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Contents of the Issue

i. Copyright Notice
ii. Editorial Board Members
iii. Chief Author and Dean
iv. Contents of the Issue

1. Implementation of Malay Culture in the Curriculum of Madrasah Tsanawiyah Riau Indonesia. *1-13*
2. Relationship between School Facilities Administration and Maintenance Efficiency and Academic Performance of Senior Secondary School Students in Adamawa State, Nigeria *15-21*
3. Current Practice of Student-Centred Classrooms for Learning English at Tertiary Colleges in Bangladesh: Issues and Solutions. *23-31*
4. The Effect of Using Video Game for School Education. *33-39*

v. Fellows
vi. Auxiliary Memberships
vii. Preferred Author Guidelines
viii. Index

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Implementation of Malay Culture in the Curriculum of Madrasah Tsanawiyah Riau Indonesia

By Syahraini Tambak & Desi Sukenti
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Abstract- This study aims to determine the implementation of Malay culture as the Vision of Riau 2020 in education curriculum of Madrasah Tsanawiyah in Riau Province. This research is a descriptive research to describe the implementation of Riau Vision 2020 as the center of Malay culture in educational curriculum in all Madrasah Tsanawiyah in Riau Province. This research was conducted in Madrasah Tsanawiyah in 12 districts/cities of Riau Province. The population of this study is the entire head of Madrasah Tsanawiyah Riau Province amounting to 561 heads of madrasah, and is homogeneous seen from the requirements to become head of Madrasah Tsanawiyah is the same. The sample of this research is 24 head of Madrasah Tsanawiyah with sampling is purposive sampling technique. Data collection techniques used are questionnaires and data analysis techniques are descriptive analytical.

Keywords: *malay culture, madrasah aliyah, riau, curriculum.*

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Implementation of Malay Culture in the Curriculum of Madrasah Tsanawiyah Riau Indonesia

Syahraini Tambak [α] & Desi Sukenti [σ]

Abstract- This study aims to determine the implementation of Malay culture as the Vision of Riau 2020 in education curriculum of Madrasah Tsanawiyah in Riau Province. This research is a descriptive research to describe the implementation of Riau Vision 2020 as the center of Malay culture in educational curriculum in all Madrasah Tsanawiyah in Riau Province. This research was conducted in Madrasah Tsanawiyah in 12 districts/cities of Riau Province. The population of this study is the entire head of Madrasah Tsanawiyah Riau Province amounting to 561 heads of madrasah, and is homogeneous seen from the requirements to become head of Madrasah Tsanawiyah is the same. The sample of this research is 24 head of Madrasah Tsanawiyah with sampling is purposive sampling technique. Data collection techniques used are questionnaires and data analysis techniques are descriptive analytical. The results of this study concluded that Riau Malay culture in the curriculum of Madrasah Tsanawiyah education in Riau Province is 39% accommodated and implemented in the curriculum. Implementation of Malay culture is spread in the core curriculum, extracurricular, local content, and existential on education curriculum Madrasah Tsanawiyah in Riau Province.

Keywords: malay culture, madrasah aliyah, riau, curriculum.

Abstrak- Penelitian ini bertujuan untuk mengksplor implementasi budaya Melayu sebagai Visi Riau 2020 dalam kurikulum pendidikan Madrasah Tsanawiyah di Provinsi Riau.Penelitian ini merupakan penelitian deskriptif yang mengeksplorbudaya Melayu sebagai bagian Visi Riau 2020 dalam kurikulum pendidikan di seluruh Madrasah Tsanawiyahse-Propinsi Riau. Populasi penelitian ini adalah seluruh kepala Madrasah Tsanawiyah Propinsi Riau berjumlah 561 kepala madrasah, dan bersifat homogen dilihat dari persyaratan menjadi kepala Madrasah Tsanawiyah adalah berlaku sama. Sampel penelitian ini berjumlah 24 kepala Madrasah Tsanawiyah dengan pengambilan sampel adalahteknik purposive sampling. Teknik pengumpulan datayang dipergunakan adalah angket dan teknik analisis data adalah deskriptif analitis. Hasil penelitian ini menyimpulkan bahwa 39% budaya Melayu Riau terakomodir dalam kurikulum pendidikan Madrasah Tsanawiyah di Provinsi Riau dan diimplementasikan pada proses pembelajaran. Penelitian ini merekomendasikan pada Pemerintah Provinsi Riau agar menyusun kurikulum Budaya Melayu untuk diajarkan secara serempak di seluruh Madrasah Tsanawiyah guna mempercepat pencapaian Visi Riau 2020 sebagai pusat kebudayaan Melayu di Asia Tenggara.

Katakunci: budaya melayu, madrasah aliyah, riau, kurikulum.

I. Introduction

Riau has long been known as the Malay State which has its own peculiarities in the culture and customs of society. Malay cultural values that are identical with Islam are very strong in the life of the people of Riau. This is because Malay culture is based on "*adat bersendikan syara' dan syara' bersendlikan kitabullah*". This confirms that Islam is very attached to the culture of the Riau Malay (Ali, 2005). Providing more value to the Riau-an in order to create a peaceful Indonesia fair and prosperous is an important thing done by Riau stakeholders. It takes a variety of strengthening of national identity and it is seen from various regional peculiarities. Regional peculiarity should be read as diversity in order to get to a better, stronger, and more prosperous Indonesia. The uniqueness of the area requires a container to continue to grow within the framework of the Unitary State of the Republic of Indonesia.

Malay culture becomes a strong identity in the community tradition in Riau Province. This strong tradition makes Malay culture one of the vision and mission of Riau Provincial Government in developing its territory, namely "The realization of Riau Province as the center of Malay economy and culture in a religious, prosperous and prosperous society in Southeast Asia in 2020". Riau's vision is manifested in provincial government regulations no. 36 Year 2001 which made the basis for development in Riau until now (Zainal, 2010; Tambak & Sukenti, 2017). The emergence of Riau Vision 2020, then the purpose of development is to make Riau preserve the Malay culture, even with a greater goal to make Riau as its center in Southeast Asia. Thus, Malay culture becomes spirit and spirit in every step of development in this area of Lancang Kuning earth (Zainal, 2010).

Education is the main locomotive in developing Malay culture in society (Tambak; Amril; Khairi; & Sukenti, 2018). Madrasah is one of the Islamic

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educational institutions that is the front guard in the application and dissemination of values (Noer; Tambak; & Rahman, 2017). Therefore, the position of the madrasah becomes very strategic in the process of supporting the Vision of Riau 2020 with the form of application, habituation, teaching, and understanding of Malay culture throughout Riau Province. The formulation of the problem studied is how the implementation of Malay culture as the Vision of Riau 2020 in education curriculum of Madrasah Tsanawiyah in Riau Province?

This study aims to explore the implementation of Malay culture in the curriculum of Madrasah Tsanawiyah in Riau Province Indonesia. This research contributes to the regional government of Riau province in developing Malay culture as the Vision of Riau 2020 in Madrasah education institutions. Besides that it is also useful to accelerate the achievement of the Riau Vision 2020 as the center of Malay culture in Southeast Asia.

Related to this studies, there are several researches that have studied Malay culture in Riau Province. Research conducted by Research and Development Center of Culture and Society of Riau University (2005) about traditional culture of Riau Malay. This research resulted in some forms of Riau Malay culture: people's games, Cuban literary tradition, traditional ceremony, ethno agronomy, ethno technology, ethno medicine, historical relics, and tomb of Riau Malay figures. Another study was conducted by Suwardi, et.al. (2007) about the mapping of indigenous people of Riau Malay district/city in Riau Province who found some place of Riau Malay culture which is in all regency and city in Riau Province. Tambak; & Sukenti (2017) reseearch on the application of Malay culture in Madrasah Ibtidaiyah in Riau Province, which resulted 18.2% of Malay culture accommodated in madrasah curriculum. Thamrin and Nur (2007) research on Malay culture in Riau which concluded there are 47 places of Riau Malay culture in Riau Province, and Riau government effort to actualize Malay culture by giving protection and encourage people's desire to form understanding and to be Malay Riau.

Tracing the Riau Malay culture in this research can be seen from two theories that examine the important aspects of Riau Malay culture (Team Penyusun, 2005), namely: The theory that there are four aspects of Malay culture Riau aspects of language and literature, history, cultural values , and patterns of interaction (Budisantoso, 1986). Both theories that states there are two paradigms that support each other to see the culture of Riau Malay, namely the essentialist paradigm and contextualize paradigm (Ahimsa-Putra, 2007).

The essentialist paradigm considers that Malay is a number of traits that can be found in elements of Malay society and culture. This view is related to the identity or identity of Malay culture (Kadir, 1986; Koentjaraningrat; Putra; Effendi; & Tabrani, 2007). At this level Malay culture can be seen in the elements of personality, community, and other elements of Malay culture. In the social elements associated with the field of customs, patterns of association, governance system, and markets, while for cultural elements related to the field of language, literature, dance, music, theater, literature and technology (Rab, 1986). Contextual paradigm implicitly understanding Malayness is done by placing Malay culture in relation with other cultures in Indonesia or with Indonesian culture (Budisantoso, 1986). This view seems to indicate the position or contribution of Malay culture to other cultures in Indonesia or to Indonesian culture in general.

Reviving the noble values sourced from the old culture to reinforce the identity of Malay solidified the existence in the midst of globalization. The diligent, independent, hard-working, tolerant, and courteous principle of the past Riau Malay tradition is a vital force that guides people with unlimited vision, imagination and creativity. Individuals who are part of it also have the opportunity to develop themselves and find the best for him. In essence, a healthy culture is a culture that gives the possibility and opportunity that those who live in it can develop into themselves (Koentjaraningrat; Ambary; Ham, 1983; Ratna, 2006; Team Penyusun, 2006). According to (Mustopa, 2017; Wekke, 2016) culture is a social system and the embodiment of the individual self with social interaction that gives impact to others.

II. Method

This research belongs to descriptive research category (Sugiyono, 2014) that describes the data related to the formulation of the problems studied.In the end will be found implementation of Vision Riau 2020 as the center of Malay culture in the education curriculum in all madrasah in Riau Province. The research was conducted in Madrasah Tsanawiyah in 12 districts/cities of Riau Province, namely Pekanbaru City, Dumai City, Kampar District, Siak District, Indragiri Hulu District, Indragiri Hilir District, Kuantan Singingi District, Kepulauan Meranti District, Rokan Hilir District, Rokan Hulu District, Pelalawan District, and Bengkalis District.

The entire heads of Madrasah Tsanawiyah in 12 (twelve) districts/cities in Riau Province are the study population of 561 heads of public and private madrasah. The population in this study is homogeneous (Sugiyono, 2012) seen from the requirement to be the head of Madrasah Tsanawiyah is the same for all madrasah under the auspices of the Ministry of Religious Affairs of the Republic of Indonesia. The purposive sampling technique was used for sampling and assigned twenty-four Madrasah Tsanawiyah heads in 12 (twelve) districts/municipalities from 561 heads of madrasah in Riau Province. Therefore, each district (12 districts/cities) in the Province will be taken by two heads of Madrasah Tsanawiyah with each madrasah of the country and private.

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The technique of collecting research data is used as a questionnaire (Sudijono, 2012, Razali, 1996) and is given to the Madrasah Tsanawiyah head as the person responsible for curriculum development. The questionnaire was compiled based on eight dimensions: personality, community, language and literature, history, art, Malay symbols, people's games, and culinary Malay. While the data analysis technique used is descriptive (Tuckman, 1978) to analyze the data found in the study.

III. Result and Discussion

a) The Personality of Malays in the Curriculum of Madrasah Tsanawiyah

Table 1 illustrates the identity or Malay cultural identity of the 30.2% personality aspect accommodated in the core curriculum of Madrasah Tsanawiyah education in Riau Province. There are 7 Madrasah Tsanawiyah from 24 studied madrassas teaching the full and genuine personality of Malays in their learning process. On the other hand, 12% or 3 Madrasah Tsanawiyah from 24 madrasahs studied accommodate Malay personality in extracurricular curriculum. There are also Madrasah Tsanawiyah in Riau Province from 24 madrasahs studied, 2.3% madrasah incorporate Malay personality in local content education curriculum. Table 1 also shows that no Madrasah Tsanawiyah incorporates Malay personality in an incidental curriculum. When these three forms of implementation are combined, it is illustrated that 44.5% or 10 madrassas from 24 Madrasah Tsanawiyah in Riau Province include Malay personality in the curriculum.

On the other hand, however, there is less pronounced data, where 55.5% or 14 Madrasah Tsanawiyah of 24 madrasahs have not incorporated aspects of Malay personality in their educational crucible. These madrassas have not adopted Malay personality in the madrasah education curriculum. These madrassas (14 madrasah) do not teach Malay personality to the participants because they do not include in the curriculum, either core curriculum, extracurricular or incidental. This can be seen in table 1 below:

Table 1: Malay Culture Identity of the Malay Personality Aspect in Curriculum Madrasah Tsanawiyah

No.	Questions	Answers				
		CoreCrriculum	Local Content	Exstracuricular	Incide-ntal	Nothing
1	Matter about, Malay character is "sulking"	4	0	5	0	15
2	The material about, preferring to convey something in an indirect way or by using *pantun-pantun*	7	1	4	0	12
3	The material about the personality of the Malays, prefer to restrain himself in many ways	9	1	3	0	11
4	The material about Malay personality is sentimental as reflected in Malay songs	6	1	2	0	15
5	The material of the Malay challenge has an introverted personality because every conflict between himself and others is then drawn into him	7	1	3	0	13
6	The material about Malay personality is peaceful and tolerant or rejects	12	0	1	0	11
7	The material about, "amok" or rage which is manifested when what has been experienced has made a Malays become very embarrassed or make it suffer in mind that has been difficult to bear again.	6	0	2	0	16
	Total (%)	51 (30.2%)	4 (2.3%)	20 (12%)	0 (0%)	93 (55.5)

So the Malay personality values are required to be taught to all educational institutions of Madrasah Tsanawiyah in Riau Province to succeed Riau Vision 2020. Based on that, the identity of Malay personality demands to be taught in madrasah with good learning method. Because, "in accordance with the development of the times, in order to remain qualified learning required teacher mastery of learning methods" (Tambak, 2014). The teacher is one of the most important parts involved and in direct contact with the educational process itself (Siahaan, 2016), including in the Malay cultural transmission to learners in Madrasah Tsanawiyah.

b) Culture of Malay Community in Curriculum Madrasah Tsanawiyah

Table 2 illustrates that the identity or identity of Malay culture from the social aspect contains 27% in the core curriculum of Madrasah Tsanawiyah education in Riau Province. Where 7 Madrasah Tsanawiyah from 24 madrasah studied teaches fully and genuinely aspects of Malay society in the learning process. Table 2 also

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shows that 17% of Madrasah Tsanawiyah accommodate Malay social identity in extracurricular curriculum or 4 madrasah teach Malay community patterns in their learning process. On the other hand, 0.6% of Madrasah Tsanawiyah in Riau Province incorporates Malay community culture in the local content education curriculum. On the other hand, however, there is less pronounced data, where 55.4% of Madrasah Tsanawiyah have not yet incorporated Malay culture from the Malay social aspect in their educational krukulum. This indicates that 13 Madrasah Tsanawiyah from 24 madrasahs studied in Riau Province have not taught the Malay social aspect in their learning process.

