



Study Habits among Secondary School Students of Hyderabad: A Comparative Analysis

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Abstract : This study has been undertaken to investigate the study habits among secondary school students of Hyderabad. This piece of work will endeavour to compare the study habits of secondary school students firstly, concerning class level i.e. VIII & IX grades secondly, gender i.e. boys & girls, finally, school management i.e. private and government school students. The overall sample of this study is 100. The data is collected from the secondary level students of Hyderabad International School and Government High School. Study habits Inventory prepared by Dr B. V. Patel is administered. Under descriptive statistics, mean, standard deviation, and standard error are calculated. Independent sample t-test is estimated under inferential statistics to know the significant between the said groups at $\alpha 0.05$ level. Considering the findings, educational implications are discussed.

IndexTerms - class level, gender, school management, study habits, secondary school students.

I. INTRODUCTION

Two distinct words “study” and “habits”, when combined together become study habits. The term study refers to a process of learning something, whereas the word habits undertake different ways of learning things. In this view, study habits are the repeated methods or patterns of behaviour in which a particular content is acquired, comprehended, and retrieved by students over a period of time. Study habits are conscious efforts made by students in academics. It is the habitual behaviour of students towards their academic life. It differs from student to student and develops with the time. **Crede & Kuncel (2008)** defined study habits as “*study routines or a standard procedure which an individual consistently follow in one 'academic journey, in such a study routine various activities may come like frequency of studying sessions, review of subject matter, self- testing, practice of learned material and learning in an appropriate environment*”^[1]. Study habits play a significant role in the realm of education as they deal with different styles of learning, such as approaching study with the right attitude, choosing the appropriate environment, minimizing distractions, setting a realistic schedule, employing memory games, etc. Effective study habits, which include techniques like time management, planning and organization of the topic, learning, understanding, retaining, and extracting the information, etc. aid in fetching productive academic results. According to **Crow & Crow (1992)**, the effective study habits are “*maintaining of definite time table and well-organized notes*”^[3]. Specialists in the field of education believe that effective and consistent study habits brings prosperity. As per **Apps (1982), Reed (1996), Rooney & Lipume (1992)** “*sound and persistent study habits reduce test anxiety, enhance student's abilities, better their performance and boost their confidence*”^[3]. So, in order to study effectively, students, before starting to learn anything, must first determine a plan, decide significance of a topic, areas

II. SIGNIFICANCE OF THE STUDY

Students, whether high, moderate, or low achievers, invest time towards academics. The time spend by them in learning the content and reproducing it in the examination often fetch good results for some students and does not bring sufficient academic success for other students depending upon the strategy adopted by them. Effective study habits facilitate students in assimilating the syllabus in a more comprehensive way. It generally provides them with a scope of creatively acquiring the presented material and retaining it for a longer period of time. Effective study habits majorly assist in improved learning and enhanced skills, which make students excel both inside and outside their academic world. Contrast to this, the ineffective study habits, most of the times, lead to inefficient learning and less academic success, which further instigate other academic problems, such as exasperation towards studies. Study habits is a variable which is present across student population. Students, consciously or unconsciously, generate ways in which they can retain the content for exaggerated hours and yield it when required for productive results. It is because of this significance, the present piece of work is taken up by the researchers to observe and compare the study habits of secondary school students of Hyderabad with respect to class level, VIII and IX students, gender, boys and girls, as well as school management that is private and government school; to drive out the potential implications for educational stakeholders.

III. LITERATURE REVIEW

Islam (2021) researched Study Habits, Self-Esteem, and Academic Achievement Among Public and Private Secondary School Students in Bangladesh. The results derived showed no significant variation in study habits and academic achievement of Public and private school students. However, it was found that study habits and self-esteem together explained 12.3% academic achievement of public school students and 7.5% variance for the private school students^[4].

Kaur and Dr Singh (2020) carried out a comparative analysis of Study Habits and Academic Performance. No significant differences were found concerning gender^[5].

Unwalla (2020) did a comparative analysis of Study Habits between Males and Females. The study was found to be significant as there was a statistical difference between the study habits of males and females. Apart from this, it was also estimated that, compared to males, females tend to have better study habits^[6].

Okesina (2019) researched Causes of Poor Study Habits of Students as Expressed by Primary School Teachers in Nigeria. The study revealed the causes of poor study habits of students, which are poor monitoring by parents, parental educational status and laziness. The study also revealed a significant difference in the causes of poor study habits of students as expressed by teachers based on gender. However, no significant difference is found in the causes of poor study habits of students as expressed by teachers based on work experience^[7].

Lalrintluangi (2018) examined Study Habits and Academic Achievement of Under Graduate Students in Aizawl City. The statistics revealed unsatisfactory study habits among under graduate students. Male as well as female students, irrespective of urban or rural area, were alike in their study habits pattern^[8].

Jahan (2017) compared Study Habits between High and Low Academic Achieving School Students of Ranchi Town. The level of study habits were found statistically higher among high achievers compared to low achievers. The study habits is also found to be higher among girls than their counterpart^[9].

Sharma (2017) carried out a comparative analysis on Study Habits of Class VIII Students. the statistical analysis revealed a significant difference between the study habits of Government-aided schools students than Private schools students. the study habits of government-aided students are found to be better than that of the Private schools students. However, the study habits of Government schools students were not satisfactory, as per the analysis^[10].

Maxwell & Eremie (2017) scrutinized study habits of Senior Secondary School Students and their academic performance in Rivers State. The findings revealed significant difference between the responses of boys and girls on factors – time management, motivational level, interest level, class attendance, and note-taking behaviours^[11].

Khan & Jan (2010) compared boys and girls of senior secondary school with regards to Study Habits. The outcome showed better study habits in Senior Secondary School Girls than Senior Secondary School Boys. The Senior Secondary School girls found to have better study habits on factors Physical Conditions, Notetaking, Memory and Taking Examination than Senior Secondary School boys^[12].

With the help of literature review it can be concluded that considerably, statistical significant differences is found between study habits with a special reference to gender and school management. Girls and private school students are found to be significantly better than their counterpart boys and government school students.

IV. DELIMITATIONS OF THE STUDY

- The present research conducted at a micro level
- It is restricted to Hyderabad city
- It is restricted to class VIII and IX students
- It is restricted to boys and girls of secondary school students
- It is restricted to government and private secondary school students

V. OBJECTIVES OF THE STUDY

- To study the statistically significant difference in the study habits of secondary school students of Hyderabad with respect to class level
- To study the statistically significant difference in the study habits of secondary school students of Hyderabad with respect to gender
- To study the statistically significant difference in the study habits of secondary school students of Hyderabad with respect to school management

VI. HYPOTHESES OF THE STUDY

- There is no statistical significant difference in the study habits of secondary school students of Hyderabad with respect to class level
- There is no statistical significant difference in the study habits of secondary school students of Hyderabad with respect to gender
- There is no statistical significant difference in the study habits of secondary school students of Hyderabad with respect to school management

VII. RESEARCH METHODOLOGY

7.1 Tool:

Study Habits Inventory prepared by Dr Patel. B. V., Sardar Patel University, Gujrat is used in the present piece of work. It was published by Agra psychological research cell^[13].

Description of the tool:

This inventory attempts to discover the extent of study habits and its types i.e. *positive study habits* and *negative study habits* underlie in secondary school students. It is a tool of 45 statements. the examples of statements it is comprised of are “*I frame my own timetable to study at home*” or “*I work according to my timetable*”^[13].

Scoring Key:

The inventory consists of 45 statements out of which some of the statements depict positive study habits and some depict negative study habits. The positive items are 1, 2, 3, 4, 8, 9, 10, 11, 12, 13, 16, 17, 18, 22, 26, 32, 33, 36, 67, 38, 39, 40, 41, 42, 43, and 44. The negative items are 24, 25, 27, 28, 29, 30, 31, 34, 35, and 45. The options given in the questionnaire ranges from *Always, often sometimes, to seldom, and never*. There is a forward scoring for positive items, which is 5, 4, 3, 2, 1 and reverse scoring for negative item that is 1, 2, 3, 4, 5. Scores above 199 are considered as *very good*, scores between 180-198 are stated as *good*, scores between 160-179 are perceived as *normal or satisfactory*, scores between 140-159 are opined as *poor* and scores below 139 are asserted as *very poor* study habits^[13].

Administration of the Test:

The standardized inventory was administered in a regular classroom. All the students were given questionnaire. The participants were given clear instructions by the researcher herself. Participants were asked to read each statement carefully and select the response that best suits them. There was no time bar mentioned for the participants.

