

# ALUMNI JOURNAL



**GHULAM AHMED  
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# ALUMNI JOURNAL

AN ANNUAL JOURNAL OF EDUCATIONAL RESEARCH



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## EDITORIAL

The mark of a good institution reflects in the alumni and the work they do they once they leave the institution. The Ghulam Ahmed College of Education has been fortunate to have alumni that have continued the practice and standard of educational research set by the Institution.

The Alumni Journal of GACE 2020-2021 reflects the research endeavors of the alumni, their efforts and contributions to the field of education. The college has always promoted the diverse interests of its alumni in research. The Journal hence reflects the various topics that have been studied and researched. The ten research article spans issues from Metacognition and Sleep deprivation to Effect of personality on academic achievement.

The research is also a tribute to the faculty who have provided their unstinted support and guidance to the alumni towards their research efforts.

It is always a pleasure to collate and publish alumni research and the following ten research articles have been an educating experience.

Above all credit goes to the Principal Mrs. Vibha Asthana for her guidance and enduring support to staff and students alike.

**Lubna Aly Khan**  
**M.Ed. (2009-2010)**



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# Sleep Deprivation Its Impact on Academic Achievement of Adolescents

## A Comparative Study

Arshia Sultana

### Abstract

*Sleep is as important for the body as food and water. Insufficient sleep creates fatigue, which is a disease of modern times. A normal sleep cycle is regulated by several brain structures and processes that take place in the body when it is asleep. Sleep is necessary for normal existence, and healthy living. People at different stages of life require different amount of sleep. The study conducted here studies the lack of sleep on the academic performance of adolescents. The research is undertaken as a comparative study. The population was school students. The sample consisted of sixty school students from random selection of co- educational schools. Thirty students were sleep deprived and thirty students were not sleep deprived. The instrument for research is a general information schedule, a questionnaire on sleep and academic achievement scores. Statistical test undertaken were the chi square test, the t-test and one way Anova. The findings clearly indicate that there is a significant difference in the academic achievement of boys and girls who are sleep deprived.*

**Keywords:** Sleep, Deprivation, Academics, Adolescents.

### Introduction

Academic performance is the outcome of complex interplay between multiple factors including the child's intelligence, motivation for achievement, temperament and external influences. Sleep deprivation has well established consequences, which include daytime sleepiness, fatigue, reduced alertness and compromised performance in specific neurobehavioral domains. In the present study it was felt that sleep deprivation had an adverse effect on the functioning of an individual especially on academic achievement of adolescent school going children. This study has been made an attempt to observe the sleeping habits of the children, its deprivation and its influence on academics.

### Statement of the Problem

“Sleep Deprivation Its Impact on Academic Achievement of Adolescents” - A Comparative Study

### Literature Review

Ravi, Gupta. Manjeet Singh Bhatia and others (2007) ‘Sleep patterns of Urban School Going Adolescents’ The study analyzed the variance in sleep habits of different high school grades in urban India. The study revealed that adolescents of higher school grades had lesser sleep time

and frequent awakenings, suffered daytime leg pain and felt sleepy during the day. These factors suggest sleep deprivation among higher graders.

Krishna, Pushpa, Shwetha.S (2002) conducted a study to analyze the quality of sleep in medical school using the Pittsburg Sleep Quality Index and to relate sleep with blood pressure, body mass index, and academic performance. The study concluded the high prevalence of poor sleep quality and underlines the close relationship of sleep with BP, BMI and academic performance among medical students.

Noland, Heather, Price, James H, Dake Joseph, Telljohann, Susan K (2009) conducted study on adolescents sleep behaviors and perceptions of sleep. Findings indicate a need for sleep hygiene education for adolescents and their parents.

### **Research Objectives**

- To compare academic achievement between sleep deprived and non-sleep deprived groups.

### **Research Hypothesis**

- There will be no significant difference in mean academic achievement scores between sleep deprived and non-sleep deprived groups.

### **Research Design**

The comparative method is adopted for the present study.