Table 2: Malay Culture from the Societal Aspect of the Madrasah Tsanawiyah Curriculum

No.	Description	Answers Alternative				
		Corecurriculum	Local Content	Exstracurricular	Incide-ntal	Nothing
1	The material on Malay people's "respectful patterns of behavior"	12	0	1	0	11
2	The material about giving each other Malay words	8	0	4	0	12
3	Material about the role of Malay women	9	1	3	0	11
4	The material about the relationship between the peasants of the Malay community	3	0	5	0	16
5	Materials about fishermen and "priyayi" of Malay society	3	0	6	0	15
6	Matter on the economic activities of Malay society	4	0	5	0	15
	Total (%)	39 (27%)	1(0.6%)	24 (17%)	0(0%)	80(55.4%)

Aspects of Malay social concerns such as mutual respect, speech, interpersonal relationships in the community and others must be the identity that must be applied by the learners in the life of the community and must be included in the curriculum. Harmonization of good relationships becomes the main capital for the emergence of mental health for the people of Riau Malay. Research conducted by Nasilah & Evanurul M, 2016) confirms that mental health according to Riau Malay is a condition that indicates the existence of harmonization and the achievement of welfare in the physical and mental life. Achievement of mental health is done by improving self-control, self-awareness, and the planting of religious and cultural values in everyday life.

c) Culture of Malay Language and Literature in the Curriculum of Madrasah Tsanawiyah

Table 3 illustrates that the Malay identity or cultural identity of the language and literature aspects contain 21% in the core curriculum of Madrasah Tsanawiyah education in Riau Province. This 21% data is equal to 5 Madrasah Tsanawiyah of 24 studied madrassas teaching fully and literally Malay language and literature in the learning process. On the other hand 18% of Madrasah Tsanawiyah accommodate Malay language and literature in the extracurricular curriculum. There is also a Madrasah Tsanawiyah in Riau Province from 24 madrasahs studied, 2% of madrasas incorporate Malay language and literature in local content education curriculum. When these three categories are combined, it is illustrated that 41% or 9 madrasas of 24 Madrasah Tsanawiyah studied throughout Riau Province include Malay language and literature in the curriculum.

However, on the other hand, there is less pronounced data, in which 59% of Madrasah Tsanawiyah does not include Malay culture from Malay language and literature aspects in its education crucible. There are 15 Madrasah Tsanawiyah from 24 madrasah studied as Riau Province has not taught Malay language and literature in its learning process. These madrassas have not been able to adopt Malay culture from the Malay language and literature aspects in their curriculum. These madrasahs do not yet have a program to develop the character of students with Malay language and literature.

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Table 3: Malay Culture of Language and Literature Aspects in Curriculum Madrasah Tsanawiyah

No.	Description	Answers Alternative				
		CoreCur -riculum	Local Content	Exstracur -ricular	Incid -ental	Nothing
1	Material about aspects of language, namely; Malay speech	8	1	3	0	12
2	Material about aspects of language, namely; use of the words "Malay winged	7	1	4	0	12
3	Material about aspects of language, namely; politeness in the use and selection of Malay words	10	1	1	0	12
4	Material about aspects of language, namely; language in the palace environment	6	0	4	0	14
5	Material about aspects of language, namely; noble language	4	0	3	0	17
6	Material about aspects of language, namely; trade language	3	0	5	0	16
7	Material about aspects of language, namely; the language of the beans or mixes in the markets	4	0	5	0	15
8	Material about literary aspects, namely; custom pantun	4	1	6	0	13
9	Material about literary aspects, namely; young rhymes	4	0	4	0	16
10	Material about literary aspects, namely; pantun likes	4	2	4	0	14
11	Material about literary aspects, namely; grief pangs	4	0	5	0	15
12	Material about literary aspects, namely; grief pangs	4	1	6	0	13
13	Material about literary aspects, namely; the banner of the banner	4	0	6	0	14
14	Material about literary aspects, namely; romantic poetry	5	0	4	0	15
15	Material about literary aspects, namely; figurative verse	5	0	4	0	15
16	Material about literary aspects, namely; the historical poem	7	1	4	0	12
17	Material about literary aspects, namely; poetry	3	0	5	0	16
18	Material about literary aspects, namely; religious poetry	5	0	4	0	15
	Total (%)	91 (21%)	8(2%)	77 (18%)	0(0%)	256(59%)

Table 3 illustrates that Riau Malay language and literature is required to be taught to all Madrasah Tsanawiyah in Riau Province. Therefore, Riau Malay language and literature should be taught from an early age, including in Madrasah Tsanawiyah for adult generation of Riau to speak in accordance with the culture and love the local wisdom it has. In a study produced by Junaidi, et. al. (2016) affirms that language is an inseparable part of human life, because with language one can convey intent and desire to others. The Merbau people in Riau reflect Malay lexical variations in social life.

Literature in Malay culture is also very urgent learned by the learners in Madrasah Tsanawiyah. One source of learning to provide moral education is a cultural heritage of oral literature containing ideas and philosophical meanings rooted in local culture. Research conducted by Fatmawati A. (2013) confirmed that the oral literature Bauda Tapung District of Riau Province contains religious education values that can be used to improve spiritual strength. Character education through oral literature is expected to form a person who has noble character, self-control, intelligence, and skills needed himself, society, nation and state.

d) Malay History in the curriculum of Madrasah Tsanawiyah

Table 4 illustrates that Malay identity or cultural identity from the historical aspect contains 25% in the core curriculum of Madrasah Tsanawiyah education in Riau Province.Where are the 6 Madrasah Tsanawiyah from the 24 madrasahs studied teach the full and genuine Malay history in the learning process. On the

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other side, 19% of Madrasah Tsanawiyah accommodates Malay history in extracurricular curriculum. Data show 5 Madrasah Tsanawiyah teach Malay history in extracurricular curriculum. There are also Madrasah Tsanawiyah in Riau Province from 24 madrasah under study, 4% (1 Madrasah Tsanawiyah) incorporating Malay language and literature in local content education curriculum. When these three categories are combined, it is illustrated that 48% or 12 of 24 Madrasah Tsanawiyah studied throughout Riau Province include Malay history in their respective madrasah education curriculum. But on the other hand found 52% of Madrasah Tsanawiyah has not included Malay culture from Malay history aspect in curriculum of education. This indicates 12 Madrasah Tsanawiyah from 24 madrasahs studied as Riau Province has not taught Malay history in its learning process.

Table 4: Malay Cultural Characteristics of the Historical Aspect of the Madrasah Tsanawiyah Curriculum

No.	Description	Answers Alternative				
		CoreCur -riculum	Local Content	Exstracu -rricular	Incide -ntal	Nothing
1	Material about history aspect, that is; Malay kingdoms or political systems in the past	7	2	4	0	11
2	Material about history aspect, that is; the past maritime that fosters economy and commerce	5	0	5	0	14
	Total (%)	12 (25%)	2(4%)	9(19%)	0(0%)	25(52%)

Thus, the history of Riau Malay demanded accommodated in the curriculum Madrasah Tsanawiyah in order to develop the values of local wisdom in the students themselves. Nur's research (2016) confirms that in resolving diversity, local cultural wisdom is seen to have more effective use, strength, and contribution to address and solve the problem of marginalization of local wisdom. Malay history is very rich in its tradition which requires learners to know it well and thoroughly. Understanding the history of Malay in research Kurniawan (2016) contributes to the development of the character of learners in life.

e) Culture of Malay Art in Education Curriculum Madrasah Tsanawiyah

Table 5 illustrates that the identity or identity of Malay culture from the art aspect contains 11% in the core curriculum of Madrasah Tsanawiyah education in Riau Province. There are 3 Madrasah Tsanawiyah of 24 madrassas studied teaches fully and truly Malay arts in the learning process. Table 5 also shows that 24.3% of Madrasah Tsanawiyah accommodate Malay art in the extracurricular curriculum. Where 6 Madrasah Tsanawiyah teach Malay arts in the process of learning in extracurricular curriculum. There is also a Madrasah Tsanawiyah in Riau Province of 24 madrasahs studied, 0.7% incorporating Malay art in the local content education curriculum. When these three categories are combined it is illustrated that 36% or 9 madrasas of 24 Madrasah Tsanawiyah studied throughout Riau Province incorporate Malay art in the educational curriculum.

Table 5 also found that 64% of Madrasah Tsanawiyah have not included Malay culture from Malay art aspect in their education crucible. This indicates 15 Madrasah Tsanawiyah from 24 madrasahs studied as Riau Province has not taught Malay art in its learning process.

Table 5: Malay Cultural Identity or Identity from the Art Aspect of the Madrasah Tsanawiyah Education Curriculum

No.	Questions	Answers Alternative				
		CoreCurri -culum	Local Content	Exstracurri -cular	Incident -al	Nothing
1	Material about art aspect, that is; musical arts worth humming	4	0	6	0	12
2	Material about art aspect, that is; musical arts *rentak mak inang*	3	0	5	0	16
3	Material about art aspect, that is; music art of two tracks	3	0	5	0	16
4	Material about art aspect, that is; musical arts worth of *the island of sari* or *serampang XII*	4	2	4	0	14
5	Material about art aspect, that is; the art of music *rentak zapin*	4	0	6	0	14
6	Material about art aspect, that is; the art of music*rentak joget*	3	0	7	0	14
7	Material about art aspect, that is; the art of music*rentak ghazal*	3	0	6	0	15

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8	Material about art aspect, that is; the art of music*rentak melayu*	3	0	7	0	14
9	Material about art aspect, that is; the art of music*rentak nobat*	2	0	7	0	15
10	Material about art aspect, that is; the art of music*gerenek*	2	0	6	0	16
11	Material about art aspect, that is; the art of music*tekuk*	2	0	6	0	16
12	Material about art aspect, that is; the art of music*berenjut*	2	0	6	0	16
13	Matter about Malay art aspect, that is; musical instrument	2	0	5	0	17
14	Matter about Malay art aspect, that is; musical instrument *gendang panjang*	2	0	5	0	17
15	Matter about Malay art aspect, that is; musical instrument *gendang zapin*	2	0	4	0	18
16	Matter about Malay art aspect, that is; musical instrument*biola*	2	0	6	0	16
17	Matter about Malay art aspect, that is; musical instrument*accordion*	2	0	7	0	15
18	Matter about Malay art aspect, that is; musical instrument*table*	2	1	7	0	14
19	Matter about Malay art aspect, that is; musical instrument*harmonium*	2	0	6	0	16
20	Matter about Malay art aspect, that is; musical instrument*tetawak*	2	0	6	0	16
21	Matter about Malay art aspect, that is; the art of dance *gentam*	2	0	7	0	15
22	Matter about Malay art aspect, that is; the art of dance *terkam*	3	0	7	0	14
23	Matter about Malay art aspect, that is; the art of dance *angguk*	2	0	5	0	17
24	Matter about Malay art aspect, that is; the art of dance *legar*	2	0	5	0	17
25	Matter about Malay art aspect, that is; the art of dance *cicing*	4	0	6	0	14
26	Matter about Malay art aspect, that is; the art of dance *jinjit*	3	1	4	0	16
27	Matter about Malay art aspect, that is; the art of dance *manumit*	3	0	5	0	16
28	Matter about Malay art aspect, that is; the art of dance *sauk*	2	0	6	0	16
29	Matter about Malay art aspect, that is; theater art of "Makyong"	2	0	5	0	17
30	Matter about Malay art aspect, that is; art of Mendu theater	3	0	7	0	14
31	Matter about Malay art aspect, that is; theater art of Mamanda	3	1	6	0	14
32	Matter about Malay art aspect, that is; the art of dance "Bangsawan"	1	0	6	0	17
	Total (%)	84 (11%)	5 (0.7%)	187 (24.3%)	0 (0%)	492 (64%)

The identity of the Malays from the art aspect demands to be accommodated in the curriculum of Madrasah Tsanawiyah throughout Riau Province. Cultural arts of Riau Malay have cultural values and educations that can make learners love the culture in the midst of the development of the global world. Research Irdawati (2016) for example suggests that the dance manyokak, dance down, and dance podang shield can give a positive impact for the development of young people in Kuantan Singingi. These three dances are cultural expressions of the community and are supported by the younger generation and affect the character of the community itself.

f) Implementation of Malay Symbols in Curriculum Madrasah Tsanawiyah

Table 6 illustrates that the identity or Malay cultural identity of the Malay symbol aspect contains

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14.5% in the core curriculum of Madrasah Tsanawiyah education in Riau Province. Where are the 3 Madrasah Tsanawiyah of the 24 madrasas studied fully and truly symbolize Malayness in the learning process. Table 6 shows that 23% of Madrasah Tsanawiyah accommodates the Malay symbol in the extracurricular curriculum. There are 5 Madrasah Tsanawiyah teaches the symbol of Malayness in the process of learning in extracurricular curriculum. When these two segments are combined, it is illustrated that 37.5% or 8 madrasas of 24 madrasah tsanawiyah studied throughout Riau Province include Malay symbols in their respective madrasah education curriculum.

However, on the other hand, there is less pronounced data, in which 62.5% of respondents answered that their Madrasah Tsanawiyah has not included Malay culture from the aspect of Malay symbols in its education curriculum. This indicates that 62.5% is equal to 16 madrasah tsanawiyah from 24 madrasah studied as Riau Province has not taught the symbol of Malayness in the learning process. These madrassas have not been able to adopt Malay culture from the aspect of the Malay symbol in their curriculum. These madrasahs (16 madrasah) do not yet have a program to develop students' characters with real Malay symbols in the learning process.

