



CAN SMART CLASS CHANGE YOUR STUDY HABIT

Ms. Saba Parveen*, Dr. Anjum Ahmed and Ms. Suzain Rashid*****

Research Scholar, Department of Education, Aligarh Muslim University, Aligarh (India)

*** Assistant Professor, Department of Education, Aligarh Muslim University, Aligarh (India)*

**** Assistant Professor, Department of Education,
Amar Singh College, Gogji Bagh, Srinagar, (India)*

ABSTRACT

Smart classroom is an innovative technique in education. In the present century we are living in the age of internet and use of internet in every institute of education is not only a dream, but it is the necessity of the time. This study attempts to analyse the study habit of smart classroom and traditional classroom secondary school students. The study was conducted on 100 students of class IX of Ayesha Tarin Modern Public School, Aligarh (U.P.) by using simple random sampling technique. The investigators collected data from two sections of IX class, sec-A which had a smart board and sec-B which was using the traditional method of chalk and duster. Study habit Inventory developed by Palsane and Sharma was used by the investigators. This research indicates that inspite of teachers and students having the perception of the advantages they have of a smart class, but their perception is not consistent with their practices. Therefore, no significant difference was observed in the study habit of smart class and traditional class learners. The paper will highlight the reasons for this contradiction and will conclude with the possible suggestions to overcome this incongruity.

Keywords: *study habit, smart classroom, smart board, traditional classroom.*

1.1 INTRODUCTION

“We need technology in every classroom and in every student and teacher’s hand because it is the pen and paper of our time and it is the lens through which we experience much of our world”.

David Warlick

Habits are found in every human being either man or animals. It is acquired by every living organism. Habit is an instinct of motivation. As instincts motivate one to do many activities, in the same way habit also motivate the individual to do different activities. Habit is the result of practice of one’s own individual like. So, study habits are the result of regular practices of students performs to maximize their productivity, competence, and retention in preparation for a particular evaluation. Study habit indicates that different students have different styles of reading and learning. Study habit are based on student interest and motivation. Good study habit helps the students to achieve their goal of education. Success of student goal depends on the study habit.



Study habit means how one studies and learn. Study habits are more affected by learning environment. Education is an important tool of study habit.

In recent century we have developed various innovative technique to improve the quality of education. Because new technologies benefit us in every aspect of our life. Recent methods of education in Indian educational scenario provides quality of education to students by helping them in better concept formation, concept elaboration and improvement in study habit. It makes education more interesting and interactive for students.[1]

In other words we can say that smart class provides better education because any lesson which are taught through visualization students remember it for a longer time in comparison to reading through books. In this teaching method students and teachers utilize their time. With the help of internet we collect many information related to our subject. It is clear that smart classroom is a classroom where we can combine the use of computer and audio-visual equipment. The equipments which are used in the modern classroom are given below:[2]

1. Computer or Laptop,
2. Projector,
3. Pen drive,
4. DVD player,
5. Smart Board
6. Speakers.
7. White Board

The use of these equipments makes teaching more interesting, attractive and effective for students and teachers and these things also affect the study habit of the students. According to SheeRa (2012), study habits can be affected by factors such as:

1. Age of a student 2. Home environment 3. Studying materials 4. Television and computer games 5. Social network (face book) 6. Students' determination and aspiration 7. Financial and economic status of parents 8. Surrounding such as entertainment center, games center etc. 9. The rule of the schools 10. The teaching style of teachers 11. The leisure of the students 12. Some activities in schools 13. Availability of library 14. The nature friends and peer group 15. Assignments and homework restriction 16. Students' parents educational background 17. Parents not interested and supportive in helping their children study 18. Household chores 19. Family problems 20. Procrastination and poor time management 21. Students' comfort level 22. The noise level 23. The lighting level and the availability of items that might be necessary to study or to enhance concentration.[3]

In the above factors teaching learning environment contributes the most in the study habit of the students. In this way classroom is an important part of study habit.