### **Population**

The entire Class VIII students of English medium schools residing within the Hyderabad GHMC limits are the population of the present study.

### **Sample**

The sample size is 60 students from four different schools, namely Woods worth School Tolichowki, Spring Fields School Masab Tank, Golden Jubilee School, Langar houz, St Alphonsus High School, Banjara hills.

### **Data Collection**

Initial visits were made to the school after the appropriate permissions were taken. On the first day the general information schedule was administered to the students. On the

second day the questionnaire on sleep was administered and on the third day the academic achievement marks were collected.

### Tools for Measurement

- A general information schedule
- A questionnaire on sleep
- Academic achievement scores.

Reliability of the tool was measured using the test-retest reliability procedure.

### Scoring of the tool

The questionnaire for the present study consisted of a series of questions. Number of hours slept had to be written for questions seeking information on hours of sleep. The remaining questions were Yes or No.

### Statistics

Data was analyzed using the Chi Square test, t-test, one way Anova.

### Hypothesis Testing

There is no significant difference in the academic achievement among boys and girls who are sleep deprived

|                      | gender | N  | Mean  | Std Deviation | T value | df | Significance |
|----------------------|--------|----|-------|---------------|---------|----|--------------|
| Academic achievement | Boys   | 15 | 51.87 | 7.782         | 2.28    | 28 | 0.05         |
|                      | Girls  | 15 | 44.87 | 8.951         |         |    |              |

### Interpretation

The mean score of academic achievement of the boys is 51.87 and that of the girls is 44.87 % this shows that the boys have better achievement compared to that of girls among the sleep deprived adolescents. Thus null hypothesis is rejected.

Academic achievements of sleep deprived and sleep non deprived adolescents

Null hypothesis

There is no significant difference in the academic achievement among sleep deprived and noon sleep deprived adolescents.

|  | Group | N | Mean | Std | t value | df | significance |
|--|-------|---|------|-----|---------|----|--------------|
|--|-------|---|------|-----|---------|----|--------------|

|                      |                    |    |       | Deviation |      |    |      |
|----------------------|--------------------|----|-------|-----------|------|----|------|
| Academic achievement | Sleep deprived     | 30 | 48.37 | 8.997     | 8.68 | 58 | 0.01 |
|                      | Sleep Non deprived | 30 | 72.43 | 12.275    |      |    |      |

T value being 8.68 is more than the table value which is significantly higher. Null hypothesis is rejected. Sleep non deprived adolescents have better academic achievement than sleep deprived adolescents.

### Results

- There is a significant difference in the academic achievement among boys and girls who are sleep deprived. The academic achievement of boys is better than girls.
- There is a significant difference in the academic achievement among sleep deprived and non sleep deprived adolescents. The Sleep non deprived adolescents have better academic achievement than sleep deprived adolescents

### Educational Implications

- Parents must inculcate good sleeping habits in their children.
- Teachers must also inform students of better sleep habits.

### Limitations of the Study/Recommendations

- The study is limited to the urban population of twin cities of Hyderabad
- The study is limited to co educational schools.
- A comparative study of Urban and rural schools can be conducted.
- A comparative study of government and private schools
- A study of sleep deprivation in students of professional colleges.

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# A Study on the Relationship between Socio-Economic Status and Achievement Motivation in Secondary School Students

Atquia Sultana

## Abstract

*The Present Study is an Attempt to examine the relationship between Socio-Economic Status and Achievement Motivation. The sample of the study consists of 140 Secondary School Students (70 boys & 70 girls) of Class VIII and IX of Secondary School in Hyderabad City. The data for measuring Achievement Motivation is collected using Achievement Motivation Scale (AMS) prepared by J.M.Muthee and Thomas (2009). The Socio-Economic Status is measured by using the Kuppaswamy Scale of Socio-Economic Status prepared by Kuppaswamy. For data analysis, Pearson's product moment correlation coefficient is used to test the significant relationship between the said variables. The significance of the test is calculated using the Critical value table for Pearson's product-moment correlation for the level of significance for alpha  $\alpha=0.05$ . The result of the study shows a positive but moderate relationship between Socio- Economic Status and Achievement Motivation. The educational implications, limitations of the study, and further areas of research are discussed.*