Table 6: Identity of Malay Culture from Aspect of Malay Symbols in Curriculum Madrasah Tsanawiyah

No.	Questions	Answers Alternative				
		CoreCurri -culum	Local Content	Exstracurri -cular	Incide -ntal	Nothing
1	Matter about Malay symbol aspect, that is; clothing	4	0	6	0	14
2	Matter about Malay symbol aspect, that is; building / interior	3	0	5	0	16
	Total (%)	7 (14.5%)	0(0%)	11 (23%)	0(0%)	30(62.5%)

The results of this study illustrate that the Malay cultural identity of the symbols of clothing and buildings gives a unique value compared to others and is Islamic. Clothing dressing and building symbols look very unique and demanding it must be accommodated in the curriculum Madanasah Tsanawiyah and implemented in the learning process. The research results strengthen the research of Zaini (2014) in Sambas that in terms of the Malayan buildings that have high value architecture and traditional architecture as the work of ethnic groups in Indonesia have formed and developed customs according to their needs. Tradition is a part of the culture they create to facilitate daily activities. The traditional Malay house architecture in Sambas City as part of the culture of the archipelago has a structure and a construction stage that gives its own characteristics.

g) Games of the Malay People in the Madrasah Tsanawiyah Education Curriculum

Table 7 shows that the identity or Malay cultural identity of the people's play aspect contains 10% accommodated in the core curriculum of Madrasah Tsanawiyah education in Riau Province. There are 2 Madrasah Tsanawiyah from 24 madrassas studied fully teaches the game of Malay people in the learning process. On the other hand, Table 7 shows that 21% or 5 Madrasah Tsanawiyah accommodate the Malay people in the extracurricular curriculum. There is also a Madrasah Tsanawiyah in Riau Province from 24 madrasahs studied, 6% (1 madrasah) includes Malay folk games in the local content education curriculum. When these three models are combined, it is illustrated that 37% or 8 madrasahs of 24 Madrasah Tsanawiyah studied throughout Riau Province include Malay folk games in the madrasah education curriculum. Table 7 also shows 63% of Madrasah Tsanawiyah data in Riau have not included Malay culture from the Malay people's facets in their educational curriculum. There are 16 Madrasah Tsanawiyah from 24 madrasah studied as Riau Province has not taught the game of Malay people in the learning process.

Table 7: Malay Cultural Identity of the People's Game Aspect in the Madrasah Tsanawiyah Curriculum

No.	Question	Answers Alternative				
		CoreCur -riculum	Local Content	Exstrac- urricular	Incide -ntal	Nothing
1	The material about aspects of Malay people game, that is; tools and game types	2	1	4	0	17
2	The material about aspects of Malay people game, that is; sports and martial arts	3	2	6	0	13
	Total (%)	5 (10%)	3 (6%)	10(21%)	0(0%)	30(63%)

This illustrates that the game of Malay culture in the Madrasah Tsanawiyah education curriculum is very urgent to be developed amid the current globalization of information and communication technology which is

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minimal with the game of local folk culture. Thus the game of Malay culture can be a different value in the midst of global progress when developed in the learning process in madrasah. In research conducted by Rashid; 16 sub-districts confirmed that there were 30 types of classical game, 51 were classified as tools, 44 engineering classifications, 4 player name classifications, and 30 game name classifications contributed to the development of characters community. The development of Malay cultural game becomes an important task done mainly through education at Madrasah Tsanawiyah in Riau Province to strengthen the success of Riau Vision 2020.

h) Malay Culture Culinary in Education Curriculum Madrasah Tsanawiyah

Looking at table 8 shows that Malay identity or cultural identity of the culinary aspect contains 13% (3 madrasahs of 24 studied) accommodated in the core curriculum of Madrasah Tsanawiyah education in Riau Province. On the other side, it can be seen in table 8 that 17% (4 madrasahs of 24 madrasahs studied) Madrasah Tsanawiyah accommodate Malay cuisine in its madrasah education curriculum, in the extracurricular curriculum. In addition, there are Madrasah Tsanawiyah in Riau Province from 24 madrasahs studied, 8% (2 madrasah) incorporate Malay culinary in local content education curriculum. Also found 4% or 1 Madrasah Tsanawiyah includes Malay culinary game in incidental curriculum that is 4% or 1 madrasah. When these four categories are combined, it is illustrated that 42% or 10 madrasahs of 24 Madrasah Tsanawiyah studied throughout Riau Province include Malay cuisine in the curriculum.

However, on the other hand, in table 8 it shows that 58% of Madrasah Tsanawiyah has not included Malay culture from Malay culinary aspect in curriculum. This indicates that 58% or 14 Madrasah Tsanawiyah from 24 madrasahs studied in Riau Province have not yet taught Malay culinary in their learning process.

Table 8: Identity of Malay Culture from Culinary Aspects in Curriculum of Madrasah Tsanawiyah Education

No.	Questions	Answer				
		CoreCurriculum	Local Content	Exstracurricular	Incidental	Nothing
1	The material about culinary aspects of Malay, namely; type of food	3	2	4	1	14
	Total (%)	3 (13%)	2(8%)	4(17%)	1(4%)	14(58 %)

i) Riau Malay Culture in Education Curriculum Madrasah Tsanawiyah

The data illustrated in table 9 indicate that the implementation of Malay culture in the Madrasah Tsanawiyah education curriculum in Riau Province accommodates only 17.4% in the core curriculum, 1.5% in the local content curriculum, 20% in extracurricular curriculum, and 0.1% accommodated in incidental curriculum. If the four segments of this type of accommodation are combined, it will give birth to a percentage of 39% Malay culture (10 madrasah) accommodated in the Madrasah Tsanawiyah education curriculum.

But the less exciting thing is where there are 61% of Malay culture has not been accommodated in education curriculum of Madrasah Tsanawiyah Se-Riau Province. If this percentage (61%) is seen in the number of madrasahs, then there are 14 Madrasah Tsanawiyah in Riau Province from 24 Madrasah Tsanawiyah that have not studied Malay culture curriculum in their respective madrasah. This indicates that the material on Malay culture has not been taught in the 14 madrasahs in the learning process. When compared with the number of Madrasah Tsanawiyah in Riau Province, as many as 561 madrasahs from 24 Madrasah Tsanawiyah, 14 madrasahs have not been accommodated. Then there are 322 Madrasah Tsanawiyah not yet accommodate Malay culture in madrasah education curriculum.

However, there are also 10 (39%)Madrasah Tsanawiyah who teach Malay culture in the learning process at madrasah. When compared with the number of Madrasah Tsanawiyah in Riau Province, 561 madrasahs from 24 Madrasah Tsanawiyah, 10 madrasah accommodate. Then there are 230 Madrasah Tsanawiyah that accommodate Malay culture in madrasah education curriculum. This data includes a crucial part that can provide and become a kind of "incubation" for the development of Malay culture in Riau Province emerging from Madrasah Tsanawiyah. The leadership of madrasah heads is very urgent to construct Malay culture in the curriculum and learning process. It takes Islamic values for the leadership of the madrasah head, because according to Fitriani (2017) Islamic values should be the basis of systematic and systematic leadership.

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Table 9: Malay Culture in Education Curriculum of Madrasah Tsanawiyah in Riau Province

No.	Descriptions	Answers Alternative				
		CoreCurriculum	Local Content	Exstracurri-cular	Incidental	Nothing
1	Malay Personality	51 (30.2%)	4 (2.3%)	20 (12%)	0(0%)	93 (55.3)
2	Community Culture	39 (27%)	1 (0.6%)	24 (17%)	0(0%)	80 (55.4%)
3	Culture of language and literature	91 (21%)	8(2%)	77 (18%)	0(0%)	256 (59%)
4	Malay cultural identity from the historical aspect	12 (25%)	2(4%)	9 (19%)	0(0%)	25 (52%)
5	Malay cultural identity of the art aspect	84 (11%)	5 (0.7%)	187 (24.3%)	0(0%)	492 (64%)
6	The symbol of Malayness	7 (14.5%)	0(0%)	11 (23%)	0(0%)	30 (62.5%)
7	The culture of folk games	5 (10%)	3(6%)	10 (21%)	0(0%)	30 (63%)
8	Cultural aspects of culinary	3 (13%)	2(8%)	4 (17%)	1(4%)	14(58 %)
	Total (%)	292 (17.4%)	25 (1.5%)	342 (20%)	1(0.1%)	1020(61%)

Table 9 illustrates the recapitulation of the implementation of Riau Malay culture from various aspects that have been described in the education curriculum of Madrasah Tsanawiyah in Riau Province. In table 9 it illustrates the personality of Malays accomodated in the curriculum of 44.7%. Malay social culture is implemented in the curriculum of 45.6% as well. Malay languages and literature included in the Madrasah Tsanawiyah curriculum are 41%, and so is 48% Malay history accommodated in the curriculum. Meanwhile, 36% of Malay arts were included in the curriculum and taught in the learning process, as well as the 35.5% accommodated Malay symbols, 37% Malay folk games, and 42% Malay cuisine accommodated in the curriculum of Madrasah Tsanawiyah education curriculum in Riau Province.

Accommodating various aspects of Malay culture in the curriculum illustrates that this culture should be taught in Madrasah Tanawiyah in Riau Province. Cultural transmission is very relevant applied in educational institutions, because according to Silahuddin (2016) education aims the process of transfer of culture or transfer of knowledge, as well as the transfer of value. This is also true in research conducted by Fadlan; & Darmadi (2014) that cultural values can become glue on the community to avoid the wrong and relevant perceptions developed in the world of education. So the policy teacher about madrasah teachers to teach Malay culture is very urgent. Because, according to Hermawan; Sa'diyah & Sanusi (2017) the policy implementation of competence in cultivating the practice of religious teaching in madrasahs contributed to the improvement of madrasah quality, teacher competence and performance, and students' good deed and achievement.

In table 9 it is asserted that Riau Malay culture accommodated 18.9% in the curriculum of Madrasah Tsanawiyah education in Riau Province and implemented in the curriculum. Implementation of Malay culture is spread in the core curriculum, extracurricular, local content, and incidental on the curriculum of Madrasah Ibtidaiyah education in Riau Province. Thus, the Malay culture which is used as one of the Vision of Riau 2020 taught in Madrasah Tsanawiyah in Riau Province accommodates only 39% while also implies the measure of the success of the vision to Madrasah Tsanawiyah students.

IV. Conclusion

This research concludes that Riau Malay culture in education curriculum of Madrasah Tsanawiyah in Riau Province is 39% accommodated and implemented in curriculum. Implementation of Malay culture is spread in the core curriculum, extracurricular, local content, and incidental on education curriculum Madrasah Tsanawiyah in Riau Province. Riau Malay Culture covering various aspects of the personality of the Malays accommodated in the curriculum of 44.7%. Malay social culture is implemented in the curriculum of 45.6% as well. Malay languages and literature included in the Madrasah Tsanawiyah curriculum are 41%, and so is 48% Malay history accommodated in the curriculum. Meanwhile, 36% of Malay arts were included in the curriculum and taught in the learning process, as well as the 35.5% accommodated Malay symbols, 37% Malay folk games, and 42% Malay cuisine accommodated in the curriculum of Madrasah Tsanawiyah education curriculum in Riau Province.

Based on the results of the research is expected to be utilized by the Government of Riau Province for the acceleration of implementation of the Vision of Riau 2020, especially the Malay culture through education, religious and cultural programs in synergy. An immediate regulation or policy on the regulations and policies of the Riau Provincial Government should be made to make Malay Culture a curriculum for all Madrasah Tsanawiyah in Riau Province. It needs to be provided by Malay Culture Teachers who are prepared to provide students with a transformation of knowledge about Malay culture in all madrasah in Riau Province.

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Head of regional office of the Ministry of Religion of Riau Province is expected to give full attention to madrasahs to make the Malay culture as a curriculum that must be studied.Needs cooperation with local government, education authorities and Malay Customary Institution (MCI) Riau in provision of Teachers/Teachers of Malay Culture Subjects at every madrasah level both at provincial and district/municipality level. Ministry of Religious Affairs is expected to make the design of Malay culture-based learning model in madrasah Tsanawiyah in Riau Province. It needs to be made academic text related to madrasah education curriculum based on Malay culture synergized between head of regional office of the Ministry of Religion of Riau Province, MCI Riau and Education Office of Riau Province to accelerate the achievement of Riau Vision 2020. Malay Customary Institution (MCI) is expected to provide guidance and cooperate with Head of regional office of the Ministry of Religion of Riau Province in acceleration implementation program Malay culture in Madrasah Tsanawiyah throughout Riau Province.

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Relationship between School Facilities Administration and Maintenance Efficiency and Academic Performance of Senior Secondary School Students in Adamawa State, Nigeria

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Introduction- In spite of efforts by government to improve Nigerian systemof education different kinds of problems ranging from mismanagement of resources to declining in standard of education are being experienced (Olaniyan & Anthony, 2013). This according to Amuche, Amuche, Bello and Marwan (2014) result in poor performance of students in external examinations such as the Senior School Certificate Examinations (SSCE) organized by West African Examination Council (WAEC).

Public outcries about the dilapidated nature and poor maintenance of available school facilities have yielded little or no result in Nigeria. This is because school administrators seem not to show much effort in tackling the problems as evidenced by poor handling of the facilities (Danjuma & Adeleye, 2015). This is why a casual visit to any public secondary school in Nigeria(Abah, 2016) reveals the extent to which school facilities have decayed.

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Relationship between School Facilities Administration and Maintenance Efficiency and Academic Performance of Senior Secondary School Students in Adamawa State, Nigeria

Dr. K. T. Takwate

I. Introduction

In spite of efforts by government to improve Nigerian systemof education different kinds of problems ranging from mismanagement of resources to declining in standard of education are being experienced (Olaniyan & Anthony, 2013). This according to Amuche, Amuche, Bello and Marwan (2014) result in poor performance of students in external examinations such as the Senior School Certificate Examinations (SSCE) organized by West African Examination Council (WAEC).

Public outcries about the dilapidated nature and poor maintenance of available school facilities have yielded little or no result in Nigeria. This is because school administrators seem not to show much effort in tackling the problems as evidenced by poor handling of the facilities (Danjuma & Adeleye, 2015). This is why a casual visit to any public secondary school in Nigeria(Abah, 2016) reveals the extent to which school facilities have decayed.