Reliability and Validity of the tool:

The tool has a reliability of 0.79, which was established using a test-retest method. The tool has also an acceptable validity, which was established by setting certain external criteria^[13].

7.2 Population and Sample:

The population of this study are the secondary school students of Hyderabad, G.H.M.C limits. However, the sample of the study are VIII and IX grade students of Hyderabad International School, Mogulpura and Government High School, Moazzam Shahi, Hyderabad, Telangana, India.

7.3 Data and Sources of Data:

Primary data was collected with the help of prior permission from the principals of the Hyderabad International School and the Government High School. On the given date, researcher went to the schools and gathered the data by administering the Study Habits Inventory on class VIII and IX students, from private and government school, considering gender, boys and girls.

Secondary data was collected from the various sources of electronic media, such as e-journals, PhD thesis, varied educational websites, etc. that are cited in the reference section.

VIII. STATISTICS

Descriptive and inferential statistics are used to analyze data.

8.1 Descriptive Statistics:

Descriptive Statics has been used to find the mean, standard deviation, and standard error of the sample concerning all the variables.

Table 1: Mean, Standard Deviation, and Standard Error.

Class level	Sample size (N)	Mean	Standard Deviation	Standard Error
<i>VIII</i>	N = 48	3.275	0.391	0.056
<i>IX</i>	N = 52	3.298	0.333	0.046
Gender				
<i>Boys</i>	N= 55	3.182	0.333	0.045
<i>Girls</i>	N=45	3.416	0.354	0.052

School Management				
<i>Pvt. School</i>	N = 50	3.350	0.389	0.055
<i>Govt. school</i>	N = 50	3.224	0.321	0.045

Table 1 shows the mean (μ), standard deviation (σ), and standard error (σ_M) of secondary school students with respect to class level, gender, and school management.

The estimated mean, standard deviation, and standard error of class, VIII and IX, students are almost the same i.e. class VIII $\mu = 3.275$, class IX $\mu = 3.298$; class VIII $\sigma = 0.391$, class IX $\sigma = 0.333$; and class VIII $\sigma_M = 0.056$, class IX $\sigma_M = 0.046$, where class VIII = 48 and class IX = 52.

The calculated mean, standard deviation, and standard error of gender, boys and girls, slightly differs i.e. boys $\mu = 3.182$, girls $\mu = 3.416$; boys $\sigma = 0.333$, girls $\sigma = 0.333$; and boys $\sigma_M = 0.045$, girls $\sigma_M = 0.052$, where boys = 55 and girls = 45.

The computed mean, standard deviation, and standard error of school management, private school and government school, slightly differs i.e. private school students $\mu = 3.350$, government school students $\mu = 3.224$; private school students $\sigma = 0.389$, government school students $\sigma = 0.321$; and private school students $\sigma_M = 0.055$, government school students $\sigma_M = 0.045$, where private school students = 50 and government school students = 50.

8.2 Inferential statistics:

Independent sample t-test is used to estimate the significant difference between the aforementioned groups.

Table 2: Hypothesis Testing I: There is no statistical significant difference in the study habits of secondary school students of Hyderabad with respect to class level.

n	df	α	P-Value	Sig
100	98	0.05	0.751	<i>H₀: Accepted</i>

Interpretation: The null hypothesis is accepted as the calculated p-value is greater than $\alpha 0.05$ level of significance for $n = 100$ & $df = 98$. Therefore, it can be stated that there is no statistically significant difference in the study habits of secondary school students of Hyderabad with respect to class level i.e. VIII and IX.

Table 3: Hypothesis Testing II: There is no statistical significant difference between the study habits of secondary school students of Hyderabad with respect to gender.

n	df	α	P-Value	Sig
100	98	0.05	0.001	<i>H₀: Rejected</i>

Interpretation: The null hypothesis is rejected as the calculated p-value is smaller than $\alpha 0.05$ level of significance for $n = 100$ & $df = 98$. Therefore, it can be said that there is a statistically significant difference in the study habits of secondary school students of Hyderabad with respect to gender i.e. boys and girls.

Table 4: Hypothesis Testing III: There is no statistical significant difference between the study habits of secondary school students of Hyderabad with respect to school management.

n	df	α	P-Value	Sig
100	98	0.05	0.081	<i>H₀: Accepted</i>

Interpretation: The null hypothesis is accepted as the calculated p-value is greater than $\alpha 0.05$ level of significance for $n = 100$ & $df = 98$. Therefore, it can be concluded that there is no statistically significant difference in the study habits of secondary school students of Hyderabad with respect to school management i.e. private and public school.

IX. CONCLUSION

As per the statistics, no significant difference is found between the scores of class VIII and IX students as well as private school students and government school students, which comes under variable class level and school management but a significant difference is found between the scores of boys and girls concerning the variable gender. Therefore, it can be concluded that this study is insignificant with respect to variables class level and school management. However, it statistically proved to be significant in case of variable gender.

X. EDUCATIONAL IMPLICATIONS

- Students learn in different ways. Therefore, stakeholders can together identify and facilitate students to develop positive study habits under their supervision
- In schools, teachers can specifically develop study habits among students by providing them with a better understanding of study habits and how it assist in effective learning and outcome
- The teacher can apply different strategies to inculcate positive study habits in students
- The teacher can also promote self-learning and help students develop critical thinking skills to retain information for long span of time
- As the present piece of work is statistically insignificant concerning school management, the private and government schools can share the same or similar classroom instructional methods, handling of homework, and study habits, as per the context, to enhance the teaching-learning processes
- Secondary school teachers can also identify the distinct study methods that facilitates best for boys and girls in order to enhance their study habits as well as their academic achievement
- Likewise, the study habits which are used by class VIII students can also be used for class IX students as well

XI. ACKNOWLEDGMENT

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TOWARDS BUILDING A SUSTAINABLE SOCIETY: ROLE OF WOMEN.

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ABSTRACT

Introduction: Jawaharlal Nehru said, 'educate a man and you educate one person, educate a woman and you educate the whole family'. If we want to secure the lives of our present and future generations, the role of women in Sustainable development cannot be denied.

Main Objectives of the Study:

1. To enumerate different ways in which women can help in fostering Sustainable Development.
2. To find out the role of women in shaping the policies and projects that are related to Sustainable Development.

Review Of Related Literature: 'Staying Alive- Women Ecology and development' by Vandana Shiva 1989 brought the issue of Women and their relation to environment to a wider audience. The topic has been the focus of discussions in various conferences, seminars and workshops, in connection with the 1992 UN conference on Environment and Development.

Method- A questionnaire with 50 questions was prepared and it was distributed to 100 women to find out the different ways in which women can help in fostering sustainable development. The results were analyzed and the conclusions drawn were as follows.

Findings: Role of women in Sustainable Development:

1. Women can adopt, control measures for food, water borne diseases and Vector borne diseases.
2. Women can help prevent global warming – by reduction in consumption of fossil fuel, use of unleaded petrol in automobiles, installation of pollution controlling devices in automobiles, etc.
3. Mitigation of climate change- trying to prevent future global warming by planting more trees.
4. Reducing degradable or non persistent pollutants eg. domestic sewage, discarded vegetables, etc.
5. Proper use of biosphere resources to avoid disturbance in ecological balance.
6. Encourage women to adopt a culture of modernity that gives credence to change and encourages people to have a concern for environment.

Conclusion: If we want our environment to be pollution free and avoid depletion of natural resources, it is necessary to empower women on these issues.

KEYWORDS :**INTRODUCTION:**

In the Indian society, till early nineteenth century, the most appropriate place for a woman was considered to be her home. People believed that women can best serve the society by looking after the well being of their family members especially the children. However in the 1970s, there was a change in the scenario. With the spurt in nuclear families, women started working along with men. According to Mehta and Sethi (1997), development of women is an integrated concept, extending to the economic, social and cultural fields. At the family and community level, women play a crucial role in handling and managing the natural resources and are suffering the most due to degradation of the environment. In communities around the world, women manage water, sources for fuel, and food. Women produce around 65 to 80 percent of food in the developing nations, while inheritance laws and social customs often prevent them from owning land and securing other benefits. The 1992 UN Earth Summit, Kenya's Green Belt Movement and the India's Chipko movement all highlighted the role of women's voices and perspectives in sustainable development. According to the classical definition given by the United Nations World Commission on Environment and Development in 1987, development is sustainable if it 'meets the requirements of the present without compromising the capability of future generations to satisfy their own needs'.