1.2 Studies related to smart classroom and study habit

Many researches are conducted related to smart classroom and study habit in the last decade. On the basis of previous researches, the common findings is that smart classroom teaching and learning is better than traditional classroom teaching and learning. Nathan (2013) stated that a smart classroom is one occupied with multimedia components designed to enhance teaching-learning practice[4]. Chachra (2015) described that teaching through smart classroom is more effective for all the three intelligence levels (below, average and above) of the learners[5]. (Jena ,2013; Bano, 2016; and Sharma, 2016) referred that in the smart classes (educomp class) learning is positively affecting the performance of the students and is helping in enhancing the retention of the students. Smart class teaching is also better to teach all type of students (low achiever and high achievers) in comparison to traditional method of teaching[6],[7],[8].

Marc (2011) explained that students with learning problems, however, may still have generally inefficient and ineffective study habits and skills. Good study habits lead to good grades while good grades lead to admissions to better colleges and universities, possibly with a scholarship thrown in. This in turn, will lead to a great career. Developing good study habits according to Marc is very crucial for every student irrespective of his level of education. It boosts students' ability to be self- disciplined, self-directed and ultimately successful in their degree programs[9].

In the view of Agba (2013), unserious students do study anyhow without specific techniques, and he submits that such students are most likely to perform below average[10]. Lawrence (2014) indicated that there is no significant difference between study habits and academic achievement of higher secondary school students[11].

Grace (2013) also maintains that the process of learning is still a little mysterious but studies do show that the most effective process for studying involves highly active behavior over a period of time. In other words, to study effectively, one must read, draw, compare, memorize and test himself over time[12].

1.3 Significance of the study

In earlier days there was a lot of burden on the students as well as on the teachers relating to the teaching and learning of different subject but in modern days modern teaching methods plays an important role. Students as well as teachers are aware about new innovative techniques, they use technology in their everyday lives. Most of the students and teachers prefer and favour teaching and learning through educomp class. In this sense some things that are taught through visual is more clear than which are taught through books or lectures. It means that students understand clearly through smart class rather than a traditional class. Smart classes make teaching effective and interactive through the use of audio visual aids (video, images etc.) which are not use in the traditional classes. We can store information on the smart board about any things by connecting live on the internet. A teacher can save her last lecture in a folder and begin the next day where he/she has left off. Teacher can now present examples related to any concept on the projector. Much of the time is wasted in making the diagram on the blackboard but now teacher by a single click of the button can draw, pictures, diagram, etc. and display the image on the board. These diagrams can also be drawn with the active help of the students. Students



and teachers can store any information in pen drives and share it with each other. All the information related to syllabus are fed and presented on the smart board. It saves time in teaching learning process. Hence it can be concluded that smart classrooms are very innovative and highly recommended to use and to make teaching learning process most effective. The concept of study habit according to Husain (2000) is broad, as it combines nearly all other sub-concepts such as study attitude, study methods and study skills. Attitude is a mental and natural state of readiness, organized through experience, exerting a direct influence on the individual's response to all objects and situations with which it is related[13].

1.4 Research question

- Do students studying in smart classes have improved study habits than those studying traditional classes?
- To what extent boys and girls studying in smart classes significantly differ in their study habit from the boys and girls in traditional classes?

1.5 Operational Definitions

- 1) **Smart classroom:** It is a modern innovative teaching technique i.e smart board installed and fixed on the wall of the classroom. This smart board has a touch screen and stylus pen can also be used. The software installed has all the relevant materials in the form of videos, audios and text stored for all the classes.
- 2) **Traditional Classroom:** A classroom where blackboard, chalk, duster, and books etc are used for teaching. In most cases lectures are delivered by the teachers.
- 3) **Study Habit:** It refers to the habitual practices one uses to study and learn.
- 4) **Secondary School Students:** It refers to the students who are studying in class 9th and 10th. But this study is conducted only on 9th class students.