Waweru and Orodho(2013); Jackline and John(2014), examined relationship between management of school facilities and students' academic performance. The results reveal rather good relationship. However, what is clear is that management of school facilities in secondary schools involves the application of management principles in planning, allocating, designing, controlling and effective maintenance towards achievement of educational goals (Latika, 2009). This effectiveness according to United Nations Educational, Scientific and Cultural Organization (UNESCO, 2006) is judged by the extent to which schools generally meet the expectations of the society within which they are established. These expectations are better seen in students' academic performance.

Mbaya, Audu and Aliyu (2014) defined school facilities administrative efficiency as the judicious utilization of resources, proper conduct and management of educational affairs to facilitate academic effectiveness. Thus, it is the responsibility of school administrators to ensure that all components of the school facilities are in good working condition, well protected and used for the purpose(s) for which they were acquired. Xaba (2012) made the point that school facilities maintenance efficiency is concerned with ensuring safe conditions for facility users (learners, educators, staff, parents or guests), and creating a physical setting that is appropriate and adequate for learning. Academic performance was described by Adeyemi and Bolarinwa (2013) as scholastic standing of a student at a given moment explained in terms of grades obtained in a course or group of courses taken. It is also the level of students' attainment in an external examination measured in terms of credit passes.

Adamawa State comprises five education zones (Mubi, Gombi, Numan, Ganye and Yola). The academic performance of Senior Secondary School students in SSCE in Adamawa State compared to other States in Nigeria have been very poor during the years under review(2013 – 2015) (Collins, 2015; Abah, 2016). The poor performance has made it difficult for majority of students to gain admissions into higher institutions of learning in recent times. Thus, principals' administrative and maintenance inefficiency can be hypothesized to be responsible for this poor students' academic performance inAdamawa State (Udonsa & Udonsa, 2015).

Despite the views of different writers, Saad (2014), Udonsa and Udonsa (2015), Abubakar (2016) and Aworanti(2016), maintained that most secondary schools in Adamawa State are generally ill-equipped for instruction; lack good seats and desks for students to write and are overcrowded. The standard for learning space such as availability of teachers' seats and staff rooms, classroom windows and doors are not maintained. Teachers and students are exposed to danger in hot and cold weather. If the main instrument of evaluating the quality of secondary schools is students' performance in West African Senior School Certificate Examinations; then factors affecting students' academic performance withparticular reference to school facilities administrative and maintenance efficiency should be of great concern. From these observations, it could be

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assumed that basic facilities that could facilitate learning are not adequately managed in Adamawa State and where they are available their conditions are not satisfactory for learning due to poor administrative and maintenance in efficiencies. It is on this premise that this research investigated the relationship between school facilities administrative and maintenance efficiency and academic performance of senior secondary school students in Adamawa State, Nigeria.

II. Statement of the Problem

Management of school facilities has been examined by educationists (Badau, 2010; Danjuma & Adeleye, 2015; Neji & Nuoha, 2015) in the different States of Nigeria and concluded that school principals have not been able to control and maintain educational facilities even where there is evidence of funding by the government. In the same vein, senior secondary schools in Adamawa State face the combined challenges of deteriorating conditions due to poor administrative inefficiencies of educational resources (Abubakar, 2016). These combined deficiencies impair the quality of teaching and learning in these schools and create problems for students. The effects of administrative and maintenance inefficiency of school facilities are threats to management senior secondary curriculum and students' academic performance.

Despite the laudable motives which seemed to justify the very high cost of managing the educational system, schools in Adamawa State are not really effective engines for the diverse functions for which they are set up. The performance of the schools as attested to by the academic performances of the students especially at the senior secondary school level have been rather very disappointing. The situation actually tends towards threatening the future of the State. The reports of surveys (for example, the 2011 - 2013 Statistical Report on Women and Men in Nigeria by National Bureau of Statistics, 2014) pointed to the academic performance of secondary school students which have been on the decline for some times now in Adamawa State. The poor performance of students in examinations in Adamawa States, Nigeria had been largely attributed to poor school management (Eguridu, 2012; Anaba, 2013; Udonsa& Udonsa, 2015) and it had been a source of concern to government and stakeholders though the claim cannot be uphold without an investigation to authenticate if it is true as observed by previous studies. It was against this background that this study determined the relationship between administrative and maintenance efficiency of school facilities and academic performance of senior secondary school students in Adamawa State, Nigeria.

III. Research Questions

The study answered the following research questions:

1. What is the level of school facilities administrative efficiency in Senior Secondary Schools of Adamawa State, Nigeria?
2. What is the level of school facilities maintenance efficiency in Senior Secondary Schools of Adamawa State, Nigeria?
3. What is the level of senior secondary school students' academic performance in Adamawa State, Nigeria?

Research Hypotheses

1. There is no significant relationship between the level of school facilities administrative efficiency and academic performance of senior secondary school students in Adamawa State, Nigeria.
2. There is no significant relationship between the level of school facilities maintenance efficiency and academic performance of senior secondary school students in Adamawa State, Nigeria.

IV. Methodology

The study was carried out using all the public Senior Secondary Schools in Adamawa State, Nigeria ($9^o 20' N 12^o 30' E$)located in the North East Geopolitical zone of Nigeria, with its capital at Yola. Correlational research design was adopted for the study. The target population for the study was 6,717 (19 staff of Adamawa State Ministry of Education Planning Division, 248 school principals and 6,450 teachers).The total sample for the study was 549, made up of 19 staff of Adamawa State Ministry of Education Planning Division,153 principals and 377 teachers. Three research instruments (Management of School Facilities Questionnaire (MSFQ), Check list and students' academic performance pro-forma) scored on a four-point response scale were used for data collection. The reliability of the questionnaire was determined through a pilot test using Cronbach alpha. The overall reliability coefficient for MSFQ was 0.76 which gave a high reliability index for the full length of the test.

Descriptive statistics of mean scores and standard deviation were used to answer the research questions and Pearson Product Moment Correlation Coefficient (r) was used for testing null hypotheses. For this study any grand mean above or equal to 2.50 was accepted to indicate that the level of school principals' administration, school facilities maintenance and students' academic performance is efficient while any grand mean less than 2.50 indicate inefficiency. A null hypothesis was rejected when the computed p-value is less than 0.05 levels of significance otherwise the null hypothesis was retained when the computed p-value is greater than0.05 level of significance.

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V. Results

Research Question One: What is the level of school facilities administrative efficiency inSenior Secondary Schools of Adamawa State, Nigeria?

Table 1: Summary of Means and Standard Deviations of School Facilities Level of Administrative Efficiency in Adamawa State Senior Secondary Schools

S/N	Items	n	VE	E	ME	NE	$\bar{x}$	s	Remark
1	The principal identifies facilities problems promptly	530	175	254	69	32	1.92	0.84	NE
2	The principal reports facilities problems to appropriate authorities promptly	530	176	232	80	42	1.98	0.90	NE
3	The principals keeps adequate records of facilities in the school	530	281	144	75	30	1.73	0.91	NE
4	The principal ensures school facilities are properly maintained to prevent unnecessary interruptions of school activities	530	117	168	221	24	1.29	0.86	NE
5	The principal offers incentives to staff to encourage them take good care of facilities in the school	530	45	161	210	114	1.74	0.90	NE
6	The principal maintain a timetable for maintenance of school facilities	530	41	132	86	271	3.11	1.03	E
7	The principal often develops action plan to get sufficient supply of facilities for our school from the government	530	66	165	147	152	2.73	1.01	E
8	The principal often reports facility needs of our school to the government for immediate action	530	203	174	67	86	2.07	1.08	NE
9	The principal always make sure that facilities are handled by experts during usage in the school	530	142	117	90	181	2.59	1.21	E
	Grand Mean						2.35	0.97	NE

Result of analysis in Table 1 shows the mean and standard deviation of items on level of school facilities administrative efficiency in senior secondary schools in Adamawa State. The grand mean 2.35 and standard deviation 0.97 indicates that school facilities are not efficiently administered by school administrators.

Research Question Two: What is the level of school facilities maintenance efficiency in Adamawa State Senior Secondary Schools?

Table 2: Summary of Means and Standard Deviations of School Facilities Level of Maintenance Efficiency in Adamawa State Senior Secondary Schools

S/N	Items	n	VE	E	ME	NE	$\bar{x}$	s	Remark
10	Cracks on buildings are repaired immediately after discovery	530	69	95	253	113	2.78	0.93	E
11	Broken furniture (chairs or tables) are quickly repaired	530	130	143	145	112	2.45	1.08	NE
12	Laboratory equipment are often cleaned to protect them from damage	530	49	139	190	152	2.84	0.95	E
13	School generator(s) are serviced regularly	530	54	100	224	152	2.89	0.94	E
14	School computers are regularly serviced	530	40	94	324	72	2.81	0.76	E
15	Preventive maintenance is carried out on school buildings	530	124	148	160	98	2.43	1.04	NE
16	Preventive maintenance is carried out on school equipment to avoid total breakdown	530	54	161	204	111	2.70	0.91	E
17	School buildings repairing are not delayed until they become worst	530	44	100	252	134	2.90	0.87	E
18	School equipment servicing are not delayed until they breakdown	530	44	100	251	135	2.90	0.88	E
19	The last time major school facilities repair was done in our school was more than 3 years	530	60	56	145	269	3.18	1.02	E
	Grand Mean						2.79	0.94	E

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Table 2 shows the mean and standard deviation of items on level of school facilities maintenance efficiency in Adamawa State senior secondary schools. The grand mean of 2.79 and standard deviation of 0.94 indicates that the level of school facilities maintenance by school administrators in Adamawa State senior secondary school is efficient.

Research Question Three: What is the level of students' academic performance in Adamawa State senior secondary schools?

Table 3: Summary of Means and Standard Deviations of Students' Academic Performance in WAEC/SSCE May/June 2013 – 2015 in Adamawa State Senior Secondary Schools

Year	n	A1 – B3	C4 – C6	P7 – P8	F9	$\bar{x}$	s	Remark
2013	5,935	351	1,754	1,565	2,265	2.27	0.64	Poor
2014	6,626	708	3,067	921	1,930	1.93	0.72	Poor
2015	4,435	844	408	862	2,321	2.32	0.89	Poor
Grand Mean						2.12	0.75	Poor

Table 4 shows the means and standard deviations of students' academic performance in 2013 – 2015 WAEC/SSCE in Adamawa State senior secondary schools. The grand mean of 2.12 and standard deviation of 0.75 indicates that students' academic performance was poor.

Hypothesis One: There is no significant relationship between level of school facilities administrative efficiency and academic performance of senior secondary school students in Adamawa State, Nigeria.

Table 4: Summary of Pearson Product Moment Correlation Coefficient Level of School Facilities Administrative Efficiency and Students' Academic Performance

Variables	n	$\bar{x}$	r	p-value	Relationship	Remark
LSFADE	530	2.35	0.205	0.000	Low	Significant
LSAP	530	2.12				

The relationship between level of school facilities administrative efficiency and students' academic performance was tested using Pearson Product Moment Correlation Coefficients. As the p-value (0.000) is less than 0.05 level of significance, the null hypothesis was rejected. The computed r-value - 0.205 indicates that there was a low positive correlation between school facilities administrative efficiency and students' academic performance in Adamawa State senior secondary schools.

Hypothesis Two: There is no significant relationship between level of school facilities maintenance efficiency and academic performance of senior secondary school students in Adamawa State.

Table 5: Summary of Pearson Product Moment Correlation Coefficient level of school facilities maintenance efficiency and students' academic performance

Variables	n	$\bar{x}$	r	p-value	Relationship	Remark
LSFME	530	2.79	0.260	0.000	Low	Significant
LSAP	530	2.12				

The relationship between level of school facilities maintenance efficiency and students' academic performance was tested using Pearson Product Moment Correlation Coefficient. The result in Table 10 shows that there was a low positive relationship between school facilities maintenance efficiency and senior secondary school students' academic performance in Adamawa State. Therefore, since the p-value (0.000) is less than 0.05 and the computed r-value - 0.260, the null hypothesis was rejected.

VI. Discussion of the Findings

The findings of this study were discussed in relation to two facilities management variables (administrative efficiency, maintenance efficiency) and students' academic performance raised in the purpose of the study.

The findings of this study with regard to level of school facilities administrative efficiency put into the management of school facilities by school administrators was not efficient (Table 3) in Adamawa State Senior Secondary Schools as revealed by the grand mean (2.35) and standard deviation (0.97) of items 1 – 9. This is in consideration of the fact that school principals do not identify, keep adequate records or report school facilities problems promptly to the responsible authorities for proper action in Adamawa State. Notwithstanding the study has revealed (Table 3) that school administrators in Adamawa State maintain time-table for facilities maintenance and they ensure that school facilities are handled by experts. Supporting this

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finding, Amanchukwu and Ololube (2015) concluded that since Ministry workers do not stay in schools on a daily basis in order to dictate what is going wrong or right with the school facilities, it is the responsibility of school principals as the custodians of school facilities to ensure that all components of school facilities are in good working condition so as to create conducive teaching/learning environment which they do not take seriously. Similarly, Allen (2015) supported this finding (Table 3) that, inefficient school facilities administration is bound to happen in schools when school administrators do not delegate authorities to their subordinates because they want to have eye on everything that is being done thereby delaying other areas that needed urgent attention.

The findings from this study revealed the level of school facilities maintenance efficiency in Adamawa State senior secondary school to be efficient (Table 4). This was indicated by the grand mean (2.79) and standard deviation (0.94) on all items 10 – 19 in Table 4. Supporting the report from this study Vandiver (2011) and SchoolDude (2014) revealed that continuous existence and utilization of school facilities can only be achieved through quick and regular servicing and repairing of broken down facilities through preventive maintenance. On the contrary, Allen (2015) revealed that management of school facilities through maintenance in secondary schools has not being achieved and as a result schools have failed to achieve its intended objectives nowadays because facilities are not serviced or repaired promptly until they become worst or broke down.

The level of students' academic performance in WAEC/SSCE May/June (2013 – 2015) in Adamawa State Senior Secondary Schools (Table 6) was poor as indicated by the grand mean and standard deviation 2.12±0.75 respectively. This finding is consistent with Anaba (2013) and Collins (2015) conclusions that the level of students' academic performance in Adamawa State senior secondary school was poor. Collins (2015) revealed that about 93% of senior secondary school leavers in any given year have fail to qualify for tertiary education in Adamawa State. Collins reported that only 7.87% had 5 credit in 2013. Adamawa State was ranked 27th and 28th in 2014 and 2015 respectively, with 8.75% and 18.08% performance in WAEC, ranking least among other States whose students obtained 5 credit passes in Nigeria compared to Anambra State who ranked highest with 65.92% in 2014 (Abah, 2016).

