ICT
 iv. The conversion of analogue information into digital format and its storage capacity place a high demand on the bandwidth of the University
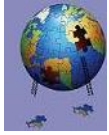
v. Crashing of a computer due to virus, malware, hackers can have a negative effect of loss of data and exposure of information to non-users

vi. Non-availability of funds

vii. Poor maintenance culture

Philip, Oluwagbemi and Oluwaranti (2010) observed that tertiary institutions in Nigeria lack adequate ICT infrastructure to key into the opportunities offered by the cyberspace. The study stated that personal computers are available in most Nigeria tertiary institutions, but they are not readily accessible to students because of the few computers available to students. Also, the necessary software needed for practical works are not available where they are available; they are not accessible because of the low ratio. Philip, Oluwagbemi and Oluwaranti (2010) also remarked that for internet connectivity in most tertiary institutions in Nigeria, the bandwidth subscribed is too small to support any meaningful activity during peak period. He also noted that, where ICT infrastructures like multimedia projectors are available, other infrastructures like interactive whiteboards are lacking.

Akomolafe (2009) investigated the strategies and challenges of ICT infrastructure development for university education in Nigeria. The study further stated that the available infrastructure for ICT in most Nigeria universities was grossly inadequate. It identified that most university students still visit the internet off campus because of too much demand on internet on-campus. Respondents in the study indicated that computers available for internet browsing were inadequate to meet the demand for its usage. He observed that much attention was given to computers and the internet while other ICT infrastructures such as CD-ROM, radio, tape, television, mobile phones and others were lacking and that the level of awareness on the extent to which ICT could be useful in education was still low, noting that many lecturers were not conversant with ICT usage in classroom situations.

Research Design

The descriptive survey research design was adopted for this study to determine the roles of Information and Communication Technology (ICT) as a change agent for university libraries.

The population of the Study

The population of this study comprised of all the professional librarians in selected university libraries in Kwara State, Nigeria. The selected university libraries include University of Ilorin Library, Ilorin, Kwara State University Library, Malete and Al-Hikmah University library, Ilorin. The professional librarians in the three university libraries were fifty (50).

Sample and Sampling Techniques

The sample for this study consists of the entire population. Since the population is a manageable size, the study adopted a total enumeration sampling technique in sampling the entire population.

Instruments for Data Collection

The researchers used a questionnaire for data collection. A structured questionnaire titled; Role of Information and Communication Technology (ICT) As Change Agent for University Libraries Questionnaire (RICTCAULQ) designed and administered to the respondents for data collection.

Validation of the Instruments

At ensuring that the questionnaire is capable of eliciting the required information from the respondents the only instrument for this study, it was subjected to face and content validation. It means that the draft instrument was made available to three experts in a library and information Science at Kwara State University, Malete to peruse and raise necessary observations, corrections and amendment to strengthen the instrument.

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Methods of Data Analysis

All duly completed copies of the questionnaire from the respondents were and subjected to analysis. The use of descriptive and inferential statistics for the analysis was adopted. Descriptive statistics such as frequency counts and percentages were used to analyse the research questions. The Chi-Square was used test of hypotheses in analysing the two null hypotheses.

RESULTS, and DISCUSSION

Response Rate

Out of the 50 copies of the questionnaire distributed to university library staff, a total of 49 were returned, representing an overall return rate of 98.0%. The breakdown shows that 23 (46%) were received from University of Ilorin library; 16 (32%) were from Kwara State University Library, Malete; while 10 (20%) were from Al-Hikmah university library, Ilorin.

Research Question 1: What are the types of Information and Communication Technology (ICT) facilities available in university libraries in Kwara State?

Table 1. Frequency and percentage distribution of responses on the types of ICT facilities available in university libraries

S/N	Items	Available		Not Available	
		F	%	F	%
1.	Personal computers	48	98.0	1	2.0
2.	CD-ROMs	47	95.9	2	4.1
3.	fax machine	29	59.2	20	40.8
4.	Internet connectivity	47	95.9	2	4.1
5.	Printers	49	100	0	0.0
6.	Scanners	44	89.8	5	10.2
7.	Marker space facilities	28	57.1	21	42.9
8.	Webinar Facilities	33	67.3	16	32.7
9.	Webcast facilities	35	71.4	14	28.6
10.	Podcast facilities	34	69.4	15	30.6
11.	network facilities,	44	89.8	5	10.2
12.	online databases	49	100	0	0.0
13.	photocopiers	49	100	0	0.0
14.	DVDROM,	48	98.0	1	2.0
15.	projectors,	43	87.8	6	12.2
16.	Library Management Software	48	98.0	1	2.0
17.	Radios	36	73.5	13	26.5
18.	Television sets	38	77.6	11	22.4
19.	electronic notice boards	33	67.3	16	32.7
20.	Videoconferencing and teleconference technologies	31	63.3	18	36.7
21.	UPS	46	93.9	3	6.1
22.	VSAT Main Server	37	75.5	12	24.5
23.	VSAT Proxy Server	34	69.4	15	30.6
24.	Satellite Dish	34	69.4	15	30.6
25.	Websites	42	85.7	7	14.3
26.	Local Area Network	38	77.6	11	22.4
27.	Municipal Area Network	34	69.4	15	30.6
28.	Wide Area Network	41	83.7	8	16.3
	Weighted Average	**40**	**81.6**	**9**	**18.4**

Source: Field Survey, 2019

The result of data in Table 2 showed an overall percentage where the majority of the respondents 40 (81.6%) indicated that all the types of ICT facilities identified were available in their university library. It implied that numerous ICT facilities are available in the university libraries in Kwara State. This finding is in agreement with Anunobi and Edoka (2010) who examined the use of ICT facilities in Nigeria university libraries and discovered that several ICT facilities are available in Nigerian university libraries. This finding is also in consonance with Omekwu and Eruvwe (2014) who examined the application of information and communication technology (ICT) in Delta State

Polytechnic Library, Nigeria and revealed that different ICT facilities are available in the library. It is evident from the results that Nigerian university libraries have fully embraced ICT facilities for library operations and services. It is a welcome development.