**Keywords:** Achievement motivation, socio-economic status, secondary school students.

## Introduction

Education is a means or vehicle for advancement is a right for every child irrespective of his or her race, religion, ethnicity, or status. For a country to develop there is a need to educate its citizens from lower level (*primary education*) to tertiary level (*post-secondary education*) that they may contribute towards the development of that country. Schools, on one hand, render this duty towards the nation by providing education to students; parents, on the other hand, contribute financially or otherwise toward the academic performance of their children. Parents, irrespective of any discrimination, which is rich or poor, advantage or disadvantage, literate or illiterate, are geared to invest towards the education of their children. The present century has been visualized as a technologically advanced world. Hence starting from school level, parents, teachers and administrators all desire heavy investment for their children. Educated manpower is the emerging need of any nation as educated and skilled human resource is an asset for any country. In this context, it becomes essentially important to develop human resources from the early stages of human life. Students, from the early years of schooling, should begin to develop realistic aspirations encompassing their lives, education, and prospects of the future, which is facilitated by the presence of achievement motivation in students. **Achievement Motivation**, in this sense, is considered as the *students' intrinsic motivation* that displays planning, a pattern of actions, and feelings attached to achieve some *internalized standards of excellence*. Need for achievement has been regarded as an individual's personality affecting a person's behavior. It is also regarded as a learner motivation. Achievement Motivation is the attitude to achieve rather

than the achievements themselves. Achievement motivation arises from the efforts put by students' parents that assist them in schools. Therefore, it can be said that a student's achievement motivation is determined by the kind of support they receive from their parents.

### **Statement of the Problem**

A Study on the Relationship between Socio-Economic Status and Achievement Motivation in Secondary School Students.

### **Literature Review**

**Deinde, Adeusi & Adekeye (2020)** studied the socio-economic status of parents as a predictor of achievement motivation of university students. The study revealed a significant correlation between parents' income and achievement motivation. The finding also indicated a significant relationship between parents' type of accommodation and achievement motivation of the students.

**Dr Shirlin & Kala (2017)** studied achievement motivation and socio economic status among college students. The result revealed a significant, low, positive relationship between achievement motivation and socio economic status of college students.

**Maidaura & Ahmed (2016)** studied the relationship between parental socio- economic status and academic performance of students of senior secondary schools in Katagum, local government, northern Nigeria. The result reveals a statistically significant relationship between parents' occupation and academic performance of students. Significant relationship exists between parents' income and academic performance of students. Also, a significant relationship exists between parents' level of education and academic performance of students.

### **Research Objectives**

- To study the significant relationship between socioeconomic status and achievement motivation in secondary school students

### **Research Hypotheses**

- There is no significant relationship between socioeconomic status and achievement motivation in secondary school students

### **Research Design**

A correlation research design is adopted for the present study. A correlation is a statistical test to determine the tendency or pattern of two (or more) variables or two sets of data to vary consistently.

### **Population**

The entire VIII and IX grade English medium secondary school students residing in Hyderabad, GHMC limits are the population of the present study.

### **Sample**

The sample size is approximately 120 secondary school students studying in the VIII and IX standard of Meridian International School, road no 7, Banjara Hills, Hyderabad.

### **Data Collection**

Prior permission was taken by the researcher from the principal of the school. On the given date researcher went to the school and gathered the data by administering Modified Kuppaswamy's Socio-economic Status and Achievement Motivation Inventory (AMI) on VIII and IX grade students.

### **Tools for Measurement**

**Tool for Socio-Economic Status:** Modified Kuppaswamy's Socio-economic Status tool is used in this study. This scale uses education, occupation of the head of the family and monthly family income to calculate the socio-economic status.