Table 9 revealed significantly low positive relationship between level of school facilities administrative efficiency and students' academic performance in Adamawa State Senior Secondary Schools ($r = 0.205$, $p < 0.05$). This finding was consistent with the findings of previous researchers (Olalube, 2006; Eddy & Akpan, 2009; Muraina &Muraina, 2014) who established significant relationship between school facilities administration (supervision and coordination)and students' academic performance in Nigeria. Uko, Umosen and Caleb (2015) supporting the finding also revealed that poor facilities administration have negative effect on teachers' job performance which is reflected in poor academic performance of students in public examinations. It has however been observed that the poor quality of some teachers who are currently school principals arose from people who were recruited and appointed based on political affiliation and considerations (Ali & Sunday, 2013). This does not allow for fairness and prompt identification and reporting of facilities problems to appropriate authorities but rather poor students' academic performance in external examinations.

The findings in respect of hypothesis 4 (Table 10) revealed significantly low positive relationship between level of school facilities maintenance efficiency and students' academic performance in Adamawa State Senior Secondary Schools. Efficient school facilities maintenance according to Edward (2012) is a precondition for strong academic program and students' performance. This shows that prompt repairing of broken walls, chairs, tables and regular servicing of equipment as a proactive measure to sustain the life-span of school facilities are related to students' academic performance in Adamawa State. Uchendu, Ekanem and Jonah (2013) revealed that poor school facilities maintenance are indicated by either poor physical appearance, untidy walls, leaking roofs, overgrown compounds etc of a school, which suggests that education within the buildings follow the same pattern. The finding is consistent with Liar (2003) and Odigwe and Eluwa (2013) findings, that revealed a positive relationship between school facilities maintenance and students' academic performance.

VII. Recommendation

The following recommendations based on the findings of the study and their implications are made:

1. School principals should frequently carry out comprehensive assessment of the facilities in their schools to determine areas of need. This type of assessment will assist the planning division of Ministry of Education in policy formulation as it relates to facility management in Senior Secondary Schools;
2. Schools principals should be sensitized to lobby for resources from the Ministry of Education or philanthropist in the host communities to acquire facilities that are important for the success of schools in academic performance;
3. All Senior Secondary Schools to start income-generating activities and form organizations for old students to help raise funds to subsidize the government funding. In addition, the monthly

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subvention given to senior secondary school should be increased and be disbursed regularly and without much delay. This would enable school administrators maintain the available school facilities through regular servicing;

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Current Practice of Student-Centred Classrooms for Learning English at Tertiary Colleges in Bangladesh: Issues and Solutions

By Md. Robiul Islam & Ashim Kumar Paul

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GJHSS-G Classification: FOR Code: *200301*



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Current Practice of Student-Centred Classrooms for Learning English at Tertiary Colleges in Bangladesh: Issues and Solutions

Md. Robiul Islam [α] & Ashim Kumar Paul [σ]

Abstract- In an increasingly interconnected and globalized world, there is no alternative to attaining communicative competence in English as it is the primary language used in international affairs. On the other hand, the traditional teacher-centred learning cannot ensure the best student-learning outcome for learning English and therefore, many educationists recommend the introduction of the student-centred learning in the classrooms. Hence, this paper delves into the current practice of student-centred classrooms for learning English at tertiary level colleges in Bangladesh. It also seeks to address the challenges of student-centred classroom for learning English at tertiary colleges in Bangladesh and endeavours to find the solutions to the challenges. For this purpose, twelve (12) teachers has been chosen from four (04) tertiary colleges of Pabna district of Bangladesh. A questionnaire and an interview schedule, containing of both close-ended and open-ended type questions, were used to collect the data. The findings of this study show that 'lecture method' is predominantly followed in the tertiary colleges of Bangladesh while very few number of teachers try to practice 'student- centered learnning methods' in the classroom. Among teaching aids, 'whiteboard & marker' and books are mostly used. The study shows that teachers are facing many problems in the classroom in teaching-learning activities. Based on the findings of the study, some recommendations have been made in order to overcome the challenges and problems with regard to ensure student-centred classroom for learning English efficiently.

Keywords: student-centred classroom, learning english, tertiary colleges in bangladesh, teaching aids, challenges, and solutions.

I. Introduction

With the unprecedented flow of information and communication technology, English language as a lingua franca has been enjoying the major position in higher education system and research over the last decades for its global needs and acknowledgement (Balan, 2011). English widely used as a means of instruction in higher education is a significant educational trend (Graddol, 2000). It grows into a corridor to logging on to all fields of knowledge and academic research sources across the world and a best tool for foreign language learning and teaching (AL-Khalil, 2015). Besides, communication skills in English have been identified as indispensable workplace tools for success in business (Hynes & Bhatia, 1996). Managers spend the numerous hours communicating with others (Krizan, Merrier and Jones, 2002), devote their time to writing correspondence and reports (Ober, 2001), and develop their competence to earn higher salaries if they have strong writing skills (Fisher, 1999). In addition, English is one of the most important employability skills (Clement & Murugavel, 2015). In the present global market, employers look for the candidates having good English language skills for success and advancement in many fields of employment in today's world (Richards, 2005) and hence, high proficiency in spoken and written English is regarded as the principal prerequisite qualification (Rao, 2015). Thus, proficiency in English language plays a pivotal role in the job sector (Casale & Posel, 2011).

In Bangladesh, English is taught as the compulsory subject in primary, secondary to higher secondary education of the Bangla-medium schools. In other words, students study English for twelve years before entering into higher education arena. Besides, students at degree (pass course) and honours programmes in the tertiary level colleges affiliated with National University learn English as a compulsory course for one year in their undergraduate studies in order to enhance their communicative skills. Moreover, students of BBA programmes under National University also study Business Communication course (www.nu.ac.bd). Nevertheless, in spite of taking relentless efforts and a good number of projects by the government of Bangladesh and educationists for the improvement of English language learning condition as well as having preparations by the students, the scenario of communicative competence in English is still bleak.Khan (2012) states that the old classroom model simply does not meet our changing needs. It's a basically passive way of learning, while the world needs more active processing of information. Moreover, the learners are rarely asked to get engaged in communicative exercise in the traditional classroom (Farooqui, 2014). In addition, students do not feel easy to be more active in classroom exercise and they do not like to take liability for their own study (Chaudhury, 2011). Furthermore, communication is only fixed among

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the more progressive students in the classroom and most of the teachers cannot communicate with each student in the large classroom (Mamun et al, 2011). Even, they are not well-trained about classroom management issues.

On the contrary, 'student-centred classroom' follows instructional methods and classroom cultures that take individual student and their interests, needs, and experiences into consideration when teaching and testing for understanding (Fox & Hoffman, 2011). More specifically speaking, in a student- centered classroom, students neither hinge on their teachers all along nor look for guidelines, approval, correction, advice, or praise. Even they don't snub each other, but communicate with each other (Jones, 2007). So, the role of student-centred classroom is very crucial in making the learners autonomous (Alonazi, 2017). In this regard, like other developing countries, there is an increasing demand of student- centred classroom for learning English in Bangladesh, thanks to its multidimensional opportunities.

Therefore, this study addresses the current practices in student-centred classrooms for learning English at tertiary level colleges in Bangladesh, attempts to unveil the challenges of a student-centred classroom and endeavours to supply some remedial measures to overcome the impediments as well as implement effective student-centred classroom.

a) Background of the Study

In today's technology-driven world, learning English language is undoubtedly necessary (Graddol, 1997) since English is widely spoken and written by some 380 million native speakers worldwide (Injeeli, 2013). Given the unbound importance of achieving communicative competence in English language, the government of Bangladesh has prioritised in ensuring the English language skills amongst the students from primary to higher secondary level. One of the overarching goals of making English language a compulsory part of the curriculum is to enable Bangladesh to take an active and potent role in the global marketplace and the people of Bangladesh to become global citizens (Rasheed, 2012). Accordingly, measures like Communicative Language Teaching (CLT) method have been included into national curricula by National Curriculum and Textbook Board (Roshid, 2009). Communicative Language Teaching (CLT) refers to the teaching of communicative competence including the use of language for a range of different purposes and functions, production of and understanding different types of texts and continuance of communication despite having limitations in one's language knowledge (Richards, 2005). But until now, the outcome is not optimistic (Mamun et al, 2011). On the other hand, the traditional teacher–centred learning focuses on the teacher transmitting knowledge, from the expert to the novice (Harden and Crosby, 2000). In this approach, the learners merely master limited sets of knowledge, e.g., by memorizing content or applying rehearsed formulae, without addressing actual process skills as needed in professional practice (Schön, 2017). In fact, teacher-centered learning environment does by definition neither facilitate nor empower a learner's autonomous study skills and subsequently lifelong learning skills (Trilling & Fadel, 2009). Since language acquisition could not take place through habit formation but through some innate capacity that humans possess (Chomsky, 1959), student-centred classroom stands supreme in learning English language more efficiently in this regard. In the student-centred classroom, the focus of instruction is shifted from the teacher to the student by placing the responsibility of learning in the hands of the students allowing them actively involved in the learning process rather than as passive imitators of controlled language input (Barr and Tagg, 1995). Thus, it is deemed that in a student-centred classroom, students will become committed to improving their English language and more importantly, different learning styles can be accommodated and students can help each other to develop their skills (Jones, 2007). Therefore, this study looks to address the challenges of student-centred classroom and realizes a way of solutions.

b) Research Objectives

Student-centred classroom is a kind of issue which abundantly influences the student learning outcome (Jones, 2007). However, the objective of the study is to find out the current practices, challenges and solutions of student- centred classroom at tertiary level colleges through the case study of four colleges in Pabna, Bangladesh. With this determination, firstly, the article inspects the current practices of student- centred classroom in the colleges. Secondly, it finds out the challenges of student- centred classroom management. Finally, the study investigates a way of solution to ensure the best practice of student-centred classroom at tertiary level colleges in Bangladesh.

c) Research Questions

The study aims to investigate the challenges of student-centred classroom for learning English at tertiary colleges in Bangladesh. The first research question aims to discover the current practice of student-centred classroom for learning English at tertiary colleges in Bangladesh. However, the study explores the following questions:

1. What are the current practice of student- centred classroom for learning English at tertiary colleges in Bangladesh?
2. Is there any challenge of student-centred classroom for learning English at tertiary colleges in Bangladesh?

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3. How can the best practice of student-centred classroom be ensured at tertiary level colleges in Bangladesh?

d) Significance of the Study

The information pertaining to the benefit of a student-centred classroom for learning English at tertiary level colleges in Bangladesh is not widely available in the academic arena and is limited. Thus, this study is significant in terms of its practical contributions to the existing research knowledge. It clearly portrays the current practices in the student-centred classrooms for learning English at tertiary level colleges in Bangladesh. Besides, the relevance of student-centred classroom for learning English has been depicted. Additionally, the challenges of a student- centred classroom have been focused in this study. More importantly, the study also recommends some measures to prevail over the hindrances to ensure effective student- centred classroom. In fact, the results of the study will be of great benefit to the teachers provided with some pragmatic strategies and principles so that they can help students achieve and develop the communicative skills required for facing the challenges of the millennium as well as lifelong learning as well as of great benefit to the Government and the interested people to know about the current practices of teaching-learning methods in the tertiary colleges of Bangladesh.

II. Review of Literature

This chapter presents a review of related literature on the key aspects of student-centred classroom, its relevance and importance, role of the teachers and challenges of student-centred classroom.

There are two broad orientations in teaching method such as the teacher-centred and the student-centred (Kember, 1997). Student-centred learning focuses four key tenets - learning is personalized, learning happens anytime and anywhere, learning is competency based and students take ownership (Glowa, & Goodell, 2016). Additionally, student-centred instruction is highly connected with classroom cultures and management. A student-centred classroom has many characteristics related with it which differentiates it from the teacher-centred classrooms (Saxena, 2013). She also states that the main features of student-centred classrooms are student-centric, active learning, digital equipment, adjustable learning, pleasant climate, mutual respect, students' devotion to law and order, students' ownership, performance-based assessments and collaborative learning.

Many educators have defined student-centred classroom in various ways. A student-centred classroom is a place where we think about the needs of the students, as a group and as individual, and motivate them to take part in the learning process all the time (Jones, 2007). In a student-centred classroom, students do not always depend on their teacher for instructions, correction, advice and praise (Jones, 2007). While students work in a group, the teacher gives advice and encouragement. When the work is finished, the teacher gives feedback, makes corrections, offers suggestions, and answers questions. Thus, students get flavour of participatory learning. Jones (2007) also states that students might work alone in pairs or in groups, might prepare ideas or make notes before a discussion, do a listening task, do a short-written assignment, or do grammar or vocabulary exercises at different times. However, the learner-centred approach gives more importance on fundamentally comprehensive as well as multidimensional skills such as constructive thoughts, analytical abilities, and self-reliant knowledge acquisition (Blackie et al, 2010). On the other hand, Attard et al (2010) opine that the learner-autonomy facilitates learning featuring a number of elemental characteristics such as active responsibility for learning, proactive management of learning experience, independent knowledge construction and teachers as facilitators. They also add that a shared organizational, truth-seeking and academic move and dedicated academicians are required for a winning self-autonomous learning system. They assert that to achieve success in self-directed learning, teachers' adequate knowledge of their own field, their ability and motivation to deliver various knowledge approaches and impart knowledge to the learners are essential. However, most English teachers of Bangladeshi colleges are still unknown about student-centred learning theories and practices (Karim, 2018).

The success of student-centred classroom is closely related with its management. Richards & Rodgers (2001) state that classroom management refers to the ways in which student behaviour, movement, and interaction during a lesson are organized and controlled by the teacher to enable teaching to take place most effectively. Besides, Scrivener (2011) defines classroom management as a collaboration of decisions and actions where the actions are those which are done in the classroom and decisions refers to how and when the actions are to be done, whether to be done or not and if done who will do that etc. Therefore, organization and seating arrangement are big concerns for classroom management. However, the seating arrangement depends on the number of students, the size of the class, the type of desired activities and the available resources including the furniture (Hue & Li, 2008). They also say that a good seating arrangement is one which facilitates specific learning tasks and activities and communicates a teacher's beliefs about learning and teaching. Moreover, changing seating arrangements can help students interact with different people

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(Scrivener, 2011). He suggests, "Circles, squares and horseshoes rather than parallel rows" to increase student interaction. In a circle or horseshoe, learners can make eye contact with everyone else in the group and thus interact much more naturally. He again states that students who are weaker have least chance of hiding themselves and students who are stronger have less chance to dominate in the class in this seating arrangement, which shows a much greater sense of equality. However, it is found that seating arrangement at tertiary colleges in Bangladesh is not suitable for group work and pair work (Karim, 2018).