Research Question 2: What are the types of Information and Communication Technology (ICT) facilities used in university libraries in Kwara State?

Table 3. Frequency and percentage distribution of responses on the types of ICT facilities used in university libraries

S/N	Items	Utilised		Not utilised	
		F	%	F	%
1.	Personal computers	46	93.9	3	6.1
2.	CD-ROMs	44	89.8	5	10.2
3.	fax machine	33	67.3	16	32.7
4.	Internet connectivity	47	95.9	2	4.1
5.	Printers	49	100	0	0.0
6.	Scanners	44	89.8	5	10.2
7.	Marker space facilities	35	71.4	14	28.6
8.	Webinar Facilities	32	65.3	17	34.7
9.	Webcast facilities	30	61.2	19	38.8
10.	Podcast facilities	38	77.6	11	22.4
11.	network facilities,	45	91.8	4	8.2
12.	online databases	49	100	0	0.0
13.	photocopiers	49	100	0	0.0
14.	DVDROM,	48	98.0	1	2.0
15.	projectors,	49	100	0	0.0
16.	Library Management Software	46	93.9	3	6.1
17.	Radios	36	73.5	13	26.5
18.	Television sets	39	79.6	10	20.4
19.	electronic notice boards	37	75.5	12	24.5
20.	Videoconferencing and teleconference technologies	35	71.4	14	28.6
21.	UPS	42	85.7	7	14.3
22.	VSAT Main Server	32	65.3	17	34.7
23.	VSAT Proxy Server	30	61.2	19	38.8
24.	Satellite Dish	41	83.7	8	16.3
25.	Websites	43	87.8	6	12.2
26.	Local Area Network	42	85.7	7	14.3
27.	Municipal Area Network	33	67.3	16	32.7
28.	Wide Area Network	39	79.6	10	20.4
	Weighted Average	**40**	**82.6**	**9**	**17.4**

Source: Field Survey, 2019

Table 3 revealed that majority of the respondents 40(82.6%) indicated the utilisation of all the ICT facilities identified in their university libraries. The result implies that university libraries in Kwara State are using various ICT facilities in services delivery and resources management. This finding is in agreement with Afolabi and Abidoye (2011) revealed that many libraries had embraced the use of information technology to help them for effective library services. The finding is also corroborated by Aina (2004) who extensively discussed several ICTs applied in Nigerian university libraries. It indicated the utilisation of all the ICT facilities available in university in Kwara State Nigeria to the maximum, a heartwarming situation.

Research Question 3: What are the roles of ICT in university libraries in Kwara State?

Table 4. Frequency and percentage distribution of responses on the roles of ICT in university libraries

S/N	Items	Agreed		Disagreed	
		F	%	F	%
1.	Speedy and easy access to information	49	100	0	0.0
2.	ICT Facilitates the reformatting and combining of information from different sources	49	100	0	0.0

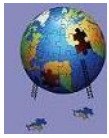| S/N	Items	F	%	F	%
3.	It enhances effective library services	48	98.0	1	2.0
4.	ICT provide remote access users	48	98.0	1	2.0
5.	Electronic information storage	48	98.0	1	2.0
6.	Electronic processing of information	47	95.9	2	4.1
7.	E-library and e-resources are becoming the order of the day in library and information practice	49	100	0	0.0
8.	Automated Teller Machine (ATM) Library services	35	71.4	14	28.6
9.	Marker space services	25	51.0	24	49.0
10.	Webinar services	29	59.2	20	40.8
11.	Webcast services	26	53.1	23	46.9
12.	Podcast services	31	63.3	18	36.7
13.	Libraries turning into cyberspace (Virtual library services)	45	91.8	4	8.2
14.	Speedy information services delivery	49	100	0	0.0
15.	Online reference services (Chat rooms	48	98.0	1	2.0
16.	e-databases	46	93.9	3	6.1
17.	Online current awareness bulletins	47	95.9	2	4.1
18.	Resource sharing with other libraries	47	95.9	2	4.1
19.	Provides round the clock access to users (24 hours services)	44	89.8	5	10.2
20.	Provides access to unlimited information from different sources	48	98.0	1	2.0
21.	Provides information flexibility to be used by any individual according to his/her requirements	48	98.0	1	2.0
22.	Provision of Web access to OPACs	49	100	0	0.0
23.	Electronic document delivery	45	91.8	4	8.2
24.	Delivery of information to user desktops	46	93.9	3	6.1
25.	Online readers advisory services	41	83.7	8	16.3
26.	Magnetic erasers, Optical erasers, re-use the medium	38	77.6	11	22.4
27.	Electronic mail, Electronic document delivery, Computer conferencing	46	93.9	3	6.1
	Weighted Average	**43**	**88.5**	**6**	**11.5**

Source: Field Survey, 2019

Table 4 showed an overall percentage where 43 respondents representing 88.5% agreed that all the constructs are roles of ICT in university libraries in Kwara State. The Table showed that the respondents agreed that speedy and easy access to information, ICT facilitates the reformatting and combining of information from different sources, speedy information services delivery, provision of Web access to OPACs among others. Findings of the study corroborated by Saleem, Tabusum and Batcha (2013) revealed that the use of ICT in libraries enhances users' satisfaction. It provides numerous benefits to library users. The result is also in alignment with Afolabi and Abidoye (2011) reported that many libraries had embraced the use of information technology to help them for effective library services.

Research Question 4: What are the challenges militating against the use of ICT in university libraries in Kwara State?

