

Impact of Traditional and Smart Classroom on Academic Achievement in relation to Intelligence

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ABSTRACT

Education is a process which always change its structure and forms. It is a natural phenomenon, due to the change in need and problem of the society as well as advancement of technology. The traditional method of education could not keep pace with the change in the demand of society. In present time thee is major change in science and technology which influence the teaching with the use of digital devices. Tis new emerged of classroom is really a need of new generation to acquire maximum. In present paper author want to focus on comparing effect of traditional classroom and smart classroom in relation to academic achievement and its relation to intelligence.

Education gradually changing its form and structure in order to accommodate the teacher. Students have turned more demanding and inquisitive. The traditional education method could not keep pace with change in the need of the society. In recent time unprecedented expansion in the area of science and technology has brought in not only knowledge explosion but technology upheaval as well. Educational Technologies especially computer related peripherals have grown tremendously and permeated the formal system of education. That's why educationist have started thinking to apply the principles of science and technology in the field of education. Technology open the new door and equalizes the learning opportunities for everyone I today's classroom. Thus impacting what we teach and how we teach new ages classroom are fast replacing the teachers with the computer and a new era of smart classes have emerged. A smart classroom is

one equipped with multimedia components designed to enhance instruction and learning. In smart classroom teacher act as mediators to adjust the level of information and help students create their own pathway and they are stumped and helps them how to learn. Through the smart class instruction students can access the internet making connections to real life and current educational issues.

Beeland (2002) explored to determined if the interactive whiteboard has an effect on the student engagement as an instructional tool. Student engagement is one of the most impotent factors in student achievement .

Apperson, Laws and Scepanky (2004) Conducted study on the impact of presentation graphics on students experience in the classroom computer and education.

D'Angelo and Woosley (2007) conducted a study on effectiveness of technology in the classroom as a friend or foe. This study shows

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that students learned more observational words when using the smart board.

Stratham and Torell (2012) concluded that when used appropriately computer technology in classroom stimulates teacher -student interaction.

Moli (2013) studied on the effectiveness of the smart class for the teaching students of standard x in Sanskrit grammar. He found that instructions through smart class better result as compared to traditional method.

Academic Achievement:

According to Good (1973) “Academic achievement as a knowledge attain or skill develop in school usually designate by test score or by making assign by teacher or both”

Hawes (1982) “ Achievement is successful accomplishment or performance in particular subject areas or courses usually be reason of skilled hard work and interest typically summarized in various type of grades, marks score on descriptive commentary “

Intelligence:

Sterm (1942) “ Intelligence is a general capacity of an individual consciously to adjust his thinking to new requirement. It is the general mental ability to new problems and condition of life”

Jean Piajet (1952) “ Intelligence is the ability to adapt to one’s surrounding”

Hypothesis:

There is no significant different between academic achievement student of studying smart classroom and traditional classroom. There is no significant different in between intelligence of studying in smart classroom and traditional classroom.

Group	Mean	Variance	t- value.
Experimental group.	5.2	7.53	1.07
Control group.	4.1	9.82	

Objectives Of The Study:

To compare the performance or academic achievement of student through smart classroom and traditional classroom.

To find out the effect of smart classroom instruction.

To find out relation between intelligence and academic achievement of smart classroom and traditional classroom.

Sample:

The sample is consisted on 40 students of Shafi Muslim High School, Darbhanga, Bihar.

Sample were distributed randomly in two groups.

Control group thought through traditional classroom. Experimental group thought through smart classroom.

Procedure Of Data Collection:

Before given any instruction a per test was conducted of both the group. Thereafter instruction given to experimenter group by following smart classroom and to the control group through traditional classroom. After completion of the instruction both the group were administrated past -test with marks distribution, number of items.

Analysis And Interpretation:

Analysis of coefficient of correlation between intelligence and academic achievement control group was 0.45, significant at 0.01 level and 0.60 of experimental group significant at 0.01 level. Both shows a positive correlation between intelligence and academic performance.

Score as per test of both was almost the same it was :-

This value is smaller the table-value at 0.01 and 0.05 level of significance and there for observed difference in the mean scores of pre-test is not significant.

Score of both test of each group was as follows.

Group	Mean.	Variance.	T-value.
Experimental group.	17.5	12.8	2.14
Control group.	14.6	23.02	

It is evident that the t-value, mean value of post test score of experimental and control group is calculated to be 2.14 which is greater than tabulated value at 0.05 level of significant. The t-value ratio value depicts the observed difference in mean score of post-tests for control and experimental group is significant.

Conclusion:

In the light of above-mentioned interpretation and discussion the main conclusion of the study is given below.

There is significant and positive correlation I between intelligence and academic achievement of students. There is significant different between both the group's performance before special instruction given. There is significant difference found between smart classroom and traditional classroom students performance. There is positive impact show in the student's academic performance while thought through smart classroom instruction.

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