Teacher's position in the classroom is a vital factor of managing it. Teachers sometimes need to change his/her place to communicate with all the students in the class. To do that, it needs some free space in the classroom. Hue & Li (2008) state that leaving sufficient space in the classroom is very important to give teachers easy and efficient access to different groups of students. However, it is observed that most language classrooms at tertiary level colleges in Bangladesh do not have sufficient space so that teachers can move freely. In addition, Wong et al, (1991) say that classroom management involves all the things that a teacher does to organize students, time, space, and materials so that instruction of content and student learning can take place. Besides, Victor (2005) opines that in order to ensure personality development with morality, to progress personal habits, learning as well as to communicate with the people, there is no alternative to discipline. However, it is observed that the following issues mentioned are not optimistic at tertiary level colleges in Bangladesh.

Bangladesh will have to go a long way to meet the challenges of 21st century education system. Though many educators are trying to find out some creative plan to execute CLT successfully, the overall scenario of English language teaching (ELT) in Bangladesh is not satisfactory (Mamun et al, 2011). The education system here is wholly exam-oriented (Chaudhury, 2011). Students are mostly interested in solving, practicing and memorizing the examination-style, model test questions and student's main objective is to obtain a good grade, not to learn English for communication (Chaudhury, 2011). However, the communicative approach cannot prove to be successful as a result of the teachers' inadequate proficiency in English (Nunan, 2003). Again, the teachers of Bangladesh still teach following the traditional language teaching method and students are rarely asked to get involved in communicative activities (Farooqui, 2014). Similarly, Chaudhury (2011) says that learners feel uneasy about being more active in class and taking responsibility for their own learning as the concept of 'learner autonomy' contradicts the established, traditional role of Bangladeshi students. Moreover, in order to inspire the students' creativity as well as to teach English more effectively, the novelty of the teachers is a must (Vethamani & McRae,1999). Moreover, most of the classes in Bangladeshi colleges are large. A large class is one whose size daunts the teachers and which he or she feels obliged to dominate in order to maintain control (Cross, 1995). Nunan (1993) states, "Communication is established only with those who remain in the 'action zone' i.e. the area where more active students sit together in the class".

It is observed that very few teachers teaching at honours and masters level at tertiary colleges in Bangladesh have research experiences, higher training and publications. Furthermore, textbooks are generally the only teaching and learning guide for the teachers and students (Mamun et al, 2011). He also states that most of the classes are large in size where teachers teach English only by giving lectures and students seem very passive in the classroom. Again, most often teachers fail to communicate with every student in the classroom. The teachers follow one-way pedagogy where many students remain unnoticed of their problems (Mamun et al, 2011). Seating arrangements of most classes are not proper for language class. It also does not have adequate space to move. Therefore, the students remain seated at a fixed place. Thus, students cannot communicate with others or work in groups. Most of the language classrooms do not have any sound system, multimedia projector and internet facility, which are a common need for student-centred classrooms (Karim, 2018).

III. Methodology

The study is descriptive in nature based on both quantitative and qualitative strategies. Data and evidence have been gathered from a range of sources. Both primary and secondary sources were chosen for necessary data. The study was conducted at the English department of tertiary colleges at Pabna district of Bangladesh. Four colleges were chosen for the study. They were: i) Ishwardi Government College, Pabna, ii) Government Edward College, Pabna, iii) Government Bulbul College, Pabna, and iv) Pabna Government Women's College. Random sampling procedure was used to collect the data. Three (03) teachers were selected from the English department of each college. Thus the sample was comprised of twelve (12) teachers. In order to collect the data 'Structured Interview' for the teachers was used. A combination of close-ended and open-ended type items were included in the instrument. The instrument was consistent with the aims and objectives of the study. The data and evidence obtained from interview were presented and analyzed in both quantitative and narrative form. Moreover, while conducting this study, we try to sustain all the ethical consent very strictly. We properly maintain the acknowledgement of others' work.

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Finally, there is no ambiguity at any stage of the work.

IV. Findings and Discussion

a) Findings

This part of the study analyzes the three research questions. However, many challenging truths have been found in the responses of the teachers' interview through questionnaire. Teachers are generally asked grounded on five (5) questions. Responses of 12 teachers from four different government colleges of Pabna district are not all same. There are resemblances as well as alterations in their replies.

Table 1: Practice of Student-centred learning method in classroom

Teachers' Practice of Student-centred learning method in classroom	
Yes	25%
No	75%

The first question is set to find out whether teachers follow the student-centred learning method in classroom for learning English. Among 12 teachers, 9(75%) teachers opine that they do not practice the student-centred learning method in the classroom. Only three (25%) teachers said, they try to practice student-centred learning method in the classroom.

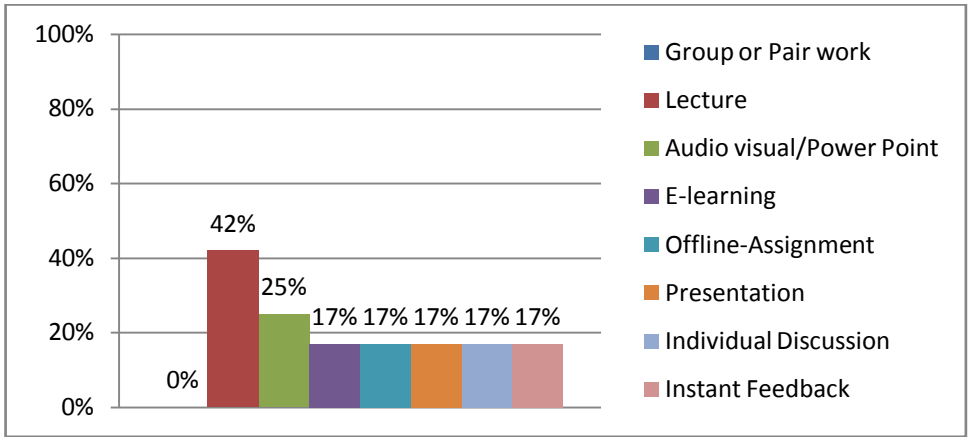

Figure 1: Practice of Student-centred learning method

The second question is asked to find out what type of teaching-learning methods they practice in the classroom. In response, all of the teachers (100%) cannot use group or pair work due to large classroom size. Five (42%) teachers inform that they follow lecture method while conducting their classes. Three (25%) teachers use audio visual/power point techniques in the teaching-learning activities. Two (17%) teachers practice E-learning, presentation, offline-assignment, individual discussion and instant feedback methods in teaching-learning activities.

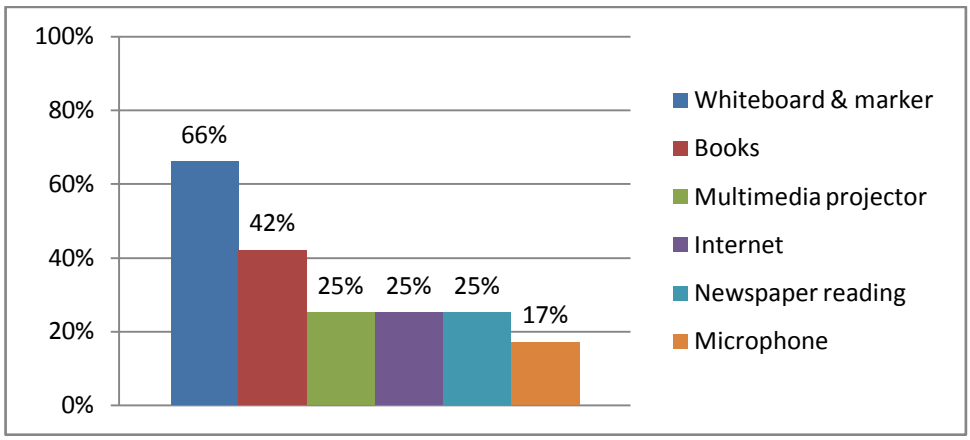

Figure 2: Use of Teaching Aids

The third question is set to know teachers' responses about their used teaching aids. It is found that 66% of the total teachers use whiteboard & marker in the classroom whereas five (42%) teachers books as teaching aid. Only 3 (25%) teachers use multimedia projector, internet and newspaper reading in the teaching-learning activities and two (17%) respondents inform that they use microphone as teaching aid. In fact, all the teacher use teaching aids while conducting classes.

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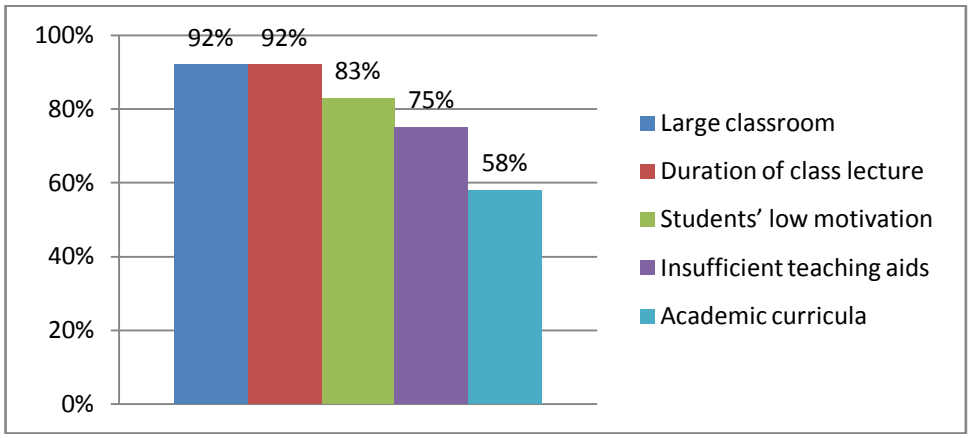

Figure 3: Challenges to ensure effective student learning outcome

The fourth question is asked to know what type of challenges and problems the teachers face in teaching-learning activities. Most of them (92%) opine that large classroom size and insufficient duration of class lecture hinder the language teaching-learning activities. Again, 10 (83%) teachers share that students' low motivation and lack of uniformity of students' knowledge level impede the way of learning four skills of English language. Moreover, 75% of the total respondents consider insufficient teaching aids as the challenge of teaching-learning activities. Besides, around 58% of the respondents think that academic curricula are not up-to-the-minute for learning English efficiently.

The fifth question is set to find out what steps, according to the teachers, should be taken to overcome the challenges in the way of effective student learning outcome. They reply that enrolment of students in higher education should be justified so that class size cannot be large. Besides, quality students should get admitted and accordingly, intake should be up to the mark. However, Government and National University of Bangladesh should take proper steps in arranging trainings of teachers on pedagogical issues and computer literacy and should give fund to colleges so that they can solve the existing problems regarding seating arrangement, teaching aids for the classrooms. Moreover, the academic curricula should be up-to-date for effective student learning outcome with regard to communicative competence.

b) Critical Discussions

The current study aims to investigate the current practice of student-centred classrooms for learning English at tertiary colleges in Bangladesh. It also tries to explore the challenges and solution of implementing student-centred classroom. In this regard, a series of survey on teachers' perception and practice regarding student-centred classrooms have been done. This study found that teachers of tertiary colleges in Bangladesh have a mix of beliefs and practice regarding student-centred classrooms.

In general, in a student-centred classroom, the role of language teachers is to guide and facilitate students to promote their speaking, listening, reading and writing skills. Besides, students take responsibility for their own attitude and learning. In addition, students, who have no confidence in themselves, need to be shown how to initiate the activity. Hence, the effective way to give support to the learners is advising them to work together. Pairs and groups might be arranged for various types of actions. Moreover, training should be given to students on using a learner-centred classroom.

However, from the study, it is clearly evident that teachers do not have enough training on student-centred learning and communicative language teaching method. So, their roles and responsibilities in the classroom are not clear to them. On the other hand, the teachers are most concerned with traditional teaching method and classroom management rather than promoting and emphasizing learner-autonomy, cooperative learning and critical thinking skills albeit the lack of materials, environment and motivation required for both teachers and students stand out as one of the important issues for the successful implementation of student-centred classroom at the tertiary colleges of Bangladesh. This finding makes sense because teachers are concerned with facilitating their classrooms, emphasizing on creating a positive learning environment as their primary responsibility. Interestingly, cooperation and differentiation seemed to be the least of teachers' concerns even though these topics are highly recommended in the literature. Also, promoting critical thinking seemed to be forgotten, despite making students think or reflect is a prerequisite for promoting student-centred classroom. Besides, most of the teachers are found reluctant in using modern and technological tools in the classroom thanks to their lack of technological literacy while Muir-Herzig (2004) states that teaching and learning via technology engage learners in active situations of critical thinking to solve problems, share ideas with others and reflect what they have known. Classes which use technology shift from

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teacher-centered to student-centered classes. Hence, the knowledge and usage of technology into teaching-learning activities by the teachers is imperative to foster student-centered learning. The study also illustrates that tertiary colleges face many challenges such as: providing directives, arranging group works, defining a new concept, seeking for answers, weak language background of the students, drilling with new words, working with faster and slower learners, lecture time, inadequate resources, practicing language skills, giving comments etc.