Sustainable development was initially defined by the disciplines related to Ecology and Economics. Later on, Starkey and Walford in the year 2001 stated that, sustainable development may be a moral concept that seeks to define a 'fair and just' development. They suggest that since the environment is the basis of all economic activity and of life itself it is surely only right that the equality and integrity of the environment be maintained for future generations.

The aim of Sustainability development is to have a considerable impact on Economy, Ecology and Sociology. A drop in poverty, enhancement of quality and manufacture of useful goods and services are the objectives of a sustainable economy.

Ecological factors include genetic diversity, flexibility, and ecological productivity which attempt to stabilize the environment.

Sociological focal points are cultural diversity, social justice, cultural

sustainability, etc. Building a fair and free society is the base of this. If there is no social equality in the Society, then it is impossible to attain "intergenerational" equity. The economic life style of a few groups of people will still jeopardize the well-being of people belonging to other groups or living in other parts of the world.

This research aims to study the role of women in sustainable development by taking into consideration the adaptations of social, economical and environmental practices.

Main Objectives Of The Study:

- To enumerate different ways in which women can help in fostering Sustainable Development.
 - a) Role of women in protecting the environment
 - b) Role of women in promoting economic development
 - c) Role of women in social development and sustainability.
 - d) Role of women as educationists to promote sustainable development.
- To find out the role of women in shaping the policies and projects that are related to Sustainable Development.

Variables were identified through the literature survey. The methodology, as an important aspect in this study, was developed to capture the views of women. The findings were organized to reflect the role of women towards sustainable development in social, economical, environmental and educational aspects. This paper contends that women must focus on development of vision for sustainable development for the well being of the society.

Review Of Related Literature: The present paper aims to discuss the role played by women in fostering sustainable development in India. Therefore, literature pertaining to the fields of economical, social, and environmental & educational aspects was reviewed. 'Staying Alive- Women Ecology and development' by Vandana Shiva, 1989 brought the issue of Women and their relation to environment to a wider audience. The topic has been the focus of discussions in various conferences, seminars and workshops, in connection with the 1992 UN conference on Environment and Development.

A research paper written by Miroslav Rusko and Dana Procházková, summarizes the results of a study of environment for 30 long years. It starts from cognition of the studied subject, i.e. environment, on the

present level and summarizes the conditions and limitations of sustainable development, as well as the tools, procedures and techniques used to solve the problems of the environment and tasks of managerial governance in the environmental section.

An analysis of Sustainable development in the Indian Economic perspective, was taken up by Dr.J.S.Patil, Principal and B. J. Kadam, a Research Student, in the Department of Economics, Shivaji University, Kolhapur. They analyzed the indicators of sustainable development and found its impact on Indian Economy. This research paper highlighted the role of sustainable development in economic growth of the country.

Method- This study aims to examine the role of women in promoting sustainable development. The methodology used to take up this study was Descriptive Research.

Descriptive Or Qualitative Research methods primarily describes situations. They describe the characteristics of the population or phenomenon studied. Descriptive methods do not make accurate predictions and they do not determine cause and effect relations. There are three main types of descriptive methods: observational methods, case-study method and survey research methods.

The Study was carried out over a period of six months. Random sampling technique was adopted. The sample included women living in the city of Hyderabad, Telangana. To study the role of women in sustainable development, with special emphasis on practical applicability, challenges and opportunities, informal interviews were also held.

The controllable variables that influence the opinion of Women are philanthropist sentiments, environmental friendliness, the intention to eliminate poverty, employment, the intention to be financially independent, inborn talents and abilities, etc. The Non controllable variables such as culture, tradition, economic growth, etc. also influence the study and were evaluated during the study.

The survey has indicated how women can be positioned to play an important role in promoting sustainable practices in the economy, the social system and the ecology.

A questionnaire with 50 questions was prepared and it was distributed to 100 women of Hyderabad district, Telangana State to find out the different ways in which women can help in fostering sustainable development. A questionnaire is a research instrument, that has a set of printed or written questions with a choice of answers, devised to collect information from the respondents, for the purposes of a survey or statistical study. The results were analyzed and the important conclusions drawn.

The present study has a few important limitations. Firstly, Undoubtedly women in business do create a positive impact and make a significant contribution to sustainable development in developing nations. Yet it is not easy for women to realize potential opportunities which support sustainable development.

Secondly, there are economic issues. The financial support is less in the developing countries due to financial barriers. Furthermore, assistance of policy makers, State governments, academicians, etc. will be essential in order to develop women entrepreneurship. Lastly, the proposed concept of the role of women entrepreneurs in establishing sustainable development in developing nations builds a strong platform to engage in more empirical investigations.

The Findings

Data for the Study was obtained from 100 women using a questionnaire based survey.

Out of those, 20 participants were subjected to interviews designed to collect unstructured facts.

Role of Women in Ecological Development :

Ecology is that branch of science which studies the way in which organisms and persons relate to each other and their environment. The relationship between the living organisms and their environment is studied in this branch of Biology.

Australia's National Strategy for Ecologically Sustainable

Development (1992) defines ecologically sustainable development as: 'using, conserving and enhancing the community's resources so that ecological processes, on which life depends, are maintained, and the total quality of life, now and in the future, can be conserved'.

The findings of the study showed that, in most of the families in Hyderabad District, women were responsible for management and conservation of resources at home. Women took up the tasks of filling and storing water, identifying sources of fuel, food, fodder for the animals and looking after land. The entire community relies on women as they are the primary caregivers to children, the aged and the ailing persons in the family. With their age old and traditional knowledge of the environment and biodiversity, women cater to the needs of community people by giving them appropriate medicines, a balanced diet and crop rotation methods.

More than 50% of the women agreed that businesses should be run in ways that minimize negative effects on the environment. Many of them stated that garbage disposal and waste management are important areas that need to be focused on. They stated that an extra income can be generated by practicing waste management and proper waste disposal. According to them, women have an inborn ability of neatness and carefulness. Women should always be a part of the policy making teams and projects because they are the ones who take care of plants, waste disposal, etc. at home.

40 percent of the women were of the opinion that, public policies should be oriented, inter alia, to the carbon-labelling of goods, taxes should be lowered on climate-friendly products, and government grants and incentives should be given for more efficient heating and energy systems. Women also advocated higher investments in renewable energy, more climate-friendly manufacturing processes, and tougher carbon reduction targets. 70 percent women agreed that education plays a very important role in maintaining ecological balance. Communication of correct information is also very important. They advocated bringing about changes in attitudes and encouraging the adoption of greener lifestyles and climate-friendly values by their children. More education about climate change, its causes and ways to avoid it for all age groups is among the steps they advocate. 45 % of Women suggested that education and training of women in science and technology of climate change, will be of great help. They should be trained in producing renewable and sustainable energy for heating and cooking (Energia, 2007). Women are an untapped asset for promoting ecological development and for providing relief in the event of natural disasters (UNEP, 2004), because they work on land and have firsthand knowledge of natural resources.

Women constitute just over half the world's population, but women are responsible for feeding much of it. Women produce between 60 and 80 percent of food in developing countries — and yet they officially own only 2 percent of land worldwide, according to the Food and Agriculture Organization. The lack of equitable land rights remains a major obstacle to women's empowerment and poverty alleviation.

Role Of Women In Protecting The Environment:

Women were found to promote green practices and applications in production and services. More than 50% of women stated that they utilize green practices in housing, marketing, advertising, etc. Women also play a crucial role in Resource conservation, minimizing the use of nonrenewable resources relative to renewable ones thereby enhancing the energy return on investment.

70% of the women agreed that pollution of air, water and sound are not good for health and they should be avoided.

68% agreed that the natural resources are depleting and steps should be taken to preserve them. 80% stated that health and hygiene of the house is in the hands of women and it needs to be given utmost importance.

80% women agreed that, more women should be involved in decision making with regards to policies or programmes related to the conservation and protection of the environment. They should be allowed to take part at all levels, be it local or national, on decision making about important environmental issues. The percentage of men and women should be equal in all these committees. Advice should be taken from women and they should be supported in what they are already doing to protect the environment. Women as resource managers, as community activists, as environmental advocates must be recognized when strategies for the protection of environment are

being developed. Activities of Non-governmental organizations play a prominent role in creating awareness of green practices among women.

The Rio Summit on Environment and Development adopted "Agenda 21" which outlined a blueprint to effectively address the environmental crisis confronted by mankind. It incorporated a special chapter on "Promoting Education, Public Awareness and Training" and stated "education is critical for promoting sustainable development and improving the capacity of the people to solve the issues related to environment and development. The teachers in schools should be made responsible to develop and use educational methods to inculcate consciousness about preserving and conserving environment, among students.

