
MIER Journal of Educational Studies Trends & Practices

Vol. 10

May 2020

No. 1



Model Institute of Education & Research, B.C. Road, Jammu - 180 001, India

CER
2/11/20

MIER JOURNAL OF EDUCATIONAL STUDIES, TRENDS AND PRACTICES

Vol. 10

May 2020

No. 1

From the Editor's Desk

Wong Kwan Yie and Wang I Ta	The Application of Body Movement as a Teaching Tool in Children's Group Singing Lessons	1
Shailla Draboo and Farah Naaz	A Commentary on Affirmative Action Policies for Women in India in the backdrop of International Commitments	15
Yulia S. Belenkova	Metacognitive Skills and Reflection as Essential Components of Self-Education	30
Dilek Sultan Acarli	Investigation of Pre-service Biology Teachers' Self-confidence Concerning Technological Pedagogical Content Knowledge with respect to some Variables	47
Sandeep Kaur and Kanwalpreet Kaur	Perceived Parenting and Perceived Teaching Styles in relation to Social Maturity of Adolescents	64
Tagreed Ameen Zagzoog, Rehab Mohammed Samy Elshazly and Mohammad Sayed Said Soliman	The Prevalence of Attention Deficit Hyperactivity Disorder (ADHD) among Elementary School Children: The Effect of Certain Demographic Variables	75
Mitashree Tripathy	Relevance of Soft Skills in Career Success	91
Shih-Tseng Tina Huang and Vinh-Long Tran-Chi Nishta Rana and Deepika	Exploration of the Development of Children's Empathy Study Habits of Higher Secondary School Students in Relation to their Gender, Type of School and Academic Stream	103 113
Dur Khan	Gender Differences in Personality Traits in Relation to Academic Performance	124

STUDY HABITS OF HIGHER SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR GENDER, TYPE OF SCHOOL AND ACADEMIC STREAM

Nishta Rana and Deepika

The success or failure of a student depends upon numerous factors such as his ability, intelligence and study habits. Among these, study habits are of utmost importance in deciding the success of any individual. The purpose of this research was to find out differences in the study habits of higher secondary school students with respect to various variables. Random sampling technique was applied to draw a sample of 200 students studying in ten higher secondary schools of Kathua District (J&K). Study Habits Inventory (SHI) by Chandel and Paliwal (2012) has been used in this study. The results showed that female higher secondary school students obtained higher scores on the Interaction dimension while male students scored higher on the Support dimension of Study Habits Inventory (SHI). The results also revealed that students studying in private higher secondary schools had better study habits as compared to students studying in government higher secondary schools especially on the Drilling and Support dimensions as well as on overall study habits. Further, science students were found to possess better study habits in comparison to art students on the dimensions of Comprehension, Concentration, Task-orientation and Sets, Interaction, Drilling and Support as well as on overall study habits.

KEYWORDS: Study Habits, Comprehension, Concentration, Task-Orientation, Higher Secondary School Students

INTRODUCTION

The world is becoming very competitive. Quality of performance has become the key factor for personal progress. Parents want their child to climb the

Nishta Rana ✉
Associate Professor, P.G. Department, MIER College of Education (Autonomous), Jammu, India,
Email: nishta.rana@miercollege.in

Deepika
Research Scholar, MIER College of Education (Autonomous), Jammu, India



Research Publication Record of Dr. Adit Gupta

January 2020 to December 2020

*To study the impact of Google Classroom as
a platform of learning and collaboration at
the teacher education level*

Adit Gupta & Pooja Pathania

**Education and Information
Technologies**
The Official Journal of the IFIP Technical
Committee on Education

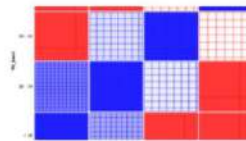
ISSN 1360-2357

Educ Inf Technol
DOI 10.1007/s10639-020-10294-1



Regression analysis of student academic performance using deep learning

Sadiq Hussain, Silvia Gaftandzhieva ... Zahraa Fadhil Muhsin
OriginalPaper | Published: 27 July 2020 | Pages: 783 - 798



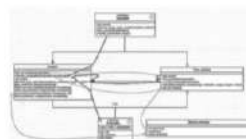
Introducing tablets and a mobile fitness application into primary school physical education

Marina Papastergiou, Petros Natsis ... Panagiotis Antoniou
OriginalPaper | Published: 30 July 2020 | Pages: 799 - 816



A software architecture perspective about Moodle flexibility for supporting empirical research of teaching theories

Marcelo Campo, Analia Amandi & Julio Cesar Biset
OriginalPaper | Published: 31 July 2020 | Pages: 817 - 842



To study the impact of Google Classroom as a platform of learning and collaboration at the teacher education level

Adit Gupta & Pooja Pathania
OriginalPaper | Published: 01 August 2020 | Pages: 843 - 857

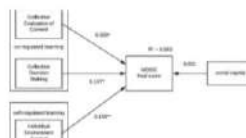
Learning programming by creating games through the use of structured activities in secondary education in Greece

Eleni Seralidou & Christos Douligeris
OriginalPaper | Published: 03 August 2020 | Pages: 859 - 898



The moderating effect of social capital on co-regulated learning for MOOC achievement

Rawad Chaker & Maria Antonietta Impedovo
OriginalPaper | Published: 05 August 2020 | Pages: 899 - 919



Video-based self-reflection among pre-service teachers in Ireland: A qualitative study

To study the impact of Google Classroom as a platform of learning and collaboration at the teacher education level



Adit Gupta¹ · Pooja Pathania¹

Received: 21 June 2020 / Accepted: 27 July 2020 / Published online: 01 August 2020
© Springer Science+Business Media, LLC, part of Springer Nature 2020

Abstract

The purpose of this study was to assess the impact of Google Classroom Platform of learning at the teacher education level. Web-Based Learning Environment Inventory (WEBLEI) (Chang and Fisher 1998, 2003) and Google Classroom Evaluation Survey was used in this study. The sample of 60 students consisting of both males and females was collected from one college of education in Jammu city, where teaching-learning process was being conducted using the Google Classroom setup. Data analysis revealed that students could access the learning activities easily, they could communicate with other students in their subject electronically, they could decide when they wanted to learn, and they could work at their own pace. Results also showed that the students could regularly access online resources and they had the autonomy to ask their tutor what they did not understand. Students experienced a sense of satisfaction and achievement and they felt at ease in working collaboratively with other students. The students were also happy to print lectures and exercise materials from resources uploaded by their teachers. Responses to the Google Classroom Evaluation survey showed that the teachers were able to give better individual attention and students developed a group feeling in such a classroom setup. Students also felt that learning through the Google classroom was not boring and it was not a waste of time. They found it to be an effective medium of studying.

Keywords Google Classroom · WEBLEI · Teacher education · Collaborative learning · Higher education · Web-based learning environments

✉ Adit Gupta
adit@mier.in

Pooja Pathania
poojapathania1919@gmail.com



¹ MIER College of Education, Jammu, India