**Dimensions of the tool:** The key dimensions are: *Education, Occupation, and Monthly Income.*

**Reliability & Validity of the tool:** The variable Socio Economic Status is dependent on the inflation of the nation for a particular financial year. Owing to its varying nature the tool's validity is maintained by choosing a questionnaire which measures this variable for the financial year 2016-2017.

**Scoring of the tool:** The scoring is done in the following manner –

Total Score Socio-economic Class 26-29 Upper, 16-25 Upper Middle, 11-15 Lower Middle, 5-10 Upper, Lower <5 Lower.

**Tool for Achievement Motivation:** Achievement Motivation Inventory (AMI) developed by Muthee & Thomas (2009) is used in this study.

**Dimensions of the tool:** The tool is used to measure the dimensions *Motivation for achievement (evidence by competitiveness and goal orientation)*, *Inner resources (evidence by relaxed style, happiness, patience and self-confidence)*, *Interpersonal Strengths (evidence by assertiveness, personal diplomacy, extraversion and co-cooperativeness)*, *Work habits (evidence by planning and organization, initiatives and team spirit).*

**Scoring of the tool:** AMI contains 32 items out of which 18 are positively worded items and 14 are negatively worded items. The positively worded items are 3,4,5,6,11,13,14,16,17,20,23,24,26,28,29,30,31,32 and the negatively worded items are 1,2,7,8,9,10,12,15,18,19,21,22,25,27. Each item is responded to on a Five-point Likert Scale.

**Reliability & Validity of the tool:** The reliability of the tool is found to be Cronbach's alpha 0.749 and validity is claimed on the basis of the systematic methodology followed by the researcher during development and standardization of the test.

### Statistics

Data were analyzed using Pearson correlation coefficient to assess the relationship between socio-economic status (SES) and Achievement Motivation (AM).

### Hypothesis Testing I: Correlation between socio-economic status (SES) and Achievement Motivation (AM):

**Table 1:** Correlation between Socio-economic status and Achievement Motivation

| Correlation Between Socio-economic Status and Achievement Motivation |                                 |  |
|--|---------------------------------|--|
| Mean Socio-economic Status (X)                                       | Mean Achievement Motivation (Y) | Pearson's Product Moment Correlation (r) |
| 3.791  | 3.399                           | 0.325                                    |

**Interpretation:** The sign of the correlation coefficient determines whether the correlation is positive or negative. The magnitude of the coefficient of the correlation determines the strength of the correlation. Generally,

$0 < |r| < 0.3$  – Weak Correlation

$0.3 < |r| < 0.7$  – Moderate Correlation

$|r| > 0.7$  – Strong Correlation

As the r between SES and AM obtained is 0.325, it means a positive relationship exists between the two variables.

### Result

The present study is conducted to find the relationship between Socio-economic Status and Achievement Motivation in Secondary School Students. The statistical finding that can be drawn from the present study is Socio-economic status and Achievement Motivation are moderate but positively related to each other in secondary school students.

### Educational Implications

- The behavior of an individual is largely affected by his motive to achieve; therefore it is very important that students must be helped to develop high motivational level in order to increase their achievement level

- Achievement motivation is the most essential factor which helps in increasing achievement, among students, thus proper efforts must be taken to increase the level of achievement motivation in students
- Proper awareness should be provided by the educational community to the economically backward students about the incentives given by the government, which will help enhance students achievement motivation
- Parents, no matter the level of their socio-economic status, should encourage their children towards studies. This will definitely motivate them and better their learning resulting in boosting their academic performance

### **Limitations/Recommendations**

- The present study is restricted to only secondary school students of Hyderabad city
- The study is confined to the secondary school boys and girls of Meridian International School
- The research was also confined to urban area
- The researcher included students studying in VIII and IX standard only
- The researcher delimited the study to regular schools only that is night schools and open schools are exempted from this study
- The researcher delimited the study to private school only
- For further study, government schools can be included
- The present study is limited to the relationship between socio-economic status and achievement motivation. Further study can be constituted to find out the influence of other variables on achievement motivation, such as academic achievement, self-concept and self esteem