77% women stated that Environment education has to be taught to all the students, irrespective of whether they are art or science graduates. 87% women agreed that Compulsory environment awareness camps should be initiated at the three levels for trainee teachers to get hands on experience.

39% women said that if an award or incentive is given at the Taluk, District, State and National level for teacher educators and teachers who contribute towards environment conservation, it will be of help.

Economic Development And Sustainability: Role Of Women –

Majority of women in the sample agreed that they wished to contribute to eliminate poverty. They wanted to earn for themselves and the family, so that the family is able to fulfill its needs. The burden of earning should not be only on men. If the focus is on employment of women, it reduces poverty and facilitates economic growth and sustainable development. However, if women are to be encouraged to work, it is important that they be provided with these facilities- Centres of child care, pre school facilities; training in vocational skills, etc.

70% women agreed that vocational skills will help in making them economically independent. 37% women agreed that social issues such as domestic violence and prostitution will be eradicated if women become financially independent. Economically independent women were more concerned about sustainable development when compared to the unemployed ones.

Hence for Sustainable and balanced growth of a society, we have to (1) encourage employment of women, (2) encourage women to be self-determined (3) Distribute resources fairly amongst men and women (4) Enable social interaction and integration and (5) Foster good human relations.

Social Development And Sustainability: Role Of Women

Women play a major role in fostering sustainable development of a society.

They always try to align their activities with cultural and traditional values. This is of great benefit because the traditional techniques are environment friendly and do not cause pollution problems nor lead to depletion of natural resources. The duties performed and the responsibilities fulfilled by women entrepreneurs for the wellbeing of the society are considerably high. Women entrepreneurs who participated in this study mentioned that they apply and use traditional methods of production, for example, indigenous agricultural methods in order to protect nutrition and freshness of vegetables. Women entrepreneurs and executives both agreed that contribution of women to the wellbeing of society is equal to that of men. More than 50% of the sample group agreed that women frequently participate in Social gatherings, charity events, professional development programs, political party campaigns, etc. and take leadership roles.

In any Society, Women play different roles like the roles of the housewife, mother, daughter and a good citizen. A Government of India study shows that more than 40 per cent of rural women directly or indirectly contribute to the upliftment of their families and bring about Social change. Harriet Beecher Stowe rightly said, "Women are the real architects of society".

65% of women agreed that for sustainable social development, the following aspects should be considered:

Social Acceptability: The status of women should be equal to men.

Women are the main characters who manage the wellbeing of a family. In a developing country, they face many challenges. They over a period of time, have successfully overcome these challenges. Hence they should be given the status they deserve.

Admission in schools and colleges: No discrimination should be made on the basis of sex while admitting children in schools.

There should be complete **transparency in appointment** in jobs. Women should be involved in making policies with regards to Sustainable development.

Social well-being: maintaining or improving prosperity, safety, health and food security.

The contribution of women is omnipresent and all-pervasive in every sphere of sustainable development as India seeks to march steadily towards the path of growth. Sustainable development is possible only with the active participation of women who are the catalysts of qualitative growth of future generation. The presence of women in various decision making bodies helped develop confidence among other women, opening up possibilities for future.

Women's Role As Educationists: To Promote Sustainable Development:

Jawaharlal Nehru said, '*educate a man and you educate one person, educate a woman and you educate the whole family*'. If we want to secure the lives of our present and future generations, the role of women in Sustainable development cannot be denied.

Women in both developed and developing countries are socially powerful in terms of education and are making a positive impact on the society. It is important to study how women can be utilized to achieve a sustainable economy in a developing nation.

50% of the women agreed that follow up and refresher courses of one/two weeks for the in-service teachers and teacher educators should be organized once in 2 years. This will make the teachers abreast with the latest happenings and developments in the field.

Teachers have always played an immensely important role for the progress and development of society. At a time when mankind is threatened by environmental disaster endangering the very existence of life on earth, the role of teachers has become all the more important. 80% women agreed on this point.

90% women agreed n campaigns against use of polythene bags and use of fire crackers, that could also make a difference in preserving environment.

78% women agreed that development of healthy attitudes among children augurs well for a sustainable future at the forefront of which remain school teachers and their the inclusion topics like "The role of school in environmental protection", "Environment as a discipline", and "Attitude development towards environmental awareness".

79% women stated that educated women are more likely to invest in the education of their own children, and have fewer children. Thus, there are both long term and short term outcomes that are beneficial. However, this requires equal access of women to education at all levels - a challenge which persists, alongside encouraging women to have knowledge of science and technology.

Findings: Role of women in Sustainable Development:

- Women can adopt Control measures for food, water borne diseases and Vectorborne diseases. They should be involved in Policy making and projects.
- Women can help prevent global warming – by reduction in consumption of fossil fuel, Use of unleaded petrol in automobiles, Installation of pollution controlling devices in automobiles, etc.
- Mitigation of climate change- trying to prevent future global warming by planting more trees.
- Reducing degradable or non persistent pollutants eg. domestic sewage, discarded vegetables, etc.
- Proper use of biosphere resources to avoid disturbance in ecological balance.
- Encourage women to adopt a culture of modernity that gives credence to change and encourages people to have a concern for environment. Involve them in decision making.

Elkington in 2004 suggested that there are three important aspects that create value in sustainable conduct, namely: (a) economic prosperity; (b) environmental quality and; (c) social justice. This concept has been further developed by him into “3P formulation” which consists of “people, planet and profit”. The positive relationship between women entrepreneurs and sustainability is affirmed by this study and it will be instrumental in developing a new model on sustainable values in businesses. Lastly, the analysis has highlighted several academic debates which exist in the area of Ecology and Economy in business practices. The role that women entrepreneurs play in sustainable development in the developing countries can be directly linked to and illustrated by the concept of Triple-Bottom-Line and 3P formulation. Triple bottom line (TBL), in economics, believes that Organizations should focus as much on social and environmental concerns as they do on profits. According to the TBL theory, instead of one bottom line, there should be three: profit, people, and the planet.

CONCLUSION:

If we want our environment to be pollution free and avoid depletion of natural resources, it is necessary to empower women on these issues. The women of the world are the key to sustainable development, security and peace.

The researcher concludes the study by observing that given the positive effect made by women on the economy and development, women play a key role in the developing world in promoting sustainable practices, socially, economically, educationally and ecologically.

Objectives of this study cover an extensive range from the study of the development of women to a sustainable economy, social system, and ecology. A descriptive research methodology has been used for this study and administered to a selected sample from a specific population that include women working in schools, home makers, etc. The Study was taken up over a period of six months and has used a questionnaire as the survey instrument. The survey has indicated how women can be positioned to play an important role in promoting sustainable practices in the economy, the social system and the ecology. In recent decades, there is an increasing interest in women development. Governments, policy makers and academics have paid special attention towards developing this area, particularly in developing countries. This interest has encouraged countries to establish and support women, especially in rural areas.

Most importantly, this concept has helped governments to eliminate poverty and create employment opportunities. Women are now playing a far greater role than they did at the introductory stages. They are better informed, more aware and educated than before. Now they are faced with another challenge to drive the economy towards sustainable development. Socially responsible, economically concerned and environment friendly activities in these enterprises carried out by women reach their own business goals. These businesses focus on doing business with the economically backward persons, helping the community to develop and foster different skills, paying and receiving fair payments, ensuring equal treatment to all workers and developing environment-friendly conditions in all business activities. Ensuring these will help in promoting sustainable development of a country.

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EMERGING SKILLS AND PRACTICES IN EDUCATION – IN POST PANDEMIC TIMES

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ABSTRACT

In the year 2020, the entire Education System from primary to university level collapsed due to the pandemic caused on account of the COVID-19 virus. Hence there is a need to change and adopt emerging skills and practices in education. The NEP 2019 recommends extensive use of technology in teaching and learning. A few emerging skills to be developed in post pandemic are: Informational and Communication skill; Thinking and problem solving skills; Motivational skills; Interpersonal and Social responsibility skill; Personality development and self directional skills.

The learning environment of future is likely to be the one in which students learn the best. A system that accommodates unique learning needs of learners, it will be digital and student centric.

A Student must be able to adapt to varied work environment, responsibilities and changing priorities. A few important suggested actions are: Digital skills should be incorporated in the curriculum of school and teacher education; learning should be expanded beyond the four walls of the classroom; academic content should be learnt through real examples from across the globe; teaching approach should be changed from teacher centric to student centric; Teachers should have sound knowledge of psychological problems and Mental health.