V. Recommendations and Conclusion

a) *Recommendations*

In the 21st century education, to equip students with the necessary skills, capabilities, and creativity essential for effective learning outcome as well as learning English efficiently, the teacher- centred teaching-learning process must be replaced by a more learner-centered teaching-learning process. The findings of this study reveal the current practices of teaching-learning methods in tertiary colleges of Bangladesh. It has been seen that teachers at tertiary colleges are more interested in traditional teaching method than student- centred learning method. From the study it is also found that teachers of tertiary colleges of Bangladesh have been facing many challenges and problems in the classroom in teaching-learning activities. So it is high time for concerned authorities to take necessary steps in this regard. Based upon the findings of the study the following recommendations are offered:

- Tertiary colleges should shift the practice of teacher-centered method to student- centred learning methodology in the classroom.
- Participative type of exercises such as group work, pair work, poster writing and presentation etc. should be prioritized in classroom teaching-learning activities.
- Tertiary colleges should also be equipped with more modern teaching aids and support facilities.
- Pragmatic steps should be taken to solve the problems regarding teaching materials such as multimedia projector, sound system, internet connection, heating-cooling machine, moving chair etc.
- Teachers should perform various supportive activities for improving learners' communicative competence.
- Large classes should be cut into smaller sections. Again, enrolment of students in higher education should be justified so that class size cannot be large.
- Time allocation should be expended more on the students' objective-based activities for developing communicative competence rather than mere lecturing.
- The classrooms need to have a suitable seating arrangement and modern technological equipments.
- The students need to be more interdependent, more accountable, more eager to meet with each other, more careful in communication, and more engaged in processing group products.
- Teachers and students should be provided proper training on the use of technology in imparting as well as learning English language efficiently in the classroom.

b) *Conclusion*

In conclusion, it can be said that the practices of the old classroom are not very effective for the 21st century needs. Hence, student-centred classroom is necessary to implement as it plays a pivotal role in ensuring effective student outcome where students can develop their communicative, higher order thinking, collaborative skills and coping with using technology needed in the workplace. Although it is observed that student-centred learning is far from the reality at tertiary colleges in Bangladesh, pragmatic steps should be initiated to implement student-centred classroom especially for attaining and developing communicative competence in English. In this regard, factors responsible for creating challenges in teaching and learning climate at tertiary colleges in Bangladesh should carefully be addressed. While student autonomy should be ensured for better student- learning outcome, teachers' training and awareness about teaching methods and ideas should also be enhanced in order to effectuate the student-centred classroom for ensuring communicative competence in English efficiently.

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The Effect of using Video Game for School Education

By Mr. G. Arokiasamy, Mr. J.Yuvaraj & Mr.Rabooni Raju

Abstract- Nowadays the human life is blended with technology so the present student generation must be provided with the new technology for learning. The education system is made up of old style of learning and teaching. So we came up with the research to find which type of digital tool will help their learning process. Thus the researcher has designed a game on the specific subject and implemented to a 9th standard student then made survey to find out the effect of this tool. The videogame and mobile app is highly helpful in learning and understanding the subject. The finding emphasis that technology provide a very good platform for students interface and education. This will depend on students involvement in technology through amount of time spend for this purpose. If it will be enhanced it will be lead success.

Keywords: video game, students learning, education, learning platform, ICT.

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The Effect of using Video Game for School Education

Mr. G. Arokiasamy [α], Mr. J.Yuvaraj [σ] & Mr.Rabooni Raju [ρ]

Abstract- Nowadays the human life is blended with technology so the present student generation must be provided with the new technology for learning. The education system is made up of old style of learning and teaching. So we came up with the research to find which type of digital tool will help their learning process. Thus the researcher has designed a game on the specific subject and implemented to a 9th standard student then made survey to find out the effect of this tool. The videogame and mobile app is highly helpful in learning and understanding the subject. The finding emphasis that technology provide a very good platform for students interface and education. This will depend on students involvement in technology through amount of time spend for this purpose. If it will be enhanced it will be lead success.

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I. Introduction

In the present globalized market-driven world, Human progress and development is highly influenced by the power of information and technology. The technologically driven world spins around the information explosion and technological resources. Dr. Digumarti Bhaskara Raostates "The emergence of the "Learning Society" amongst advanced technology economies with its concomitant knowledge updating and renewal for individuals creates new expectations". The developing countries have come to realize the role and need of skills with latest technology for the future generation. Human alone is capable of learning and transferring his understanding to some other destinations. This capacity of his mind is often referred to as skill development. This ability has made the civilization to progress over the centuries. This communicative function is based on skill development in various countries. Whatever it may be but no one can deny today the impact of handling latest devices by younger generation. The paradigm shift in educational theory is due to growing use of advanced digital technology and ICT.As Dr. Satya prakash noted in his article, "Several studies have been conducted regarding the use of ICT. IT helps students because more reflection and autonomy develop their critical thinking skill, increase motivation by offering more diverse and authentic learning resources and this brings the outside world to Class-room". The gaming environment has taken the most part of today's younger generation. So it is the concern of this paper.

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II. Objective

The main objective of this study is to find out the learning outcome using videogame for specific subject. Gaming involves various factors inter-related to the students' learning process. These factors are bound to influence the nature of their academic involvement. So, this study will also aim to trace out the interconnectivity between those factors and students' academic performances. to find out of effective of video game tool.

III. Methodology

It is commonly known that playing video games extensively will have detrimental effects on academic performances of the students. On the other hand, some other studies warrant that the academic performance could be improved due to playing video games. These studies also show that the student's cognitive skills are also being enhanced as an additional outcome of gaming. So, there are some unclear assumptions which led us to investigate the relationship between their gaming habits and their academic performance. To carry out the study, the student of the particular School taken as publisher in that 9th standard student are respondent of the study. This study used survey method as the tool to collect data from the respondents. A convenient sampling method was used to identify the respondents needed for the study. We limited the total number of respondents' amount to sixty three. The study used Multivariate analysis is used to find out the significance.

IV. Review of Literature

Video gaming is an unavoidable environment for younger generation because it has the potential for maximum interactivity and fun. Besides, the technocrats are investing their resources and are in a race to come up with newer concepts in innovating these gaming devices. An article, Start up explore beyond reality with AR and VR written by Ayyar (2016) in a newspaper notes that "It is compatible with all existing PC games, movies and one can live-stream from online gaming communities". This clearly shows that how vital this gaming is for the future younger generations and hence this area requires a lot of researches. Playing 3D video

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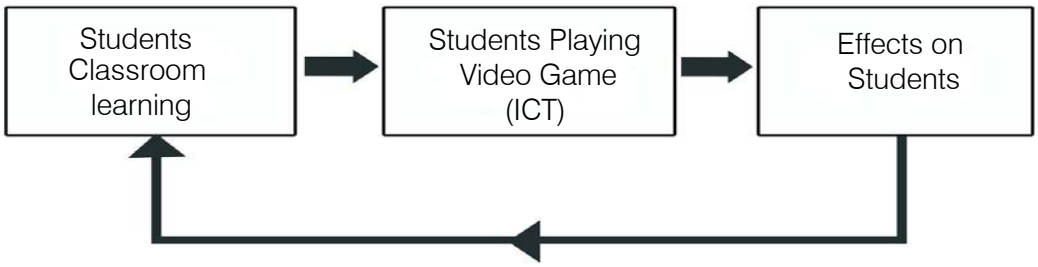
games may boost memory-says an article in a newspaper (Times of India, December 10, 2015) which refers to a research conducted by Craig Stark and Dane Clemenson of UCI's Centre, California. The research has found that playing 3D video games such as 'Super Mario' may boost the memory power of the gamers. A study was carried out by the Nanyang Technological University, Singapore on Children and Video Games: Addiction, Engagement, and Scholastic achievement. In this study, Skoric et al. (2009) indicated that addiction tendencies in video gaming are consistently negatively related to scholastic performance. While, no such relations are found for either time spent playing games or video gaming engagement. He concludes that there is no relationship at all between video game playing tendency and academic performance. Another study, A Study of Time Management: The Correlation between Video Game Usage and Academic Performance Markers, from New York conducted by Anand (2007) states that video games may have a detrimental effect on an individual Grade-Point Average (GPA) and possibly on Scholastic Aptitude Test (SAT) scores. This conclusion is different due to SAT scores that are repeated. One more study, how computer games help children learn conducted by Shaffer (2006) points out that the new "smart games" will give students the knowledge and skills they need to adapt to the changing world. Based on this theory, the students playing video games might have more adaptability towards their academics. On the contrary, there are a few studies that explore the negative side of video gaming and digital technologies. One such study is referred in an article, Dizzy? It could be cyber sickness by Murphy (2015) that refers to a research at Coventry University's Centre for mobility and transport in England. It states that, "It is a natural response to an unnatural environment". It also says that digital balance is lost due to motion created in gaming or similar devices which causes dizziness. It also says that there is nausea due to watching fast-moving digital images becoming common. The above researches urged us to study the habit of video gaming that has any effect on the academic performance of the gamers.

V. Conceptual Framework



VI. Operational Definition

- Variables dealing with the respondent characterises measured by Gender, Age, class, Occupation and mobile users. these operational methods is applied to evaluate students engagement with learning tools like video game and mobile app.
- Students playing games is measured by how much time they using, how informative, user friendly, and useful in learning process.
- The effect of using video game on learning is measure by Understanding, encouraging new way of learning and effect on academic performance.

VII. Finding and Discussion

Table 1: Frequency and percentage of personal characterises respondents

Variable		Frequency	Percent	Total
Gender	Male Female	34 28	54.0 44.4	62
Class	9th Standard	62	98.4	62
Please rate the quality of the interface of the app	Poor Average Better very good unanswered	1 8 30 21 2	1.6 12.7 47.6 33.3 3.2	62
how was the user experience?	Difficult Understandable Moderate Easy Very easy	5 6 7 32 12	7.9 9.5 11.1 50.8 19.0	62

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was it.	Yes NO Unanswered	54 2 6	85.7 3.2 9.5	 62

The about table indicates that the difference of the gender of respondent 54% male respondent and 44.4% female respondent .All respondent belong to 9th standard. The 47.6% of respondent are viewing the interface as better. 1.6% of respondent feel that is poor. The 50.8% of respondent feels that app was easy and 7.9% of respondent feel that app was difficult .The 85.7% of respondent are feel that the tool used for learning is good and 3.2% of feels difficult.

Table 2: Frequency and Percentage of using Videogames and mobile apps by Respondents

Variable		Frequency	Percent	Total
Was it.	Yes No Unanswered	54 2 6	85.7 3.2 9.5	 62
Was it.	Yes No Unanswered	49 5 8	77.8 7.9 12.7	
Do you think this game could have been better	Yes No	49 13	77.8 20.6	 62
how cool is it to study the subject with mobile games like this	Disappointing Okay Fun Amazing	3 8 27 24	4.8 12.7 42.9 38.1	62
do you have a smart phone of your own	Yes NO	31 31	49.2 49.2	 62

The above table indicates that the 85.7% of respondent answered that the app was informative and 3.2% answer edit was not informative. The 77.8% of respondent answered it was user-friendly and 7.9% of respondent respond it was not. The 77.8% of respondent feels that the app could been muc better and 20.6% of respondent feels it was good. The 42.9% of respondent feel fun to study like with these kind of games and 4.8% of respondent feel disappointed to study like with these kind of game. The equal half of the students having mobile phone of their own.

Table 3: Frequency and Percentage of using Video games and mobile apps by respondents

Variable		Frequency	Percent	Total
if not, do you have a smart phone at your home that you can access every day to play this game?(for educational user)	Yes No Unanswered	47 11 4	74.6 17.5 6.3	 62
If yes, what smart phone do you have?	Android I phone Windows Others Unanswered	42 3 4 11 2	66.7 4.8 6.3 17.5 3.2	 62
have you studied this subject before?	Yes No Unanswered	43 18 1	68.3 28.6 1.6	 62
how well did you understand about this topic before using the game	Very little 10% 50% 70% 95%	5 9 23 16 9	7.9 14.3 36.5 25.4 14.3	 62

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how many hours do you use your smart phone in a day?(if you have one)	Less than one hour 1-2hour a day 3-4 hours a day More than that	22 26 7 7	34.9 41.3 11.1 11.1	62
how much time can you allot to play this game in a day?(if you have one)	Less than one hour 1-2hour a day 3-4 hours a day More than that	32 17 7 6	50.8 27.0 11.1 9.5	62

The above table indicates that the 74.6% of respondent says that they very much interested to access the game on everyday and 17.5% of respondent says that they not willing to use it on every day. The 66.7 of respondent using android mobile and 4.8% of respondent using I phone mobile. The 68.3% of respondent haven't studied this topic before and 28.6% of respondent have already studied this topic. The 50% before they played the game and 7.9% of respondent says that they haven't understood the topic before they played the game .The 41.3% of respondent using smart phone for 1-2 hours in a day and 11.1% of respondent using smart phone more than 3hours in a day. The 50.8% of respondent says they'll allot less than one hour to play the game and 9.5% respondent says they'll allot more than 4hours in a day.

Table 4 : Frequency and Percentage of Effects on using the tool by the respondent

Variable		Frequency	Percent	Total
how much did you understand about this topic after using the game	Little 10% 50% 70% 95%	2 5 13 21 21	3.2 7.9 20.6 33.3 33.3	62
how likely is it that you would recommend this way of learning to your fellow student?	May be Recommend Highly recommend	13 28 21	20.6 44.4 33.3	62
how much does this new way of learning encourage you to understand the subject?	Disappointing Okay Fun amazing	3 10 30 19	4.8 15.9 47.6 30.2	62
how much excited are you about this new way of learning that is coming up?	Not at all May be Very much	3 17 42	4.8 27.0 66.7	62
do you think this will help you to increase your grade?	Yes No	55 7	87.3 11.1	62
how likely do you prefer to implement this system of education in indie?	Not at all May be definitely	2 20 40	3.2 31.7 63.5	62

The above table indicates that the 33% of respondent have understood the topic after they used the game and 3.2% of respondent haven't not understood the topic after they used the game. The 44.3% of respondent says they'll recommend this way of learning to others and 20.6% of respondent says they' ll might recommend to others. The 47.6% of respondent encourage this way of learning to understand the subject and 4.8% of respondent they won't encourage this way of learning. The 66.7% of respondent have very much excited to learn this kind of method and 4.8% of respondent haven't very much excited to learn this kind of method. The 87.3% of respondent think it will increase their grade and 11.1% of respondent think it will not

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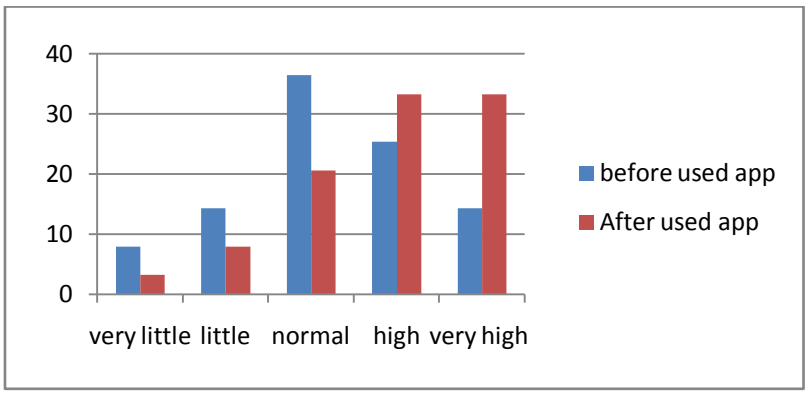
increase their grade. The 63.5% of respondent prefer to implement this system of education in India and 3.2% of respondent not prefer to implement this system of education in India



Graph 1: Comparing the effects using video game

The above Flow Chart indicates that the **Very little**-7.9 % of student understood before used the app and 3.2% of students understood after used the app. **Little** - 14.3% of students understood before used the app and 7.9% of students understood after used the app. **Normal**-36.5 % of students understood before used the app and 20.6% of students understood after used the app. **High**-33.3 %of students understood after used the app and 25.4% of students understood after used the app. **Very High** -33.3 % of students understood after used the app and 14.3 % of students understood after used the app.