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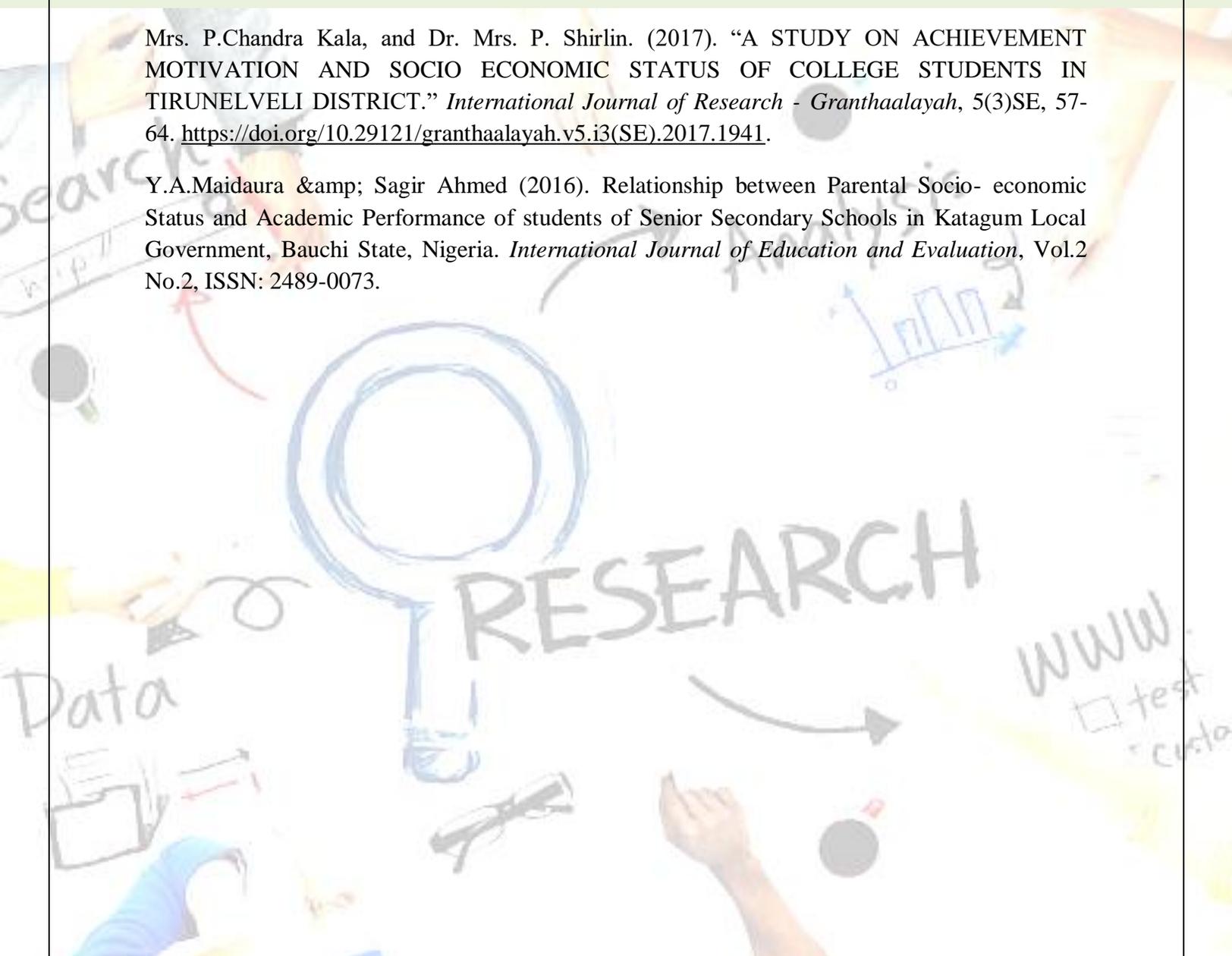
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**Relationship between personality and academic performance of secondary school students**