In the post pandemic times, it is imperative that the future teachers should be equipped with the techniques, use and strategies of the digital skills.

KEY WORDS: *Digital Skills, Self Directional Skills, Technology in teaching.*

1. Introduction:

In the year 2020, the entire educational system from primary to university level collapsed due to the pandemic caused on account of (COVID-19) not only in India but across the world.

The question before the educators now is how can the existing resources in schools and colleges effectively transform formal education into online education? How can the pedagogical shift from a normal class a virtual class happen? This is the time to think of redesigning and revamping our traditional methods and classrooms. ICT is an essential pillar of the education system in these difficult times. Teachers today have to be equipped with a completely new set of skills and competencies to use the popular online platforms like Zoom, Google Classroom, Microsoft teams, G Suite, etc to take online class. Core subjects in schools have to be taught and learnt with the application of information and communication tools.

The limitations of these emerging skills and practices are that they hamper social development and forming of inter personal relationships. Financial viability is also a concern.

2. Necessity/Need For New Skills:

With drastic changes taking place in the teaching learning process, it is imperative to adopt innovative methods in education, conforming to the post pandemic time. These are given as under:

- To continue the education of children at home for a few more months or years, it is essential to train teachers in the use of ICT skills. Since COVID-19 is a highly contagious virus and its future is unpredictable one has to be prepared for virtual education.
- To move ahead with the new trends and not to be left behind.
- To overcome traditional ways and pedagogical practices
- Preparing students to face the world beyond the four walls of the classroom.
- Accelerating technological changes.
- Developing high order thinking and sound reasoning.
- Acquaintance with basic, scientific and technological literacy.
- To create awareness about the cultural literacy and global knowledge.
- Preparing students for prioritizing, proper planning and managing the results.

3. Present Scenario

Lederman (2020) justly stated that due to the COVID-19 crisis, teachers and students both find themselves in the situation where they felt compelled to embrace the digital academic experience as the summum bonum of the online teaching-learning process. Through digital intelligence (DQ Institute, 2019) teachers can cater to the all round development of children especially in this pandemic, where children are wholly dependent on online learning.

In collaboration with Central Government, different states in India have started computer literacy programs to develop IT skills among the students.

Digital / Online Education –In the State of Telangana, the government introduced digital classrooms in 1,500 schools in November 2016 as part of the government’s resolve to improve the quality of education. There are three existing sites that are major E-content Repositories for School Education in Telangana and one site (VidyaDaan) was launched in the year 2020. All the e- textbooks from classes 1 to 10 are available on the official website of SCERT. It is an important repository with material in 7 media uploaded on it. Apart from the textbooks, many online programmes for teachers and students, like webinar sessions of SCERT, are all hosted on this website. Video and audio lessons are also available as additional resource material on this website for self learning of students and to enrich their learning experience.

We have to ensure that online resources support and enhance traditional subjects, skills and teaching practices.

4. Emerging Educational Skills In Today's World:

In the present circumstances with virtual learning replacing in person learning experiences, teachers had to re imagine conventional learning and teaching techniques. Also one of the central principles steering the NEP 2019 will be extensive use of technology in teaching and learning. A few important emerging skills post pandemic will be:

- 4.1. Informational and Communication skill: Information literacy skill includes the collection and retrieval of information, organizing and managing information, evaluation of the quality, relevance and usefulness of Information and finally generating accurate information through the use of existing resources. Communications Skill includes understanding, managing and creating effective oral, written and multimedia communication in a variety of forms. The practical examples in this field, relate to the use of communication, information processing and research tools such as Word processing, E-mail, audio/ video conferencing, chat rooms, internet and voicemails, etc. These skills include information and media literacy skills.
- 4.2. Thinking and problem solving skills: Critical thinking and systematic thinking skills help in exercising sound reasoning, making complex choices and understanding the interconnection or interdependence among systems. Problem-based learning includes orientation on what problems are, defining them, gathering facts, forming questions, writing temporary answers, doing experiment, reformulating problem, suggesting proper solution and organizing discussions. Use of different digital tools help in developing Thinking and problem solving skills .
- 4.3. Motivational skills-with students taking classes from home, they are bound to have a lot of distractions. Therefore teachers should be exposed to different ways of making the online class creative and interesting. They should acquire the skill of creating and retaining the curiosity and interest of students in the class.
- 4.4. Interpersonal and Social responsibility skills: Interpersonal and social skills pertain to demonstration of teamwork and leadership qualities. These skills help in adapting to various roles and responsibilities to work productively with others. They help in understanding the personal and social obligation for demonstrating ethical behaviour at workplace. Students are able to work both independently and as a part of team.
- 4.5. Personality development and self directional skills: Self directional skill includes the monitoring and understanding of one's own learning needs. It also helps in locating appropriate resources for transferring learning from one domain to another. It enhances the productivity and results in high quality work. The Practical uses of personal development and productivity tools are E-learning, E-journals, collaboration tools and time management programs. These skills include accountability and adaptability tools.

5. Likely Future Environment:

The learning environment of future is likely to be a support system that organizes the condition in which students learn the best. A system that accommodates the unique learning needs of every learner and supports positive human relationships. The school environment should be such that it-

- Supports involvement of Community members from across the globe, in teaching and learning, both in the online and face-to-face modes.
- supports professional learning communities that enable educators to collaborate, share best practices and future skills into classroom practice.
- allows fair access to good quality learning tools, resources and technologies.

6. Need To Plan For Effective Use Of Digital Tools In The Class Rooms:

Technology is changing at a very fast rate, but educational institutes have been too slow to follow them. The modern workplace requires far more than just content knowledge. Student must be able to adapt to varied work environment, responsibilities and changing priorities. This will happen when we implement new, modern approach towards future education system. The suggested actions/ planning comprise of the following:

- the core subjects should be integrated with content such as Global awareness, financial, economic, business and Civic literacy.
- learning should be expanded beyond the four walls of the classroom.
- academic content should be learnt through real examples from across the globe.
- digital technology and communication tools should be combined with learning skills to promote ICT literacy.
- attributes like collaboration, Teamwork and multi tasking must be practiced by the learner.
- teaching approach should be changed from teacher centric to student centric.
- Digital skills should be incorporated in the curriculum of teacher education.
- Teachers should have sound knowledge of psychological problems and mental health-“With online classes, students may experience fatigue, headache, lack of motivation, avoidance/procrastination, feelings of isolation, etc. The teachers should know how to diagnose such problems and treat them.

7. Conclusion

In today's wired network society and the post pandemic situation, it is imperative that the future teachers should be equipped with the techniques, use and strategies of the digital skills. These skills and practices should be rooted in day-to-day teaching learning process. Self reliance, self learning and online education are the emerging trends in our education system today.

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Concepts in Practice:***Impact of COVID Pandemic on the Learners of Professional Courses***

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Abstract

The pandemic brought a lot of changes in our lifestyle and in living pattern which had a positive impact as well as a negative impact on any individual life. This paper discusses about the factors influencing the personal and educational life of a students. The study focuses on the mental state of the students during the pandemic with the help of an exploratory data gathering process through the conduct of an online survey of open-ended questions, which gave the insight about the common issues faced by the students doing professional course at graduate or post graduate level. These findings gave an insight into the mindset of students during the pandemic situation and through the survey it attempts to find the methods used by students to overcome the mental trauma through coping mechanisms that provide a positive impact and may be further considered as the effects of the pandemic continue into the next year as well.

Key words: Personal life, Educational life, Professional course

1. Introduction

The COVID 19 pandemic has brought about a greater change in the life of the students of different streams working hard to gain education. Change was as a result of a sudden drift in the working pattern as well. The COVID-19 outbreak has disrupted the lives of many people across the world. The worldwide rapid increase of infected cases has created a sense of uncertainty and anxiety about what is going to happen. It has also caused a tremendous level of stress among the university fraternity, inclusive of students. In light of rising concern about the current COVID-19 pandemic, a growing number of universities across the world have postponed or canceled all campus events such as workshops, conferences, sports (both intra and inter universities), and other activities. Universities have moved rapidly to transition various courses and programs from face-to-face to online delivery mode. This paper highlights the potential impact of the COVID-

19 outbreak on the education of university students. The COVID-19 pandemic may have a serious impact on the careers of university graduates. They are experiencing major interruptions in teaching and assessment in the final part of their studies. Further, the graduates are going to face the severe challenges due to the global recession caused by the COVID-19 crisis.