1.6 Objectives of the study

The objectives formulated for the study are:

- 1) To find out the significant differences in the mean scores of study habit of secondary students studying in smart class and traditional classroom.
- 2) To find out the significant differences in the mean scores of study habit of secondary male students studying in smart class and traditional classroom.
- 3) To find out the significant differences in the mean scores of study habit of secondary female students studying in smart class and traditional classroom.

1.7 Hypothesis of the study

The hypotheses formulated for the study are:

- 1) There will be no significant differences in the mean scores of study habit of secondary students studying in smart class and traditional classroom.



- 2) There will be no significant differences in the mean scores of study habit of secondary male students studying in smart class and traditional classroom.
- 3) There will be no significant differences in the mean scores of study habit of secondary female students studying in smart class and traditional classroom.

II. Methodology

1. **Sample:** This is a descriptive quantitative research applying survey design to analyse the study habit of smart classroom and traditional classroom of secondary school students. A sample of 100 IX grade students of Ayesha Tarin Modern Public School, Aligarh students were selected randomly.
2. **Tool:** 'Study habit Inventory' developed by Palsane and Sharma was used in this study. The inventory consists of 45 items covering the following areas[14]:
 - 1) Budgeting Time
 - 2) Physical Conditions for study
 - 3) Reading Ability
 - 4) Taking Notes
 - 5) Factors in Learning Motivation
 - 6) Memory
 - 7) Taking Examinations
 - 8) Health
3. **Statistical Technique:** Collected data was statistically treated with t-test using SPSS 20.

III. Data Analysis

1. **Objective (1)** - To find out the significant differences in the mean scores of study habit of secondary students studying in smart class and traditional classroom.

H₀₁ - There will be no significant differences in the mean scores of study habit of secondary students studying in smart class and traditional classroom.

In order to check this hypothesis, the difference in the mean scores of study habit was calculated by t-test and results are presented in the following table:

Table 1 Study habit mean scores of smart class and traditional class of the total sample.

Group Statistics					
	TYPE_OF_CLA SS	N	Mean	Std. Deviation	Std. Error Mean
STUDY_HABIT	SMARTCLASS	45	55.4222	7.55732	1.12658
	TRADITIONAL CLASS	55	53.4727	6.16097	.83075



Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2- taile d)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper
STUDY_HABIT	Equal variances assumed	2.483	.118	1.421	98	.158	1.94949	1.37154	-.77229 4.67128
	Equal variances not assumed			1.393	84.503	.167	1.94949	1.39976	-.83383 4.73282

Interpretation

As can be seen in Table 1, the assumption of homogeneity of variances was tested and satisfied via Leven's F-test, $F(98) = 2.48$, $p=.118$. The independent sample t-test was associated with statistically non significant effect, $t(98) = 1.421$, $p= .158$. Thus the study habit mean in the smart class did not statistically differ from the mean of traditional class. So the null hypothesis is accepted and it shows that there is no significant difference between the study habit of students studying in smart class and in traditional class.

Objective (2) - To find out the significant differences in the mean scores of study habit of secondary male students studying in smart class and traditional classroom.

H₀₁: There will be no significant differences in the mean scores of study habit of secondary male students studying in smart class and traditional classroom.

In order to check this hypothesis, the difference in the mean scores of study habit was calculated by t-test and results are presented in the following table:



Table 2 Study habit mean scores of smart class and traditional class of the male sample.