Table 5. Frequency and percentage distribution of responses on the challenges militating against the use of ICT in university libraries

S/N	Items	Agreed		Disagreed	
		F	%	F	%
1.	Low budgetary allocation to libraries	41	83.7	8	16.3
2.	Lack of trained ICT workforce	32	65.3	17	34.7
3.	Staff and users negative attitude to changes in ICT	33	67.3	16	32.7
4.	Technical problems in the course of using ICT	40	81.6	9	18.4
5.	The conversion of analogue information into digital format and its storage capacity place a high demand on the bandwidth of the University	32	65.3	17	34.7
6.	Crashing of a computer due to virus, malware, hackers that can have a significant adverse effect of loss of data and exposure of information to non-users	36	73.5	13	26.5
7.	Poor maintenance culture	34	69.4	15	30.6
8.	Bandwidth subscribed is too small to support	26	53.1	23	46.9
9.	Available infrastructure for ICT in most Nigeria universities was grossly inadequate	36	73.5	13	26.5

Weighted Average	**34**	**70.3**	**15**	**29.7**

Source: Field Survey, 2019

The result of data in Table 5 showed the percentage distribution of respondents on the challenges militating against the use of ICT in university libraries in Kwara State. The table revealed an overall percentage where the majority of the respondents, 34 (70.3%) agreed to all the constructs as challenges militating against the use of ICT in university libraries. The Table revealed that that low budgetary allocation to libraries, technical problems in the course of using ICT, Crashing of a computer due to virus, malware and hackers have a huge negative effect of loss of data and exposure of information to non-users. These among others are all challenges militating against the use of ICT in university libraries in Kwara State. This finding is in agreement with Fagbe, Amanze, Oladipo, Oyenuga and Adetunji (2015) who revealed several constraints to sufficient ICT availability and application in academic libraries in Nigeria. The results also agreed with Ifijeh (2011) who earlier reported that Nigerian university libraries are suffering from a low budgetary allocation for education.

Test of Hypotheses

The two null hypotheses of the study were tested using Chi-Square Tests. The summary of the test of hypotheses are presented in Tables 5 and 6 as follows:

H_{01}:   There is no significant difference in ICT facilities available in federal, state and private university libraries in Kwara State, Nigeria.

Table 6. Summary of Chi-Square Tests regarding the difference in ICT facilities available among federal, state and private university libraries in Kwara State

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	170.411	27	.000
Likelihood Ratio	203.328	27	.000
Linear-by-Linear Association	10.247	1	.001
N of Valid Cases	1372		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 9.0

Analysis of data in Table 6 revealed that the Chi-Square value for the differences in ICT facilities available in federal, state and private universities was as 170.4 with 27 degrees of freedom and a Significance Probability less than 0.00001, showing a very highly significant result. It showed that Chi-square = 170.4, $p < 0.05$. Therefore, the null hypothesis was rejected; it states that there is no significant difference in ICT facilities available in federal, state and private universities in Kwara State. It implied that ICT facilities available in universities in Kwara State differs significantly.
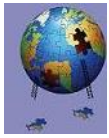
H_{02}:   There is no significant difference in the usage of ICT facilities in federal, state and private universities in Kwara State, Nigeria.

Table 7. Summary of Chi-Square Tests regarding the difference in the usage of ICT   facilities among federal, state and private universities in Kwara State

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	153.922	27	.000
Likelihood Ratio	183.611	27	.000
Linear-by-Linear Association	9.917	1	.002
N of Valid Cases	1372		

a.   0 cells (0.0%) have expected count less than 5. The minimum expected count is 8.54

Analysis of data in Table 7 revealed that the Chi-Square value for the differences in the usage of ICT facilities among federal, state and private universities was 153.9 with 27 degrees of freedom and a Significance Probability less than 0.00001, showing a very highly significant result. This showed that

Chi-square = 153.9, p < 0.05. Therefore, the null hypothesis that states that there is no significant difference in the usage of ICT facilities in federal, state and private universities in Kwara State, Nigeria was rejected. It implied that the level of usage of ICT facilities in universities in Kwara State differs significantly.

Conclusion, and Recommendations

The study concludes that Information and Communication Technology has changed the face of university libraries in Kwara State. University libraries are making a serious effort to meet user's information need in this era by making ICTs available and applied to university library's services. The Federal and State government, including proprietors of private universities and other stakeholders, should ensure adequate funding of university libraries in the light of active investment rather than a passive obligation. Adequate funding will help libraries in the provision of necessary ICT infrastructures and facilities. There is an urgent need for the improvement of power supply in university libraries in order to enhance maximum use of the ICT facilities because they depend on light (electricity) to function. The current efforts of the Federal Government of Nigeria aimed at providing stable energy to federal universities should be implemented and sustained. Librarians in Nigeria should now realise that ICT is now the tool needed to move university library forward and also to meet client need, thereby making their library relevant and increased funding of ICT facilities should be sustained by the university management.