2. The Research Questions

The present work framed certain definite research questions

1. What are the issues faced by the student in their personal life that covered both negative and positive aspects?
2. What are the issues faced by the student at their educational life that covered both negative and positive aspects?
3. What would be the expected changes after the pandemic in education field?

2.1 Objectives of the Study

The objectives of the study are settled with the aim of identifying the innovative teaching and learning skills required for the present pandemic scenario.

The specific objectives are:

1. To find out the various positive and negative issues in personal life, faced by the students during the pandemic times.
2. To find out the various positive and negative issues in educational life, faced by the students during the pandemic times.
3. To find out the expected changes, both positive and negative in education after the pandemic.

3. Methodology

Qualitative data collection using interviews is used in collecting the systematic information about the issues and the impact of pandemic from students doing professional courses through the means of conducting online education and online classrooms. Equated quality differences of the education system brought about the differences in the learner and in the learning process in this COVID scenario.

3.1. Operational definitions:

Personal life: the life style in the personal front, where in the importance of family and friends is included.

Educational life: the activities of ones life considered more into taking up courses or doing some programs in order to uplift personal skills, to be more adaptive or to have a better future.

Professional course: A course which has been adopted to carry out specialization of skills or technical ability enhancement.

3.2. Sampling Method

The sampling technique followed in this study is stratified random sampling technique wherein the population was divided in to stratas like the data was collected from graduate engineering students and students doing bachelor and master degree courses in teacher training programmes. The study carried out in one facet. Firstly, researcher collected data from the students doing professional courses to know their perception on the impact of the issues during the COVID 19 pandemic. The sample group of students included from university colleges running engineering graduate courses and bachelor and master courses in education field in Hyderabad city were surveyed to get the overall perception on the impact of the issues during the pandemic while doing the courses. The sample group was 105 students doing professional courses which were **constituted from B. E., B. Ed. and M. Ed colleges.**

3.3 Variables for the study:

Dependent variable: perception of students doing professional courses

Independent variables: facets of personal life, educational life and expected changes in student practices

4. Analysis

The present study shows the positive and negative impact on personal and educational life of a student doing professional courses. The later part of the study also depicts the expected negative and positive changes, that may come in the near future or the life after pandemic.

The analysis is presented as a discussion of the responses received from the student population with regard to their perceptions about the pandemic effects. The issues discussed are based upon the data collected and presented as evidence provided by students with regard to information given by the students doing professional course. Four specific aspects are the positive and negative impacts on personal life and on the professional life viewed as two separate but two related bodies of evidence.

4.1 Positive Impact of Pandemic on Aspects of Personal Life

The students doing professional courses have felt a greater change in their life processes and has had an impact on their personal front. The different aspects are:

1. Increased family life: wherein spending of quality time with family and spent good time with parents have increased and there was a greater realization of the sense of belongingness among each other as a family and the other aspect observed was that - home has become a hotel, hospital, education centre on the whole and brought a new change in lifestyle of every individual on the whole and gave a strong perspective that many important chores can be performed by persons at the home at personal front along with health wellbeing as an inclusive part of one's life. 2. Increased value system and moral ethics: is that in the millennium born students have recharged and rejuvenated their value system by understanding or through learning to learn about valuing time, valuing essentials in life and valuing freedom. The interesting fact during the pandemic is that everyone became closer to god, enhanced their moral values and became more empathetic in nature by becoming more humane. There is the learning that anything can happen anytime and the pandemic made the new generation to prioritize what is important in life.

3. Improving personal Life: in such a manner that majority of the students - started cultivating their hobbies and interests, could also complete and relax oneself with proper sleep and free time. Importance was given to homemade food and to avoid junk food as a preventive measure for the pandemic condition, but in the meanwhile the addiction of junk food was reduced. Persons utilized the lockdown time by having a proper introspection or by exploring oneself and by removing the negativity from oneself and practice positivity. The interesting fact is, there was an all round relief from hectic lifestyle and break from busy schedule. At an individual front, the

students have taken up some new responsibilities in personal life and could also realize that learning can be done anywhere. Along with it they have also learned how to manage domestic life in continuation with educational life.

4. Improvement in the environment: the environment has become less polluted and animals started coming back to their native forest as there are no one to disturb them or no deforestation, many habitats showed their lost beauty as there was no pollution. The rejuvenation of the nature has taught every individual to become more grateful with the facilities provided because there was a threat of low resources which made everybody to accumulate and store them for future use. But the nature and the positive change in the weather condition made the resources available to everyone.

5. Psychological well-being: there was an enhancement of individual personality types of individuals by becoming strong enough emotionally. They were able to stay alone, became more empathetic in nature and on the whole enjoyed the lockdown as well.

6. Increased knowledge of personal hygiene: this was drastically improved in order to preventing oneself from getting sick. People came to know about the disease and controlling measures for the disease by proper sanitizing habits. This became a part of lifestyle. This also led persons to improve their physiques and improving in equipment for the same.

4.2 Negative Impact of Pandemic on Aspects of Personal Life

1. Adjustment Difficulties: At the student end the individual life has become too isolated and there was a greater scope of boredom. There was increase in the levels of irritation with each other within the family and everything around was found disinteresting. The positive energy was missing and future plans were also being cancelled. People faced the shortage of basic necessities and there was a restricted transportation available. More leisure time was available and the future career was in dilemma. People were limited to home food and were unable to eat junk food, which in turn reduced the addiction of junk food.

2. Development of fear: The fear was developed among the students about how examinations may take place as they were not prepared and ready because of the online classes during the pandemic. Fear was inculcated that this disease might get into their home. They developed fear of existence as there was increase in the death rate which brought about an uncertainty for the survival. They developed the fear of being jobless or un employed because of the cost cutting

measures being taken at jobs. Added to this is the fear of falling employment opportunities in future as the technology is taking over. Fear of not being competent enough technologically made the students clueless about the future.

3. Increased forgetfulness and confusion: As there were restricted outings this brought a monotony in the life style which caused students to forget names of the subject, the names of the teachers, the names of the friends and developed a level of confusion and made students to be clueless of the next possibilities

4. Increased screen time: There was an extensive usage of electronic gadgets for a long period of time because attending online classes and submission of assignments through online mode made the work tedious. The extensive data usage for online classes caused the exhaustion of the internet data package.

5. Disturbed routine: During the pandemic the routine got disturbed drastically and caused fluctuating sleeping pattern where the late night sleeping and late waking up became a daily routine chore in life. The disturbed routine made students to become lazy and this laid-back attitude caused persons to procrastinate and lead to improper time management. The normal working attitude before pandemic was changed and led people to perform less work as compared to before.

6. Increased psychological issues: There was a greater impact on student's life wherein they lost weight or gained weight because of the mental stress. Mental depression increased as the students were away from the sports life and physical activities. Emotional instability was developed because of the loss of loved ones and people being unable to say goodbye the last time to their dear ones. Demotivated employees followed negative news which always spoken about the virus. Social anxiety and depression were more because of the lesser social interaction and less social interaction has led to the increment in the insecurities.

7. Increased in the daily hassles: Because of the social distancing the housekeeping staff was not allowed to visit homes, but this restriction has helped every individual to learn to do works by oneself. The local clinics were being closed because of the pandemic and consulting a doctor for the simple ailments became a hectic task. The power failures in afternoons and nights during the pandemic was very often. Staying at home for a long duration brought difficulty in being away from social gathering or because of no meeting with acquaintances. Limited to no access to

services concerning maintenance and availability of basic necessities was observed causing crises such as food insecurity, poor access of internet and healthcare. Financial crises increased.

8. Difficulties faced during the learning process: The lagging of the current academic year of the education system and conduction of exams was a difficult to conduct during the pandemic. Even the student was not willing to undertake any examination during pandemic period. The essence of offline classes in college was missing. Difficulties in understanding subjects like mathematics was faced.. The online classes were conducted for the whole day which was leading to less availability of the mobile data and connectivity issues were faced during the remote learning provided by the colleges.

4.3. Positive Impact on the Educational Life During Pandemic

1. Online Life: Easy access to the digital class was observed. Students gained more time to study and no work load. It was possible to carry out education at home anytime and anywhere. Increased literacy skills, programming courses, softwares and number of other skills. Students could complete online course and accessed the premium courses for free. Students could give more time to desired skill-oriented courses which can be used for future use. The classroom environment was peaceful with no irrelevant disturbances. The students became more creative developing new hobbies and inculcated new habits. Transportation expenses reduced as there was no traveling done. The students could get a facility in contacting the faculty via online classes for clarification of doubts. The student could complete new courses at a short period of time and could able to concentrate on and improve their weak points. According to the students the online classes provided a good visual experience on the whole.