## V Kalavathy

### Abstract

*This study examined the effect of Personality and Academic Performance. The study showed that there are also non-cognitive factors responsible for higher Academic Performance. The present study aims to identify the relationship between Personality and Academic Performance using 100 participants who all are Secondary School Students. A standard questionnaire is used which measured the Five Big factors of personality which are neuroticism, Extroversion, agreeableness, openness, and conscientiousness. Performance was evaluated by taking the final grade (Grade point average) of two consecutive academic years which are used as indicators of academic achievement.*

*The association between Personality and Academic Performance was calculated by Pearson's Correlation Coefficient and the difference between Personality and Academic Performance between boys and girls was calculated by conducting t-Test. The study showed a significant relationship between Personality and Academic Performance.*

**Keywords** Personality, Academic Performance, Secondary School. Students, Neuroticism, Extroversion, Agreeableness, conscientiousness.

### Introduction

Personality is a person's character, temperament, intellect and physique which determine his unique adjustment to the environment (Eysenk 1971). Hence personality is a complex concept and includes everything about a person. Academic performance of students depends on various physical and physiological factors, several studies have also recently focused on non-cognitive skills as an important predictor for academic/ educational attainment. Lack of non-cognitive skills such as discipline, patience and motivation accounts for the lower academic performance. Some researchers have found that non-cognitive skills, when implemented in the school system systematically, have greater long term effects on student's life more than cognitive skills do.

### Statement of the Problem

Relationship between personality and academic performance of secondary school students

### Literature Review

'A study on Academic achievement and Personality of Secondary School Students.' Dr. Suvarna V D, Shankara Gowda College of Education, Karnataka

**Findings:** From the study it is evident that Personality does influence Achievement of adolescents to some extent. Thus it is very essential to emulate the personality traits to help learners to develop suitable personality type which in turn boost up their Academic Achievement

## 2) 'Bindu,Kumari 'The correlation of Personality Traits and Academic performance'

The review indicates the prominent role of personality traits with respect to academic performances that gives answer to the question why some individuals are academically inclined and others are not inspite of having same intelligence level. The most related personality trait, is conscientiousness..

## 3) Simon,Calmar, et al "A stable relationship between personality and academic performance from childhood through adolescence"

The study demonstrates a very stable and predictable relationship between personality traits and academic performance which may have important implications for the education of children already in primary school.

### Research Objectives

- To study the relationship between personality and academic performance of secondary school students.
- To study the role of gender between personality and academic performance of secondary school students.

### Research Hypothesis

- There is no relationship between Personality and Academic Performance of boys of secondary school
- There is no relationship between Personality and Academic Performance of Girls Of Secondary School
- There is no significant difference between male and female secondary students in their level of Personality
- There is no significant difference between male and female secondary students in their level of Academic Performance

### Research Design

The research design used in this study is the casual comparative approach.

### Population

The population of this study comprises of Secondary School students of IX and X classes of Hyderabad, G.H.M.C limits.

### Sample

The sample consist of both male and female students of class IX and Class X of a State Board English Medium School in Hyderabad. The data was collected from 100 students from two High Schools at random (male – 40; Female – 60).

### **Data collection**

#### **Tools for measurement**

A standardized questionnaire of big five personality is used.

**Validity** of the tool was established by modifying and simplifying the tool to the level of secondary school students. The questions were checked and rechecked before administering to the student.

**Reliability** was established using the test retest method.

#### **Statistics**

Descriptive and Inferential statistics are used to analyze data.

Hypothesis testing 1

#### **Interpretation**

#### **Correlation between Personality and Academic Performance of Boys**

Pearson's Correlation Coefficient is used in the above context to find the relationship between the two variables (Personality and Academic Performance).

Since the  $r$ , between Personality and Academic Performance obtained is **+0.341**

Therefore there is a **Positive Moderate Correlation** between Personality and Academic Performance in Boys

Hypothesis testing 2

#### **Interpretation**

#### **Correlation between Personality and Academic Performance of girls**

Since the  $r$  between Personality and Academic Performance obtained is **+0.629**

It means a Moderate Correlation relationship exists between the two variables.