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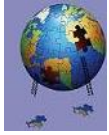
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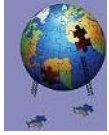
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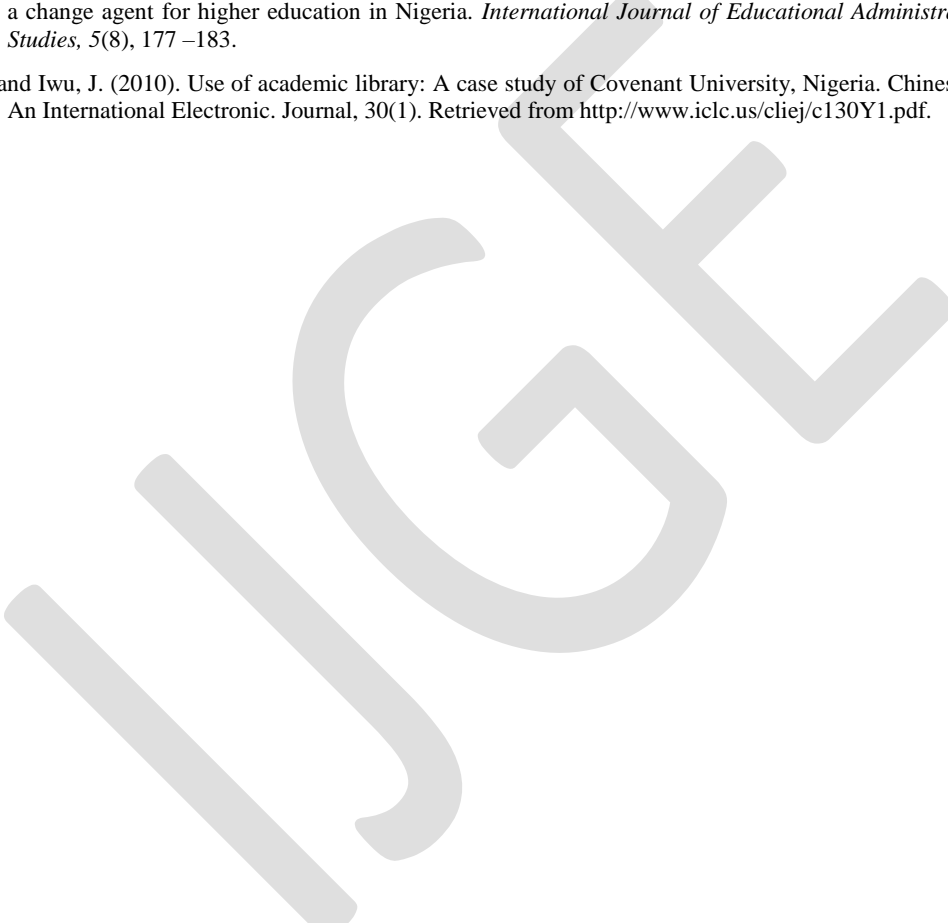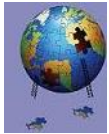
SOCIAL AND EMOTIONAL LEARNING AT THE PRIMARY EDUCATION LEVEL OF THE CYPRUS TURKISH EDUCATIONAL SYSTEM

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Abstract

Social and emotional development is a prerequisite field of development for the individual to get to know life and become successful. Taking this unification and development as a basis, social and emotional learning studies assert the importance of the personality and behavior of individuals, their fields of interest, and their emotional and social skills, besides their academic successes. According to the social learning theory, which takes place among the social interaction theories, human behaviors can be explained not only through reinforcement, but also with the interaction of behavioral and environmental factors. It is clear that people learn many complex behaviors just by observing, without long term reinforcements. Babies learn talking by imitating people around them. Sexual roles are learned from parents and from siblings. Teenagers shape and develop behaviors in their fields of interest by taking famous people as role models. It is of great importance to integrate social and emotional learning into the educational systems. Hence, the aim of this study is to establish at what point the Cyprus Turkish Educational System primary education level stands, in relation to social and emotional learning, and propose restructuring of the Cyprus Turkish Educational System, based on the findings. Opinions of school administrators at the primary education level in the TRNC were gathered within this scope. In addition, daily lives of students in these schools were observed in order to collect data. Qualitative state pattern was used in the study. Data was collected using a structured interview form and an observation form, developed by the researchers. Data collected will be analyzed using the 'content analysis' technique, which contains establishing basic patterns, coding, and categorizing processes. Within this scope data were struggled to be collected by observing the opinions of school administrators, teachers and inspectors who work in the schools as part of basic education, and by observing the daily life of the students in these schools. These findings can be interpreted as that social and emotional learning in the basic education level of Cyprus Turkish Education System is below the medium level according to "academic attitudes and values", "decision making" and "coping with the problems" dimensions. It has been concluded that pre-school, first years of the primary education and private schools are at a level close to the medium level; secondary schools and the last grades of the state primary schools are below the medium level. It has emerged that the emergence of this basic result stems from the fact that a curriculum oriented education approach is predominantly used. For law makers and ministry of education senior administrators depending on the results of the research: Necessary regulations for integration of social and emotional learning skill to Cyprus Turkish Education System with a vision that will be determined within a framework of a new education paradigm including a human oriented education system.

Keywords: Social and emotional learning, violence, social adaptation, development.

INTRODUCTION

Human is one of the leading elements that have to be defined in the behavioural sciences. This comes from the concept of necessity no matter which paradigm or psychological theory this is based on. Education and learning are very important concepts for the development of the individuals, societies and the world. Starting his/her life as a biological entity, human develops the second dimension, cultural dimension, by interacting with his/her social and cultural environment. He/she bequeaths the culture he/she developed to the new generations and therefore the culture continues to improve in the perpetuum mobile (Sarpten, 2008, p. 2). In some litterateurs the culture is approached in the cognitive sense and the culture is understood as the up to date information that not only includes the everyday behavioural objects ranging from eating, clothing way to the occupations and kinship relations but also embraces the ideas, theories and the people within their natural thinking and spreads throughout the world (Ültanır, 2003, p. 39).
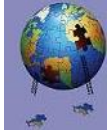
On the other hand the new assumptions related to the nature of the information greatly influenced the process of learning and teaching. It is being understood that the behavioural approach is not able to explain the assumptions related to learning and the nature of learning (Özden, 2008, p. 67). The minds of individuals can be trained to do critical thinking, critical writing and critical speaking as well as scientific and quantitative analyses. However in the world in which there are internal and external conflicts, the minds are exposed to the intense pressure of the hearts and emotions (Zajonc, 2006, p. 1). For this reason the newly emerged values has led to becoming prominent of such concepts as understanding, perception, thinking, creating and feeling in the learning (Özden, 2008, p. 67).