2. Positivity at personal front towards education: The online classes brought honesty among the students as they became accountable and responsible in taking up any task observed during the pandemic. The students could finish their assignments and could have sent through mails or through some online portals. Through a systematic learning process the students could able to learn time management. The break of pandemic helped to make mind clear of the students and enabled to get back to studying with all focused mind. There was no stress among the students and could also explored one's talent and fields of interest.

4.4. Negative Impact on the Educational Life during Pandemic

4.4.1. Essence of offline classes was missing: The student could achieve less subject matter because the essence of offline classes was missing. At home the atmosphere of learning was not desirable for the learner. The students found it difficult as the human connection with the lecturers was missing, difficult to ask doubts, because no matter how effectively studies goes, a student will always need a teacher. The college syllabus was completed hurriedly through online classes because of lack of time. Lack of interest in learning by the students was observed. The existence of board and marker teaching was missing in online classes which made difficulties in making the roots of the concept to be understood clearly.

4.4.2. Negative experiences of Online Classes: The students living in the villages or remote places in India faced difficulty to access online classes. Online classes connectivity issue showed low quality video and audio quality with unenthusiastic methods of teaching made the learning hindered. It was a burden on students, as it was strenuous to sit for long time with no break. The teachers could observe the lack of cooperation from student side as the online classroom environment was new to them because they were accustomed to traditional classroom learning. The other major problem faced was less gadgets at home and more number of siblings in family and their online classes were also going on because of which many of the students were taking online classes on their mobile phones wherein the screen was very small and not much can be presented when handwritten content is to be shown. Usually all the notes were in PDF or PPT format wherein it was difficult to study from them for all the subjects. The practical laboratory schedule was not there and the important laboratory experiments were not conducted. The other major problem faced in understanding online classes was that the faculty was new to technology and had inadequate practical knowledge and technical familiarity wherein the faculty failed to reach students properly and had conducted less interactive classes.

4.4.3. Psychological impact on students: The students were not able to study due to stress and workload of the online classes as these classes made them get tired easily. There was increased in procrastination in submission of assignments and students was facing the difficulty in memorizing, remembering and recalling the content. Frustration was more when any technical glitches were developed during the classes, like for instance buffering of the online class is one such example. Increase in forgetfulness was observed among the students. Though the entire syllabus was previously covered it was forgotten because the students are mentally not able to concentrate. The students found that the workload increased by first listening the class and secondly by investing time on the notes. Lack of concentration was also observed as the students

could easily get diverted and shifting of interest at a fast rate was seen as they got interest in things outside their curriculum. The students have developed social distancing with the books and for them studying became a nightmare.

4.4.4. Deficiency of resources: The students faced a situation of less educational resources as no hardcopy of subject books were available at home. The students were finding difficulty in extensive use of mobile phones because they were using mobile phone for everything as the complete education system was dependent upon the internet. It was also observed that all the students did not have laptop or computer at their home. The educational stratification made the education not reachable for the poor and made them suffered the most.

4.4.5. Development of fear: The students were not prepared for any test or exam as they were new to this online learning system, but few of them were aware but was not used to it. But because of the lockdown the colleges went online and this sudden change was difficult for them which even lead many students to develop fear to take exams

4.4.6. Negativity in personal front towards education: The students are finding difficult to study without a physical environment of college. The fun factor of college life is missing which making the students to lose interest in studies. The final year students faced problem as their examination are pending while their academic year is getting completing.. The students also suffered from lack of guidance from the teachers or mentors

5. Expected Changes after the Pandemic in the Educational Sector

In the educational sector students feel they may not have any study holidays granted in future for studies purpose or holidays for exam preparation. The system of online classes needs to be improved because the difficulty is to keep the interest of the learner intact. In the upcoming future they would be no jobs or not much of employment with proper salary. They feel that the expected results of the students will not be as similar as previous years and there will be some difficulties faced by the students to procure job in future as their academic year was drastically disturbed and they may be tagged as ‘pandemic student’. The pandemic lockdown has made many individuals to suffer due to time management.. Even after the pandemic people continue with social distancing. The pandemic has already brought a change in education system and in the future the change may be vast and permanent as well. The prominent development observed during the pandemic is that the world class education became easily available on e- learning

platforms with the described instructions to be followed according to varied university norms, this is one of the reason there was a decline in the demand for international higher education.

Effects on Personal Well Being: The lockdown scenario has made missing of family members and friends the most prominent aspect. The loss of the dear ones was a heart breaking situation and an undesirable one as well. The adverse effect observed was on health as the lockdown brought about a stagnant life style which made people develop health issues like headache, eyes problem and forgetfulness. When it comes to the psychological concerns there was increased suspiciousness, misunderstanding and a greater degree of selfishness among each other as it was considered as a time of war. COVID 19 pandemic brought about an increased awareness in hygiene in public places and at home as well. The other impact observed was that the students gained love towards virtual world and this may cause them to lose real bonds as the virtual friends are more than the real friends. There was an impact on lifestyle wherein less shopping and eating out to travel was observed..

5. Conclusion

The COVID 19 pandemic will hasten the importance of digitalization. The importance of online and digital marketing will increase and the scope of ecommerce will extend. Change in the education system and blended learning will be given more preference. World class education will be available at the location of the learner and robots and artificial intelligence will command top priority. The importance of technical skills will increase and changes to the future with refined technical skills that will further enhance the quality of our education will be the need of the hour. Teaching and learning will be done from home and world class education can be achieved easily as number of top-notch universities have launched online degree programmes for under graduate level to Ph.D level. The Pandemic has also led to an expansion of digital space in businesses increased. Innovative startups based on alleviating the problems faced during pandemic have increased. New tools and devices to increase the ease of learning, teaching, doing business such as Learning Management Systems has taken a great place in the business market. The future needs students to be more creative and innovative apart from just doing studies and taking up degrees. Finally, this pandemic has made everyone to learn how to live without excesses.

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Academic Delay of Gratification among Engineering Students of Hyderabad with respect to Gender

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ABSTRACT

Academic delay of gratification is experienced by students when they purposely refuse the immediately available reward and patiently endeavor for their academic goals that will fetch them valuable outcomes close at hand. The present study is an attempt to analyze the academic delay of gratification among engineering students of Hyderabad with respect to gender. For this purpose, 50 engineering students (20 boys & 30 girls) of Muffakham Jha College of Engineering and Technology are approached. The data is collected by administering the Academic Delay of Gratification Scale prepared by Bembenutty & Karabenick (1998) and is further analyzed with the help of SPSS software ver.23. The obtained result is found to be statistically significant with respect to gender as the calculated p-value is less than the set $\alpha 0.05$ level of significance. Applying the finding, the educational implications are further discussed by the researchers.

Keywords: Academic delay of gratification, Engineering students, Gender, Hyderabad.

I. INTRODUCTION

Education is a significant process that tames the human self and takes it to the higher realms of humanity and prosperity but this process is not easy as it involves various challenges of making different choices, which students have to overcome time after time by opting the most appropriate option available that along with the short term also quenches the long term benefits for them. These challenges may broadly involve the conflict between the intrapersonal and interpersonal relationships of an individual. For instance, students have to regularly, at different intervals in time, choose between studying and having fun with their peers or friends, or participating in the school activities and programs.

The zeal that keeps students motivated towards their studies by sidelining the immediate, temporary rewards is what is termed as academic delay of gratification; it is so because the delay of gratification is specifically observed and studied in academic scenario that is to what extent students hold on the present array of attractive distractions, for example, watching television, going out with friends, attending a social event, etc. and strive towards the committed tasks, such as completing homework, projects, or assignments, preparing for exams, or studying extra hours to develop an in depth understanding of a specific topic or content, etc. Bembenutty & Karabenick[1] defined academic delay of gratification as “students’ postponement of immediately available opportunities to satisfy impulses in favor of pursuing chosen important academic rewards or goals that are temporally remote but ostensibly more valuable.”

II. HISTORY

The origins of academic delay of gratification can be traced back to the late 1960s to the early 1970s when an Austrian born American Psychologist Mischel et al.^[1] conducted a series of experiments, known as the Stanford marshmallow experiment, on four to five-year-old school-going children to measure their capacity to postpone gratification. In these experiments, a sample of children were given a choice between having an immediate single reward i.e. a marshmallow, cookie, or pretzel or a delayed double reward if they wait for a period of approximately 15 minutes during which the experimenter would go out of the experimental room and return to it after the set time. With the help of these experiments, Mischel found out that students who opted to wait for 15 minutes to have two marshmallows tend to have better life outcomes, measured via scholastic aptitude test, educational attainment, and other life measures, when compared to those who could not wait for 15 minutes, therefore, ended up with one marshmallow^[2].