Therefore there is a **Positive Moderate Correlation** between Personality and Academic Performance in Girls

Hypothesis testing 3

## Interpretation

### Role of gender in Personality of Secondary School Student

To find out the differences in the Personality of the gender, Mean and Standard Deviation is conducted and there is no significant difference in their mean values.

Then t-test is conducted, the t cal is **0.221** and t cri is **1.98**

Hence, there is no significant difference between Male and Female Secondary Students in their level of Personality. Hence,  $H_0$  is accepted.

### Hypothesis testing 4

## Interpretation

### Role of gender in Academic Performance of Secondary School Students (girls)

To find out the differences in the Personality of the gender, Mean and Standard Deviation is conducted and there is much difference in their mean values.

Then t-test is conducted, the t cal is **-4.196** and t cri is **1.98**

The T calculated is value is higher than T critical value hence H rejected.

Therefore, there is a significant relation between gender and Academic Performance.

To elaborate further the performance of Girls is higher than boys in Academics. Girls Perform well than boys in Academics.

## Results

The major findings have revealed that Personality has a positive impact on the Academic Performance and also Students who excelled in Academics showed positive Personality traits.

Positive qualities in a student bring him good academic results.

Another finding of the study was that there are minor gender differences in terms of their Academic Achievement.

A Teacher in the Class room can create an impact on the Student's Personality by as well concentrating on his overall Academics.

## Educational Implications

The relationship between personality and academic performance definitely exists. Hence based on the personality of the students, the teachers should plan their teaching strategies.

Agreeableness is an asset in most situations, and it is required in day-to-day situations too.

Conscientiousness is related to hard work, therefore, teachers can emphasize on this trait and encourage the students to be well organized in their work.

Students with high Neuroticism are generally low at studies. They have negative emotional feelings, nervous, moody and emotionally over-reactive to even minor issues. Such Students should be identified by the teachers and try to boost their confidence by encouraging them or rewarding them even at the slightest possible situations.

Extraversion Supports social behavior and Peer learning.

Openness to experience helps the child to be creative, imaginative and curious to experience new things.

Hence Personality of a student can be monitored regularly by the teacher to some extent a teacher can bring a change in their attitude which in turn brings a improvement in academics.

### **Limitations/Recommendations**

Based on the finding in this study, the following recommendations are hereby put forward:

Since good Personality has a positive impact on the academics, teaching fraternity should concentrate on the general disposition of the child in school. This helps the child to inculcate good behavior even at home and also in the society by large.

Teacher should endeavor to be close to their students through interaction outside the class room.

Students should learn the art of cooperating first with siblings at home and then with their peer in school.

Group assignments requiring cooperation should be encouraged by teacher to draw out the isolate and improve communication among the students.

Good manners should be inculcated in students through sound moral instructions

### **Limitations**

- Time constraints
- Permission problems with school management

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**Web Links –**

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Difference between Personality and character

[https://keydifferences.com .difference -between-personality-and-character.](https://keydifferences.com/difference-between-personality-and-character)

What is Personality Psychology? Very well min



## **A Study on Girl Education & Parental Cooperation in the Slum Area of Hyderabad**

**Sayeeda Begum**

### **Abstract**

*Educational means an all round drawing out of the best in child and man- body, mind and spirit. Education of girl's has been a high priority with the Government of India. The present study is an attempt to the impact of parental cooperation on a girl's education in the slum areas. The sample of the study consists of 50 students, 50 Parents and 5 schools H.Ms from the slums in the Charminar Mandal of Hyderabad city. The data is collected by the method of a questionnaire prepared by the researcher. Data analysis is the descriptive method. The study indicates that the parents are supportive of their girls' education.*

**Keywords:** Girls Education, parents, slum

### **Introduction**

Gender inequality in educations is extreme girls are less likely to success School, to remain in school or to achieve in education. Education helps men and women claim their rights and realize their potential in economics, political and social areas. It is also the single most powerful way to lift people out of poverty. Education plays a particular important role as foundation for girls' development towards adult life. It should be an intrinsic part of any strategy to address the gender based discrimination against women and girls that remain prevalent in may societies. Education is a right Cultural Changes, Better Health, and Awareness Poverty Reduction.