When the development periods of the individuals are examined, it is observed that all the development periods are connected with each other. In the studies related to development areas, the existence of social and emotional development has been accepted even if that has happened unwittingly, and the existence of them in all the development areas has been indicated. Social and emotional development is a development area that is acceptable to be indispensible for people to recognize the life and to be successful in the life. However, of course, all the development areas of the individual should interact with each other (Soylu, 2007, p. 6). The social and emotional learning studies use this joining and development as base and propound seeing personality and behaviours, interests, emotional and social abilities of individuals as important as well the academic success of them. According to the result of a research conducted on 8600 high school students in America; 92% of them are lying to their family members, %71 of them are cheating in the exams, 68% are knocking someone when they become angry; 40% of male students and 30% of female students are committing a theft and 16% of them are drinking alcohol at school (Soylu, 2007). According to another research, a typical American young encounters with approximately 3000 stimulants in a day. The number of these stimulants rises up to 10 million when the young people become 18 years old. 75 % of these young people have a television and a computer which they use for spending two hours averagely on the internet in their room. The messages coming from the density of the marketing and entertainment in daily life have such negative effects as bringing in anti social and unemotional behaviours to young people. Some programs lead students to violence, and the students internalize the sarcastic people in the comedy programs, see the sexual behaviours in many films and music videos and learn them. They mostly use the bad language in the pop music songs (Soylu, 2007, p. 4).

A survey of Istanbul University conducted on 5306 university students reflects the problems that the university students encounter. In this research economic, life and health, psycho-social, cultural and academic problems have been examined; and it has been found that on the subject of health eating habit problems are economically related to their families. It has been stated that in psycho-social terms, young people have concerns about the fact that the society does not trust them, their personalities are not respected and they are under the pressure of the society. Moreover, lack of the social areas enough in the cultural terms and leisure time activities prevents socialization of the young people. The young people that do not have a balance and regularity on their diet have the same problems in the other areas of their life. The fact that the young people experience negative feelings has a negative impact on their abilities such as self confidence, responsibility and empathizing (Yavuzer, 2003, p. 304).

The following findings have been put forward in an observation by Sami Taner (2012), Akdeniz University Faculty of Education. Taner (2012) says that he closely observed especially students in the dining hall and tells that "*when he saw that the oranges distributed during the lunch were returned without being eaten he asked why and they said that it was hard for them to peel off the orange.*" Moreover, he states "*there are university students who can not get on the bus, who can not buy the ticket of it and who leave the bottle of the water they drunk even if their university entrance score is very high.*"
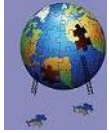
We can see similar cases in the North Cyprus. Many university students that are graduated from different fields may apply to public institutions for working in the jobs outside of their field. In the meantime, the ratio of the success of the people does not exceed 20% in Public Proficiency Test which is required for being appointed to an institution in the public sector. Almost every year, hundreds of students get "0" point in the university entrance exam. This situation shows it is not true that student do not know anything but it is true that they are not able to reflect what they know. In addition, in the daily press it has become more frequent to encounter such cases as student conflicts, and racketeering in the secondary school and even in the primary school. Moreover, in a research conducted by TRNC Ministry of National Education, Youth and Sports in 2011, it has been founded that the age in which the young people attending schools in TRNC meet alcohol, tobacco and drugs has fallen below 15 (KKTC-MEGSB, 2011). All these cases show that only the academic success does not make sense for the people as a part of the society in which they live. This is where the social emotional and learning shows its importance for reaching the general and specific aims of the education.

According to the social learning theory in the social interaction theories, the human behaviours can be explained not only by the practicing, but also the mutual interaction of behavioural and environmental factors. Bandura focused on the learning through observation. Learning through observation includes the processes of paying attention, keeping in memory, practising the behaviour and motivation processes. Being model by observing others is a valid form of approach for the children in terms of the parental attitudes (Aydın, 2000; Senemoğlu, 2001). Having such an important role in the social-emotional development of the child, as in all areas of the development, the parents should firstly have the knowledge about the social and emotional development characteristics for growing up healthy, happy and productive individuals.

Many learning situations we encounter in the social life can not be explained by only conditioning theories. It has been seen that people learn many complex behaviours by long reinforcements. Babies learn speaking by imitating the people around it. Gender roles are learned by mother, father and siblings. Young people create and develop behaviours by taking the famous people in their interest area as model. Bandura puts forward that the environment has an effect on behaviour but behaviour has an effect on the environment. Then he starts looking personality as having relationship between three things. They are environment, behaviour and the psychological development of the person. Social learning theory states that behaviours and emotions are changed by observation and taking as a model. Much behaviour of us are created by observing the others, seeing their ideas and the leading effect of these ideas (Ergün, 2008). As students learn a new subject, they want to know more about this subject by new questions. If this desire of learning had not existed, Galileo would not have discover Callisto (Jupiter 4) with his celestial binocular that he made with two lenses, and then advanced binoculars and telescopes would not have been designed and therefore the existence of other planets would not have been revealed. As in Galileo example, the direct and indirect relationships between academic success and many factors have been put forward by various pieces of researches in litterateur. Emotional characteristics should also be examined as the most important ones of these factors. It can be said that such emotional factors as attitude, self efficacy, motivation, concern have an effect on the desire and interest towards the lessons and this affects their performances and therefore their academic success (Batman & Sarpten, 2010). People acquire knowledge, skill, attitude and values as a result of their interactions with environment. The base of learning is consisted of these experiences. If the interaction of human with his/her environment causes intellectual, emotional or behavioural changes, we can talk about learning. In a broader sense, as a result of learning, individuals attribute a meaning to the universe in which they exist and they re determine their position in the universe (Özden, 2008, p. 68).

