

Discussion

The findings of this study reveal a clear and statistically significant positive correlation between students' pre-class study habits and their in-class engagement. The analysis, based on Spearman's rank-order correlation, indicated that students who consistently prepared before class—through reading, note-taking, and reviewing video content—were more actively engaged during classroom sessions.

The strongest correlation was observed between note-taking/highlighting (Q4) and class participation (Q7), suggesting that students who engage in structured and active preparation are more likely to contribute during class discussions. Similarly, understanding content through video materials (Q5) also showed significant relationships with responsiveness and preparedness in class (Q7–Q9). These results align with the growing emphasis on active learning strategies in modern education, particularly within flipped classroom models. The consistency of significant correlations across all question pairings supports the hypothesis that students who take pre-class preparation seriously exhibit higher levels of attentiveness, responsiveness, and involvement. This suggests that effortful pre-class learning contributes not only to better academic readiness but also encourages students to be cognitively and behaviorally engaged once in the classroom.

Furthermore, the frequency distribution of perceived academic outcomes indicated that students who engaged in pre-class study reported improvements in understanding, stress management, and test performance. These self-reported outcomes reinforce the practical benefits of structured pre-class preparation, especially in environments requiring student independence and self-directed learning.

Conclusion

This study confirms that pre-class study habits are significantly and positively associated with in-class engagement among undergraduate and postgraduate students in the Department of English at AIUB. The use of a structured preparatory approach—through reading, note-taking, and multimedia review—not only enhances classroom participation but also contributes to improved academic performance and reduced stress. The findings highlight the importance of fostering a learning culture where students are encouraged to prepare before class. Instructors and curriculum designers should consider integrating pre-class study requirements into course structures, particularly in student-centered learning environments. Doing so can elevate classroom interaction levels and enrich the overall educational experience.

In conclusion, pre-class study is not merely a good academic practice; it is a strategic approach to improving engagement, comprehension, and academic success. This study adds to the growing body of research supporting flipped learning and offers practical implications for institutions seeking to boost learner outcomes through proactive engagement strategies.