Group Statistics					
	MALE	N	Mean	Std. Deviation	Std. Error Mean
STUDY_HABIT	MALE				
	STUDENTS OF SMARTCLASS	27	56.3704	8.18135	1.57450
	MALE				
	STUDENTS OF TRADITIONAL CLASS	31	51.7097	6.88086	1.23584

Independent Samples Test									
Levene's Test for Equality of Variances					t-test for Equality of Means				
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
STUDY_HABIT	Equal variances assumed	.469	2.357	56	.022	4.66069	1.97764	.69900	8.62239
	Equal variances not assumed		2.328	51.097	.024	4.66069	2.00159	.64252	8.67886

Interpretation

As can be seen in Table 2, the assumption of homogeneity of variances was tested and satisfied via Leven's F-test, $F(56) = .469$, $p=.496$. The independent sample t-test was associated with statistically non significant effect, $t(56) = 2.357$, $p= .022$. Thus the study habit mean in the smart class did not statistically differ from the mean of traditional class. So the null hypothesis is accepted and it shows that there is no significant difference between the study habit of male students studying in smart class and in traditional class.



Objective (3) - To find out the significant differences in the mean scores of study habit of secondary female students studying in smart class and traditional classroom.

H₀₃: There will be no significant differences in the mean scores of study habit of secondary female students studying in smart class and traditional classroom.

In order to check this hypothesis, the difference in the mean scores of study habit was calculated by t-test and results are presented in the following table:

Table 3 Study habit mean scores of smart class and traditional class of the female sample.

Group Statistics										
	FEMALE	N	Mean	Std. Deviation	Std. Error Mean					
STUDY HABIT	FEMALE STUDENTS OF SMARTCLASS	18	54.0000	6.47166	1.52538					
	FEMALE STUDENTS OF TRADITIONA L CLASS	24	55.7500	4.21436	.86025					
Independent Samples Test										
Levene's Test for Equality of Variances										
t-test for Equality of Means										
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
STUDY HABIT	Equal variances assumed	3.290	.077	-1.060	40	.295	-1.75000	1.65028	-5.08535	1.58535
	Equal variances not assumed			-.999	27.479	.326	-1.75000	1.75124	-5.34032	1.84032



Interpretation

As can be seen in Table 3, the assumption of homogeneity of variances was tested and satisfied via Leven's F-test, $F(40) = 3.290$, $p=.077$. The independent sample t-test was associated with statistically non significant effect, $t(40) = 1.060$, $p= .295$. Thus the study habit mean in the smart class did not statistically differ from the mean of traditional class. So the null hypothesis is accepted and it shows that there is no significant difference between the study habit of female students studying in smart class and in traditional class.

IV. Discussion

All the researchers reviewed showed that study habits in a smart class will definitely improve and this will reflect on their academic achievement. This research found a contradictory result that students studying in a smart class and traditional class had similar study habits. There is no research supporting this result. According to the observation made by the investigators there are many possible reason for the justification of this result. Teachers are still holding themselves back from using this advance technology, i.e. smart board in their classes. As a result they do not influence or encourage any effective study habit to their students. The reason behind their reluctance is firstly the poor knowledge and skills in computer application. Secondly the teacher training institutions are not providing training to the prospective teachers in the first hand use of smart boards. Thirdly there is a wide misconception among the teachers and students that having a white board and using markers make a class a 'Smart Class' and they need not use a smart board.

Recently the popular trend of social media also has significantly influenced the student's study habit and there are opinions of two kinds both optimistic and pessimistic. First opinion states that students can easily access into sources of knowledge or doing projects and assignment by using internet while according to the other opinion it is also easy for them to get involved in plagiarism. Even if the students studying in traditional class or smart class, over indulge in social media for entertainment then it will definitely effect their study habit and attract poor grades.

Other contributing factors in not using smart board effectively and this could be listed under the '**SMART DIFFICULTIES**', i.e the technical difficulties like electricity supply problem, poor maintenance of smart board, virus in the programs, no spare/extra stylus (electronic pen), low quality speakers, no protection from sunlight, dust and humidity, no regular update of computer programmes, low quality cables and plug points. These *smart difficulties* make a teacher conveniently switch back from being a facilitator and a guide to students learning in smart class to a dispenser of knowledge like in a traditional method of teaching.