As of yet, there is not any known type of change for changing behaviour except the change in the brain (Davidson, 2008). Especially the emotional environment in the early stages of life is of great
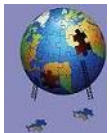
importance in shaping the brain circuits of people permanently. The brains of the children are changing constantly. Their brains take a fixed form with both positive called and negative called experiences and in both desired and undesired shapes. This is where social and emotional learning triggers the brain change that is described as positive (Davidson, 2008).

Being sufficient in social and emotional aspect is one of the important dimensions of being a healthy and happy individual (Kabakçı & Owen, 2010). Related to the socially and emotionally insufficiency, risky characteristics of children and young people such as violence, addiction to tobacco, alcohol and drug, AIDS, adolescent pregnancy, irregular sleep, unbalanced eating habits have a negative effect on their health in the future (Burke, 2002), (Zins & Wagner, 1997). Social and emotional learning indicates people's achievements throughout their life both in the school life and outside of the school life (Pasi, 2001). According to Kabakçı and Owen (2010), basically these skills can be grouped into four skill areas, problem solving skills, communication skills, skills that raise self worth and skills of coping with stress. Moreover, social and emotional learning programs aiming at bringing in these skills develop such positive behaviours as emotional understanding, collaboration, assertiveness, self control, tolerating being prevented, effective conflict resolving strategies and such qualities as planning, mental flexibility, sexual development, general health status and success in school. According to the students' and teachers' opinion of the schools that implement social and emotional learning programs, it provides (Davidson, 2008);

1. Higher academic performance and more positive attitudes towards school,
2. Decrease in violence and negative behaviours,
3. A better school environment for both children and adults.

On the other hand, in a study in which 61 educational researches, 91 meta-analyses and 179 books are examined, it has been revealed that social and emotional factors are the most important factors in learning of the students. As a result of this study it has been emphasized that a direct intervention to the psychological factors that are effective on learning is an effective way to change how much and how a student learned. Moreover, it has been put forward that the emotional status of the students and the quality of social environment have an effect on the learning processes. It has been found that social and emotional learning in studying affects academic attitudes (motivation and commitment to study), behaviours (continuation, studying habits, collaborative learning) and performance (notes, test results and comprehensive knowledge of a subject) (Frey, Nolen, Edstrom & Hirschstein, 2005).

Social and emotional learning is a process in which the children and young people acquire skills and qualities related to social, emotional and academic aspects as a whole throughout the entire life of them. When looked from this process social and sensitive learning affects the effective learning level of the adolescents in both their current age and future ages. For this reason, the integration of social and emotional learning to the education systems is of great importance. From this importance, the aim of the research is to determine social and emotional learning level of basic education level of Cyprus Turkish Education System and to make recommendations related to restructuring of Cyprus Turkish Education System in this sense. In the research, Cyprus Turkish Education System has been examined from the aspects of its basic education level's "academic attitude and values", making decision and "dealing with problems" dimensions of social and emotional learning. Taking the objective and the scope of the research into account, the answers of the following sub-problems have been sought.

What is the situation of the basic education level of Cyprus Turkish Education System in terms of social and emotional learning dimension of;

1. "Academic attitudes and values",
2. "Decision making",
3. "Coping with the problems"?
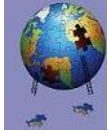
Limitations

This research is limited with the opinions of 6 inspectors, 5 primary school and secondary school teachers and 5 primary school and secondary school teachers who work in the Supervision, Evaluation and Guidance Board of TRNC National Education and the observations in one primary school and two secondary schools.

METHOD

As following of a qualitative process in which qualitative data collection methods are used for presenting the perceptions and cases in the natural environment and in the realistic and integrated way is aimed (Yıldırım & Şimsek 2008, p. 39), qualitative case study design was used in the research. Within this scope data were struggled to be collected by observing the opinions of school administrators, teachers and inspectors who work in the schools as part of basic education, and by observing the daily life of the students in these schools. The data of this research were collected by a structured interview and observation form developed by the researches.

Participants

The participants of the research are 6 inspectors, 5 primary and secondary school teachers, 5 primary and secondary school administrators who work in TRNC Supervision, Evaluation and Guidance Board of TRNC National Education. Detailed information about the participants is given in Table 1.

Table 1. Participants

		Female	Male	Total	Primary School	Secondary School	Total
Teachers		2	3	5	2	3	5
School Administrators		3	2	5	2	3	5
Inspectors		4	2	6	3	3	6
	Total:	9	7	16	7	9	16

Collecting and Analyzing of Data

Interview Form: An interview form structured has been prepared by the researchers for the study. While preparing the form, totally 15 interview questions have been prepared as a result of the litterateur search and contacting with the students and teachers done by the researchers. Then the researchers determined totally 8 questions to be in the final interview form in accordance with the opinions of specialists and class teachers and in line with the aim and scope of the research. From these, the researchers have determined last questions for reaching the questions in accordance with the aims in the interviews. After this study the interview again restructured and finalized by taking expert opinion. In the research, the interviews have been done twice every weeks throughout two weeks and they have been done only once for every participant. The duration of the interviews with every participant is averagely 50 minutes. During this duration the data have been collected through interviews. The interviews have been made personally in the closed environment by showing regard to privacy principle. The researchers have talked with the participants making up the sample in a detailed way and they have recorded the data with a voice recorder.