Table 5: Significance of variables related proved by Multivariate test

Tests of Between-Subjects Effects[d]

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Gender	29.438[a]	37	.796	1.762	.074
	Class	.000[b]	37	.000	.	.
	do you think this will help you to increase your grade?	9.907[c]	37	.268	1.735	.079
Intercept	Gender	2.025	1	2.025	4.483	.045
	Class	8.106	1	8.106	.	.
	do you think this will help you to increase your grade?	3.812	1	3.812	24.706	.000
Understanding.before	Gender	2.919	1	2.919	6.462	.018
	Class	.000	1	.000	.	.
	do you think this will help you to increase your grade?	.148	1	.148	.957	.338
using.hours	Gender	2.997	1	2.997	6.636	.017
	Class	.000	1	.000	.	.
	do you think this will help you to increase your grade?	.857	1	.857	5.551	.027
subject.Encourage	Gender	.048	1	.048	.107	.747
	Class	.000	1	.000	.	.
	do you think this will help you to increase your grade?	.064	1	.064	.417	.525
allotment	Gender	1.860	1	1.860	4.119	.054
	Class	.000	1	.000	.	.
	do you think this will help you to increase your grade?	.020	1	.020	.127	.724
App.Quality	Gender	1.434	3	.478	1.058	.385
	Class	.000	3	.000	.	.
	do you think this will help you to increase your grade?	.753	3	.251	1.626	.210

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Critical Value of intercept of tool from the table is P=4.00, The test result value is 4.483.Therefore it is significant. It means that interface is help in learning.

Critical Value of Understanding the subject before using the tool from the table is P=4.00, The test result value is 6.462 .Therefore it is significant. It means using the understanding the subject before using the tool is significant.

Critical Value of hours used for the tool from the table is P=4.00, The test result value is 6.636 .Therefore it is significant. It means the amount spend on videogame and mobile app is highly significant. Rest of the Variables in the table are not significant.

Table 6: Significance of variables related proved by Multivariate test

User.Experience	Gender	1.584	4	.396	.877	.492
	Class	.000	4	.000	.	.
	do you think this will help you to increase your grade?	1.675	4	.419	2.713	.054
Understanding.after	Gender	.779	4	.195	.431	.785
	Class	.000	4	.000	.	.
	do you think this will help you to increase your grade?	1.065	4	.266	1.725	.177
informative	Gender	.100	1	.100	.221	.642
	Class	.000	1	.000	.	.
	do you think this will help you to increase your grade?	.012	1	.012	.080	.780
App.Quality * User. Experience	Gender	3.006	4	.751	1.664	.191
	Class	.000	4	.000	.	.
	do you think this will help you to increase your grade?	.466	4	.116	.755	.565
App.Quality * Understanding.after	Gender	3.553	2	1.777	3.934	.033
	Class	.000	2	.000	.	.
	do you think this will help you to increase your grade?	.106	2	.053	.344	.712
App.Quality * informative	Gender	.000	0	.	.	.
	Class	.000	0	.	.	.
	do you think this will help you to increase your grade?	.000	0	.	.	.
User.Experience * Understanding.after	Gender	.922	4	.231	.510	.729
	Class	.000	4	.000	.	.
	do you think this will help you to increase your grade?	.058	4	.015	.094	.983
User.Experience * informative	Gender	.000	1	.000	.000	.985
	Class	.000	1	.000	.	.
	do you think this will help you to increase your grade?	.012	1	.012	.077	.783

Critical Value of Quality of app and understanding after the used from the table is P=3.15,the test result value is 3.934 .Therefore it is significant. It means quality of the tool is highly related to the understanding after using the tool. Rest of the Variables in the table are not significant.

VIII. Conclusion

Researcher investigated number of variable that are related to using video game and mobile app for students learning. In this the result showed that gender is affecting in using the tool for learning specially male

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that means the male students are more than female students used time for video game and mobile app.85.7% of respondents feels it was informative.87.3 % of respondents feel that using the game will increase students grade. The videogame and mobile app is highly helpful in learning and understanding the subject. The finding emphasis that technology provide a very good platform for students interface and education. This will depend on students involvements in technology through amount of time spend for this purpose. If it will be enhanced it will be lead success.

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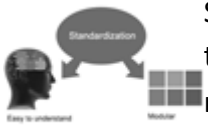

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Note :

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"

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Acknowledgments

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- Author name in font size of 11 in one column.
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- Two columns with equal column width of 3.38 and spacing of 0.2.
- First character must be three lines drop-capped.
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- Large images must be in one column.
- The names of first main headings (Heading 1) must be in Roman font, capital letters, and font size of 10.
- The names of second main headings (Heading 2) must not include numbers and must be in italics with a font size of 10.

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c) Up to 10 keywords that precisely identify the paper's subject, purpose, and focus.
d) An introduction, giving fundamental background objectives.
e) Resources and techniques with sufficient complete experimental details (wherever possible by reference) to permit repetition, sources of information must be given, and numerical methods must be specified by reference.
f) Results which should be presented concisely by well-designed tables and figures.
g) Suitable statistical data should also be given.
h) All data must have been gathered with attention to numerical detail in the planning stage.

Design has been recognized to be essential to experiments for a considerable time, and the editor has decided that any paper that appears not to have adequate numerical treatments of the data will be returned unrefereed.

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j) There should be brief acknowledgments.
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Verbs have to be in agreement with their subjects. In a research paper, do not start sentences with conjunctions or finish them with prepositions. When writing formally, it is advisable to never split an infinitive because someone will (wrongly) complain. Avoid clichés like a disease. Always shun irritating alliteration. Use language which is simple and straightforward. Put together a neat summary.

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Refresh your mind after intervals: Try to give your mind a rest by listening to soft music or sleeping in intervals. This will also improve your memory. Acquire colleagues: Always try to acquire colleagues. No matter how sharp you are, if you acquire colleagues, they can give you ideas which will be helpful to your research.

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Informal Guidelines of Research Paper Writing

Key points to remember:

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- Write your paper in the form which is presented in the guidelines using the template.
- Please note the criteria peer reviewers will use for grading the final paper.

Final points:

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- Keep paying attention to the topic of the paper.
- Use paragraphs to split each significant point (excluding the abstract).
- Align the primary line of each section.
- Present your points in sound order.
- Use present tense to report well-accepted matters.
- Use past tense to describe specific results.
- Do not use familiar wording; don't address the reviewer directly. Don't use slang or superlatives.
- Avoid use of extra pictures—include only those figures essential to presenting results.

Title page:

Choose a revealing title. It should be short and include the name(s) and address(es) of all authors. It should not have acronyms or abbreviations or exceed two printed lines.

Abstract: This summary should be two hundred words or less. It should clearly and briefly explain the key findings reported in the manuscript and must have precise statistics. It should not have acronyms or abbreviations. It should be logical in itself. Do not cite references at this point.

An abstract is a brief, distinct paragraph summary of finished work or work in development. In a minute or less, a reviewer can be taught the foundation behind the study, common approaches to the problem, relevant results, and significant conclusions or new questions.

Write your summary when your paper is completed because how can you write the summary of anything which is not yet written? Wealth of terminology is very essential in abstract. Use comprehensive sentences, and do not sacrifice readability for brevity; you can maintain it succinctly by phrasing sentences so that they provide more than a lone rationale. The author can at this moment go straight to shortening the outcome. Sum up the study with the subsequent elements in any summary. Try to limit the initial two items to no more than one line each.

Reason for writing the article—theory, overall issue, purpose.

- Fundamental goal.
- To-the-point depiction of the research.
- Consequences, including definite statistics—if the consequences are quantitative in nature, account for this; results of any numerical analysis should be reported. Significant conclusions or questions that emerge from the research.

Approach:

- Single section and succinct.
- An outline of the job done is always written in past tense.
- Concentrate on shortening results—limit background information to a verdict or two.
- Exact spelling, clarity of sentences and phrases, and appropriate reporting of quantities (proper units, important statistics) are just as significant in an abstract as they are anywhere else.

Introduction:

The introduction should "introduce" the manuscript. The reviewer should be presented with sufficient background information to be capable of comprehending and calculating the purpose of your study without having to refer to other works. The basis for the study should be offered. Give the most important references, but avoid making a comprehensive appraisal of the topic. Describe the problem visibly. If the problem is not acknowledged in a logical, reasonable way, the reviewer will give no attention to your results. Speak in common terms about techniques used to explain the problem, if needed, but do not present any particulars about the protocols here.

The following approach can create a valuable beginning:

- Explain the value (significance) of the study.
- Defend the model—why did you employ this particular system or method? What is its compensation? Remark upon its appropriateness from an abstract point of view as well as pointing out sensible reasons for using it.
- Present a justification. State your particular theory(-ies) or aim(s), and describe the logic that led you to choose them.
- Briefly explain the study's tentative purpose and how it meets the declared objectives.

Approach:

Use past tense except for when referring to recognized facts. After all, the manuscript will be submitted after the entire job is done. Sort out your thoughts; manufacture one key point for every section. If you make the four points listed above, you will need at least four paragraphs. Present surrounding information only when it is necessary to support a situation. The reviewer does not desire to read everything you know about a topic. Shape the theory specifically—do not take a broad view.

As always, give awareness to spelling, simplicity, and correctness of sentences and phrases.

Procedures (methods and materials):

This part is supposed to be the easiest to carve if you have good skills. A soundly written procedures segment allows a capable scientist to replicate your results. Present precise information about your supplies. The suppliers and clarity of reagents can be helpful bits of information. Present methods in sequential order, but linked methodologies can be grouped as a segment. Be concise when relating the protocols. Attempt to give the least amount of information that would permit another capable scientist to replicate your outcome, but be cautious that vital information is integrated. The use of subheadings is suggested and ought to be synchronized with the results section.

When a technique is used that has been well-described in another section, mention the specific item describing the way, but draw the basic principle while stating the situation. The purpose is to show all particular resources and broad procedures so that another person may use some or all of the methods in one more study or referee the scientific value of your work. It is not to be a step-by-step report of the whole thing you did, nor is a methods section a set of orders.

Materials:

Materials may be reported in part of a section or else they may be recognized along with your measures.

Methods:

- Report the method and not the particulars of each process that engaged the same methodology.
- Describe the method entirely.
- To be succinct, present methods under headings dedicated to specific dealings or groups of measures.
- Simplify—detail how procedures were completed, not how they were performed on a particular day.
- If well-known procedures were used, account for the procedure by name, possibly with a reference, and that's all.

Approach:

It is embarrassing to use vigorous voice when documenting methods without using first person, which would focus the reviewer's interest on the researcher rather than the job. As a result, when writing up the methods, most authors use third person passive voice.

Use standard style in this and every other part of the paper—avoid familiar lists, and use full sentences.

What to keep away from:

- Resources and methods are not a set of information.
- Skip all descriptive information and surroundings—save it for the argument.
- Leave out information that is immaterial to a third party.



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Results:

The principle of a results segment is to present and demonstrate your conclusion. Create this part as entirely objective details of the outcome, and save all understanding for the discussion.

The page length of this segment is set by the sum and types of data to be reported. Use statistics and tables, if suitable, to present consequences most efficiently.

You must clearly differentiate material which would usually be incorporated in a study editorial from any unprocessed data or additional appendix matter that would not be available. In fact, such matters should not be submitted at all except if requested by the instructor.

Content:

- Sum up your conclusions in text and demonstrate them, if suitable, with figures and tables.
- In the manuscript, explain each of your consequences, and point the reader to remarks that are most appropriate.
- Present a background, such as by describing the question that was addressed by creation of an exacting study.
- Explain results of control experiments and give remarks that are not accessible in a prescribed figure or table, if appropriate.
- Examine your data, then prepare the analyzed (transformed) data in the form of a figure (graph), table, or manuscript.

What to stay away from:

- Do not discuss or infer your outcome, report surrounding information, or try to explain anything.
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- Do not present similar data more than once.
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- Never confuse figures with tables—there is a difference.

Approach:

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- Give details of all of your remarks as much as possible, focusing on mechanisms.
- Make a decision as to whether the tentative design sufficiently addressed the theory and whether or not it was correctly restricted. Try to present substitute explanations if they are sensible alternatives.
- One piece of research will not counter an overall question, so maintain the large picture in mind. Where do you go next? The best studies unlock new avenues of study. What questions remain?
- Recommendations for detailed papers will offer supplementary suggestions.

Approach:

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Describe generally acknowledged facts and main beliefs in present tense.

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Introduction	Containing all background details with clear goal and appropriate details, flow specification, no grammar and spelling mistake, well organized sentence and paragraph, reference cited	Unclear and confusing data, appropriate format, grammar and spelling errors with unorganized matter	Out of place depth and content, hazy format
Methods and Procedures	Clear and to the point with well arranged paragraph, precision and accuracy of facts and figures, well organized subheads	Difficult to comprehend with embarrassed text, too much explanation but completed	Incorrect and unorganized structure with hazy meaning
Result	Well organized, Clear and specific, Correct units with precision, correct data, well structuring of paragraph, no grammar and spelling mistake	Complete and embarrassed text, difficult to comprehend	Irregular format with wrong facts and figures
Discussion	Well organized, meaningful specification, sound conclusion, logical and concise explanation, highly structured paragraph reference cited	Wordy, unclear conclusion, spurious	Conclusion is not cited, unorganized, difficult to comprehend
References	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring

INDEX

A

Agung · 43
Archipelago · 36

C

Consciousness · 5
Culinary · 28, 38, 39, 40

E

Evanurul · 30, 43

F

Fadlan · 40, 42

Fitriani · 39, 42

G

Graddol · 72, 74, 86, 88

L

Lexical · 5, 6, 7, 32
Linguistic · 3, 4, 5, 9

M

Malayness · 27, 36, 40
Metacognition · 4

Murugavel · 73, 88

P

Peculiarities · 3, 17, 25
Pengambilan · 24
Pudentia · 42

S

Scholastic · 98
Significance · 3, 11, 57, 61, 96
Subordinates · 63



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