Moreover it was observed that young inducted teachers were 'early adopters' and were able to experiment and develop their own skills in using smart boards. In other words, teachers who are already confident ICT users tend to become enthusiastic in using smart board. The veteran teachers need a lot of motivation and great efforts are needed to ignite their enthusiasm in using smart board. Using smart board effectively calls for both teachers and students to undergo technical training to overcome difficulties that occur inside the class, as number of technicians provided by a school is in small number to deal with all class room



demands. Another ironic fact is that the technicians will never be available when the smart board's problem occur.

Sometimes techno-savvy students might be a challenge to some teachers, who are incompetent users of computers/smart board thus giving them all the more reason to avoid using the technology in the class by finding number of excuses.

All the reasons discussed above does not improve the study habit of students in a smart class, inspite of having the hardware in the class. The pedagogical teaching technique in smart class is exactly the same as that in the traditional class making the study habits of students studying in both the classes similar.

Procrastination in the academic activities could also be another contributing factor as observed by the investigators in the school. This habitual procrastination makes one likely to put off higher priority task (like learning to use a smart board) if there are options available (switching to traditional method of teaching) that are immediately pleasurable and satisfying. Procrastination is observed both in teacher initiative to use smart board and in student's reluctant to improve their study habit (Ahmed and Shuamim, 2017) [15].

Students with learning problems, however, may still have generally inefficient and ineffective study habits and skills. Becoming aware of your learning habits or styles will help students to understand why they sometimes get frustrated with common study methods. It is observed that good study habits are essential to educational success; as they contribute to a successful academic future. Procrastination can be overcome with proper study habits and improving one's study habits is the key to better studying. When students have good study habits, they tend to be less stressed. Students who are anxious on exam day are typically the procrastinators who come unprepared. Students who organize their lives and stick to their established study schedules are confident and relaxed at test-taking time (Marc, 2011)[9].

V. Conclusion

Smart classroom is the most popular and innovative method of teaching. It develops the learning ability and enhance the thinking skills of the students. The study recommends that all teachers need a continuing pedagogical support and technical support. The schools' administration should have a clear vision concerning the smart board, providing materials, resources and back up facilities in case of emergency failures. The number of the team of technicians should be increased. Moreover, teachers should be aware of digital learners' needs. The appropriate attitude and usage of the smart board will definitely improve the study habits of the learners.

VI. Suggestions and recommendations

Harper and Row (2009), highlighted and suggested the good study habits such as: 1. Studying every day 2. Creating a quiet place at home or anywhere to study 3. Turning off the phone, TV and other devices that may disturb you when studying 4. Listening to soft music or white noise 5. Studying in a way that suits your learning style 6. Taking regular breaks 7. Studying early (do not wait for last minutes) 8. Studying the hardest things first, spending more time on topics you find difficult 9. Asking for help if one is struggling with his studies, taking notes as one studies as well as organizing notes in a notebook or folder[16].



Other suggestions compiled by the investigators are: Teachers should have a clear idea of how a traditional classroom is different from classroom equipped with Smart Board. Smart class provide better education through power point presentations and videos.

Available media and technologies to be explored and utilized to the maximum extent in order to enhance the quality of education. Media and technologies should be introduced as a subject to all the students to develop awareness. Teachers should read about Smart Board pedagogy – innovation in teaching and changing in methods to meet the needs of 21st century learners.

Teachers should be aware of learners' needs and their different learning styles. Teachers and school guidance counsellor should collaboratively guide students on how to develop good study habits.

Teachers have to start with acquiring basic ICT skills. Smart Board should be installed in teachers' rooms. This encourages and enhances cooperation among the school staff and colleagues. The syllabi of all the classes should be transformed into a software programs.

Schools should provide strong pedagogical support as well as technical support. The number of technicians must be increased.

If a teacher finds that there is not a slight change in the learner's study skills, learning skills and no change in the achievement and response of the students. Then the teacher should question herself/himself that '***Am I using the smart board correctly?***'

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