Observation Form: An observation form has been prepared by the researchers for the study. The observation form has been designed in the way that the students' acts and behaviours, speech and calling form with their friends and teachers while coming to school, in the classroom, during the breaks and in the departure times would be noted in a detailed way. The observations have been made in 3 schools in total, 1 of primary school and 2 of secondary schools in 5 school days between 07:30 and 13:15.
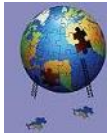
One of the qualitative method types, content analysis method has been used for analyzing the data. The collected data has been analyzed by the content analysis technique including processes of pattern determining, coding and categorization. After that obtained qualitative data has been expressed by using percentage calculation. Moreover for the increase the credibility, the researchers have made "confirmation meetings" which is one of the participant confirmation types. Two confirmation meeting has been done for participants in two groups. Confirmation meeting is a type of credibility in which the researcher shares the conclusions, the meaning he/she make out of the data and his / her own opinions with the participants, and he/ she wants the participants to evaluate the credibility of them (Yıldırım & Şimsek 2008, p. 269). The researcher has shared the conclusions, the meaning he/she make out of the data and his / her own opinions with the participants, and he/ she has wanted the participants to evaluate the credibility of them in the confirmation meetings. As a result the participants have confirmed the conclusions, the meaning the researcher make out of the data obtained from the interviews and his / her own opinions in their evaluations. Moreover another element which increases the credibility and consistency of the research is the fact that the data obtained from the interview forms and the data obtained from the observation form support each other.

FINDINGS and COMMENT

### Findings and Comment related to the First Sub-Problem

The first sub-problem of the research has been given as the question what is the situation in the basic education level of Cyprus Turkish Education System in terms of "academic attitudes and values" of the social and emotional learning dimensions. The digitized representation of the findings obtained from the participants' opinion about this sub problem is given in Table 2.

Table 2. Participants' opinions about the dimension of academic attitudes and values

The Dimension of Academic Attitudes and Values	Less than medium		Medium		More than Medium	
	f	%	f	%	f	%
Emotional behaviours and positive attitudes. *(Environmental awareness, puttin emphasis on personal care and development, attach importance to the elderly and disabled people, etc).*	14	88	2	13	0	0
Advanced thinking skills. *(Creative thinking, problem solving, ability to look at the events and facts from different perspectives, observation, etc).*	16	100	0	0	0	0

As seen in Table 2, participants have stated that in the academic attitudes and values dimension, it is 88 % less than medium, 13 % in the medium in terms of emotional behaviours and positive attitudes. Again under the same dimension, they stated that it is 100 % less than medium in terms of advanced thinking skills. In addition to these findings, some of the participants having participated to the interview have expressed followings:

- *"Our teachers even do not say 'good morning' to the students... I am sorry to inform that social and emotional education is not given in our schools…"*
- *"Unfortunately, there is no education understanding of us focused on human. It does not give importance to human, and its structure is oriented to only storing information…"*
- *"Teachers do not give anything except for the courses…"*
- *"I can easily say that our education system does not include any elements such as putting forward different points of view and critical looking. Even, the structure of our education*
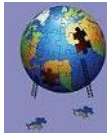
system exterminates curiosity of the students. For example, when students ask questions about the subject of which they have an interest, teachers may say "these are not related to our subject, look at what I tell you" without answering these questions..."

- *"Teachers want answers of monotype... They do not accept the answers that put a slightly different point of view forward..."*
- *I can easily say that we are too weak to lead students to creative thinking and to teach making comment and looking from different aspects. Our system depends on the books. This is what the books give..."*
- *"Teachers do not de training in these subjects and they are not a role model in this regard because they are not given any task in this direction. Because the single and the most important expected thing is to complete the curriculum ..."*

The data obtained from the observation form are as follows: The students do not act as sensitively as in the school and classroom. They do not react to the litter and they do not abstain from he acts that pollute the environment. They write some things on the wall of classroom, change places of the desks on which they sit and they leave them in the middle of the class negligently. Their personal care, clothing are focused on attracting attention and not in accordance with a healthy life and/or climate conditions; they generally prefer hair with hair gel and the clothes that leaving the tattoos on their bodies open. They look at the events and facts from only the popular point of view. For example, getting the questions of the past years' exams and studying them are the most appealed methods.

These findings that have been obtained from the observation form support the findings that have been obtained from the interview form. As a result, these findings can be interpreted as that social and emotional learning in the basic education level of Cyprus Turkish Education System is below the medium level according to "academic attitudes and values" dimension.

**Findings and Comment related to the Second Sub-Problem**

The second sub-problem of the research has been given as the question what is the situation in the basic education level of Cyprus Turkish Education System in terms of "decision making" of the social and emotional learning dimensions. The digitized representation of the findings obtained from the participants' opinion about this sub problem is given in Table 3.

Table 3. Participants' opinions about the dimension of decision making

The Dimension of Decision Making	Less than medium		Medium		More than medium	
	f	**%**	**f**	**%**	**f**	**%**
Unaidedly decision making in the subjects appropriate for them.	13	81	3	19	0	0

As seen in Table 3, participants have stated that in the decision making dimension, it is 81 % less than medium, 19 % in the medium. In addition to these findings, some of the participants having participated to the interview have expressed followings:

- *We take all the decisions for the students but we do not consult them and we do not take their opinions."*
- *"As we have a curriculum oriented structure, the curriculum has the main right to speak. We act in accordance with the curriculum... I suppose the students only choose their captain of the class."*
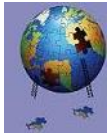
- *"We choose even the elements that the students should choose and decide. For example, there is a concept of "compulsory selective" in our education system. School administrations choose some of the selective lessons that students should choose in the direction of their interest and desires in the name of them"*
- *"No… Our education system by no means creates the conditions in which the students make their own decisions."*

The data obtained from the observation form are as follows: It has been observed that there is not any element in which the students make their own decisions about the subject appropriate for them and the conditions are not appropriate for them. For example, the week of the observation coincided with the week of exams. The exam program was not created by taking opinion or recommendation from the students. The school administration created a program appropriate for them by considering only the administrative conditions. After that the school administration only notified the students about the program.

These findings that have been obtained from the observation form support the findings that have been obtained from the interview form. As a result, these findings can be interpreted as that social and emotional learning in the basic education level of Cyprus Turkish Education System is below the medium level according to "decision making" dimension.