III. SIGNIFICANCE OF THE STUDY

The present study is taken up by the researchers to know whether there lies any gender difference, among engineering students of Hyderabad city, in the academic delay of gratification or not? If there are gender differences then what does it mean and what are the possible measures that can be taken up by the education stakeholders to lessen the gender gap and if there are no gender differences then what appropriate strategies can be applied in teaching-learning processes to make learning more convenient and productive for the learners.

IV. LITERATURE REVIEW OF ACADEMIC DELAY OF GRATIFICATION CONCERNING GENDER

Bembenutty & Karabenick^[3] found female college students possessing higher levels of academic delay of gratification than their male counterparts. Similarly, Bembenutty^[4] in his study found that compared to Caucasian male college students the minority female college students had higher levels of academic delay of gratification. Bembenutty^[5] in another study based on predictor variables of ADOG found out gender as a significant predictor of academic delay of gratification where female college students displayed higher levels of ADOG than their male counterparts. Villarroel^[6] also found higher levels of academic delay of gratification among Spanish female undergraduates than their male counterparts. whereas, Bembenutty^[7] in his study found no such gender differences among undergraduate students in the academic delay of gratification. He further reported that his study does not show any statistically significant result between ethnicity and gender concerning the academic delay of gratification but Timothy^[8] in his research via regression found females increasingly active in the delay of gratification than males. This difference, according to Timothy, is nonetheless small in size.

V. THE OBJECTIVE OF THE STUDY

- To study the academic delay of gratification among engineering students of Hyderabad with respect to gender

VI. THE HYPOTHESIS OF THE STUDY

- There is no statistically significant difference between boys and girls of engineering with respect to the academic delay of gratification

VII. CONCEPTUAL FRAMEWORK

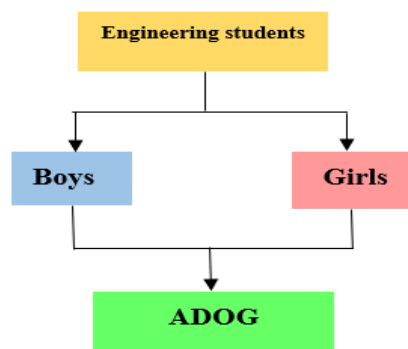


Fig 1: Conceptual framework of academic delay of gratification with respect to engineering students of Hyderabad.

The present study is essentially concerned with the engineering students of Hyderabad city. It attempts to study whether the students of engineering i.e. boys and girls have the same levels of academic delay of gratification or are there any significant differences between the said independent groups. For this purpose, the Academic delay of gratification scale (ADOGS) is used by the researchers, which is prepared by Bembenutty & Karabenick (1998)[9]. The collected responses are further estimated to make inferences about ADOG concerning gender.

VIII. MATERIAL AND METHODS

The present work is a comparative study as it endeavors to compare two independent groups that are boys and girls who are pursuing engineering. These groups are compared concerning the construct academic delay of gratification, which means

the researchers will try to analyze whether boys have a more academic delay of gratification or girls or vice versa? Or there is no such difference exist in the groups at all.

A. Population and Sample: All the engineering students of Hyderabad, G.H.M.C. limits are considered the population for the present work. However, the sample of the present study is the 50 students (30 boys and 20 girls) of Muffakham Jah College of Engineering and Technology, Road No.3, Mount Pleasant, Banjara Hills, Hyderabad, Telangana.

B. Data and Sources of Data: The primary data is collected from the engineering students of Muffakham Jah College of Engineering and Technology. The secondary data is collected from various online sources that include e-journals, blogs, etc., which are cited in the reference section.

C. Tool for measurement: Academic Delay of Gratification Scale is a self-report inventory prepared by Bembenuddy & Karabenick (1998). The tool comprises of a 4-point Likert scale^[10]: Definitely choose A, Probably choose A, Probably choose B, and Definitely choose B, containing ten items each measuring the said construct^[9]. Every item comprises of two statements, for example, "Go to a party the night before a test for this course" Or "Study first and party only if you have time" from which the respondents were supposed to choose either of the statement by opting any one alternative provided in the Likert scale^[10].

D. Reliability and validity of the tool: The tool has shown evidence of validity as well as reliability in Bembenuddy and Karabenick (1998) studies. The reported reliability of the tool ranges between 0.68 to 0.85 and concurrent validity is calculated and confirmed by the researchers with the help of a motivation strategy learning questionnaire^[10]. Scoring of the Tool: The scores are calculated by summing up the scores of all the items and average is taken out by dividing the added score with the number of items. The scores of the scale possibly range between 1 to 4, which signifies the higher the scores the greater is the academic delay of gratification^[10].

IX. STATISTICAL ANALYSIS

Descriptive Statics is used to find out the mean, standard deviation, and standard error of the overall sample of the study. Under inferential statistics, an independent sample t-test is calculated using SPSS Software Ver. 23 to find out the significant difference between boys and girls concerning ADOG at α 0.05 level.

Table 1: Descriptive statistics of academic delay of gratification in terms of gender:

Descriptive Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
ADOG	Boys	30	2.367	.5839	.1066
	Girls	20	2.055	.4524	.1012

Table 1 shows the means, standard deviation, and standard error of the sample with respect to ADOG.

As it can be observed, the mean, standard deviation, and standard error of boys slightly differ from that of girls. The calculated mean, standard deviation, and standard error of boys are higher than the calculated mean, standard deviation, and standard error of girls, which means that, concerning the average scores, boys' academic delay of gratification is higher than the girls. However, the deviation between the scores of boys is found to be more than the deviation of the scores of girls, which signifies that even though the average scores of girls is less than boys but the variation between the boys' average scores is higher than girls, which increases the error in the boys' score. This can be perhaps due to the difference in the sample size.

Table: 2 Inferential statistics of academic delay of gratification concerning gender:

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

A D O G	Equal variances assumed	.596	.444	2.01 5	48	.049	.3117	.1547	.0007	.6226
	Equal variances not assumed			2.12 1	46.808	.039	.3117	.1470	.0160	.6074

Table 2 shows the calculated t-value and p-value of ADOG.

The study was found to be statistically significant concerning the aforementioned construct as the calculated p-value was less than the $\alpha 0.05$ level of significance where $n=50$, $df=48$ (boys) and 46 (girls). Therefore, with the assistance of calculations, it can be inferred that there is a statistically significant difference between boys and girls of engineering in terms of the scores of ADOG. Boys scores are statistically significant higher than the girls scores of ADOG, which imply, compared to girls, boys contain greater levels of energies to control themselves against an unfinished task that presents remarkable implications to the academic stakeholders.

However, as stated above, this finding can probably be the result of unequal distribution of sample size. Hence, from the suggestive view point, another research can be conducted with the fairly large and equal amount of participants along with different demographic variables and other constructs as well to achieve higher level of understanding of academic delay of gratification in different contexts.

CONCLUSION AND DISCUSSION

The present piece of work is found to be statistically significant with respect to gender. It can be concluded from the analysis that boys possess greater levels of academic delay of gratification than their counterpart girls as the calculated mean score of boys is higher than the calculated mean score of girls, which indicate that educational stakeholders, at the time of teaching-learning processes, must try to equip different teaching-learning strategies with respect to gender (especially in case of girls as they found to have less academic delay of gratification) that best attracts their attention and keep them motivated in academics throughout the year. Educators, on one hand, can plan the appropriate activities for the girl-students that must not only make them realize the importance of education but also help them to cope with lower levels of academic delay of gratification. On the other hand, as boys are already found motivated towards delay of gratification in academics, they can additionally be exposed to varied teaching-learning processes that will ignite as well as enhance their higher-order thinking abilities, which can perhaps make them apply their knowledge more practically in future. This practice can, nevertheless, be simultaneously applied to girls also. Apart from this, different ways can be adopted by the educational community to know the reasons behind the lack of academic delay of gratification in girls and if possible can work accordingly to best meet the disparity. The eradication of this disproportion in the academic delay of gratification can result in the gradual acknowledgement of female students in the beauty of acquisition and application of knowledge that may magnify their capabilities as a human being, which will hopefully assist them in sustaining their life as well as the life of their immediate surroundings fruitfully.

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