**Findings and Comment related to the Third Sub-Problem**

The third sub-problem of the research has been given as the question what is the situation in the basic education level of Cyprus Turkish Education System in terms of "coping with the problems" of the social and emotional learning dimensions. The digitized representation of the findings obtained from the participants' opinion about this sub problem is given in Table 4.

Table 4. Participants' opinions about the dimension of coping with the problems

The Dimension of Coping with the Problems	Less than medium		Medium		More than medium	
	f	%	f	%	f	%
Basic Communication Skills. *(Smiling, effective listening, establishing eye contact, etc..)*	15	94	1	6	0	0
Joining in a group, collaboration, teamwork, cooperation.	16	100	0	0	0	0
Obeying the rules in the school.	12	75	4	25	0	0

As seen in Table 4, participants have stated that in the academic attitudes and values dimension, it is 94 % less than medium, 6 % in the medium in terms of basic communication skills. They stated that it is 100 % less than medium in terms of joining in a group, collaboration, teamwork, cooperation. Again under the same dimension, they stated that it is 75 % less than medium, 25 % in the medium in terms of obeying the rules in the school. In addition to these findings, some of the participants having participated to the interview have expressed followings:

- *"Especially often in secondary and high schools, there is no environment called class environment; 'noisy clamour, hustle and bustle' in the mean time the teacher only shouts angrily… Mostly our teachers discriminate between us and the others. In other words, teachers could not be a part and leader of the class, and our teachers could not say "us"."*
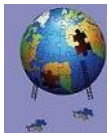
- *"When we compare our schools with the schools in Europe, I can say that we are far behind. Unfortunately we can not teach social and emotional teachings, attitudes and values ..."*
- *"In the past this unwritten curriculum in the education was more important and in this sense the higher rate of the training existed. However now there are conflicts and gangs and especially small children may be exposed to the violence from their friends, and they may face such situations as racketeering..."*
- *"Our teachers do not give importance to anything in terms of coping with the problems because the system does not want that."*
- *"I think these are pretty good in the pre-school. It can be said that this structure also exists in the first years of primary school, but when 3. grade come, we face with classical class order and static desks, and the curriculum oriented understanding, that is the understanding that the individual success is important, become valid and in the secondary school this structure ossifies totally."*
- *"For example we laugh at the people who fall to the ground, but we should pull up him/her; We are in touch with a structure like poke fun at the people weaker than us and externalize them. Our education system does not teach the positive attitudes and values in this sense."*
- *"Especially in the secondary school, the most important element for the teacher are his/ her lesson and its curriculum... They say that teaching of these attitudes and values are not my job and pull of. Because our education system does not include them and they include nothing more than subjects, curriculum and academic knowledge."*
- *"Our education system includes many children of the immigrant families and unfortunately the culture of them does not accord with our culture. We do not arrange a special program for them. In this situation. The understanding of the captain that saved his ship. That results in conflicts, groupings and polarization..."*
- *"Our education system does not include even such values as comradeship, philanthropy, love of the society and country."*
- *"These conditions are at a relatively higher level in the private schools but we can not see them in the public schools."*

The data obtained from the observation form are as follows: It has been observed that the students are not able to perform the basic communication skills; it has been observed that they do not say 'good morning' to their friends and they abstain from eye contact in the class and outside of the class. Especially in the in-class practices effective listening is almost non-existing. It has been observed that the students use frequently the phrases '*yahu* (for god's sake!)', '*be* (hey!)' and '*lan* (man!)'. Any kind of activities aimed at teamwork and collaboration have not been observed.

Moreover, rules of the school are seen as a penalty and therefore obeying the school rules is seen as a 'boring', 'useless' and 'unnecessary' thing. For example it has been observed that the students deliberately arrive at the school for avoid getting involved in the morning meetings.

These findings that have been obtained from the observation form support the findings that have been obtained from the interview form. As a result, these findings can be interpreted as that social and emotional learning in the basic education level of Cyprus Turkish Education System is below the medium level according to "coping with the problems" dimension.
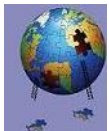
RESULTS and RECOMMENDATIONS

Results

It has been concluded that in the basic level education of Cyprus Turkish Education System social and emotional learning is below the medium level in terms of "academic attitudes and values", "decision making" and "coping with the problems" dimensions. It has been concluded that pre-school, first years of the primary education and private schools are at a level close to the medium level; secondary schools and the last grades of the state primary schools are below the medium level. It has emerged that the emergence of this basic result stems from the fact that a curriculum oriented education approach is predominantly used.

It has been concluded that Cyprus Turkish Education System structuring includes extremely low levels of such advanced thinking skills as emotional behaviours, positive attitudes, creative thinking, problem solving, looking at the events and facts from different perspectives, basic communication skills, collaboration, teamwork and cooperation skills. Moreover it has been concluded that the students could not internalize the fact that school rules are important for their benefit and development and they do not participate in any decision making mechanism even in the subject of their interest.

Recommendations

For law makers and ministry of education senior administrators depending on the results of the research: Necessary regulations for integration of social and emotional learning skill to Cyprus Turkish Education System with a vision that will be determined within a framework of a new education paradigm including a human oriented education system. An action plan should be prepared in a way to integrate such modern education theories as multiple intelligence theory and constructivist approach that take individual differences into account to all the elements in the education system.

Legal basis for the use of the students in an assessment and evaluation system that takes not only academic knowledge levels but all the dimensions of social and emotional skills into account should be prepared. the understanding of doing student transitions between education system levels by testing only the academic knowledge and in an eliminative and exam oriented structure should be abandoned; and dominance of a process oriented structure taking advanced thinking skills of the students into account should be maintained.

For field researchers following recommendations are made: Doing similar researches with qualitative and quantitative approaches and different sample and working groups including other dimensions of the social and emotional learning skills; and comparing the results of it with the results of this research.

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