### **The benefits of girls' education include:**

1. Economic Productivity
2. Social Development
3. Intergenerational Education
4. Social Equity
5. Sustainability of Development Efforts

### **Education of Girls in India:**

Education of girls has been a high priority with the Government of India. The National commitment to provide free and compulsory education to all children in the 6-14 years age group is now a fundamental right of every child in India after the passing of the Sarva Shiksha

Abhiyan, or “Educational for All” programme recognizes that ensuring girls education requires changes not only in the education system but also in societal norms and attitudes.

### **Significance of the Study:**

Previously many parents and community members are not giving importance to girl child education, many parents also expressed the belief that boys would take care of them in their old age, thus provide them a sense of security while girls once married would be expected to take care of these in the families they married into parents feel that they should provide their sons with education, so that they can in turn get employment.

The main aim of this study is to bring awareness in the parents. If parents are educated they can understand the value of education then only they will send their daughter to school. To bring awareness in the parents the government has introduced many educational programs, like Akshara Jyothi, tuition free education, free books and uniform, mid-day meal, residential facility, scholarship, free transportation facility etc. by utilizing such schemes parents are now getting aware about the Girl child education and they are sending their daughters to schools to uplift of the family and society, to rise above the poverty line, to abolish the men dominated society the education for girls has to be compulsory. ***“If a boy is educated only one person is educated but if a girl is educated the whole family is educated”.***

### **Title of the Study:**

Study of Girls Education & Parental cooperation in the slum area of Hyderabad

### **Literature Review**

VERMA, S.L. 1993 – A study of dropouts among Girls Students in Rural Schools of Ajmer District, Rajasthan State.

### **Findings:**

- Majority of the parents viewed that education is important for both the sexes, but parental perceptions towards the education of son and daughter were quite different. Almost half of the parents viewed that education is more important for boys than girls.
- Majority of girls (64% in case of boys 36%) assisted in family chores during the course of schooling. Both before and after discontinuing education, the girl child devoted more time than the boys in the household chores.
- More than half of the boys and more than one-third of the girls discontinued their education due to repeated failure.

Agarwal Archaa 2001 Study Of Non-Enrollment And Dropout Girls At Primary Level.

### Findings:

- The percentage of enrollment of girls was poor in comparison to boys at primary level.
- The percentage of dropouts among girls was more than doubles compared to boys.
- Non-approachability of school, girls help in domestic work and inability to pay fee due to poor economic conditions were the three main reasons of non-enrollment and dropout among girls.
- Attitude of the parents was found negative towards the education of girls, as 16 percent accepted that to provide education to girls was wastage of money.
- Poor teaching methods and fear of punishment were some other factors influencing dropout rate among girls certain extent. The study cites 04 references.

Dua, R. (2004). Familial Factors Influencing The Girls Child's Schooling.

### Findings:

- Financial constraints are the biggest hindrance for non-enrollment of both boys and girls. Though, as compared to boys this percentage is more for girls (55% v. 73%) suggesting sex bias in favor of boys.
- Big family size also contributes to non-enrollment of the children.
- The fear remaining unemployed in spite of being educated was also cited as a cause for non-enrollment (girls-29%, boys-48%).
- Involvement of children in domestic work such as looking after young siblings (girls-52%, boys-12%), helping parents in domestic work (girls-67%, boys-30%) and helping in the parental occupation (girls-32%, boys-17%) also constitutes a major reason for non-enrollment of children.

### Methodology

#### Research Objectives

- To know about parents attitude towards girl's education
- To know the educational facilities provided to the girls education in the slum area of Hyderabad (Charminar)
- To know about interest among towards education.

#### Research Hypothesis

Keeping in view the objectives, the following hypotheses were drawn by the research:

- Parents are having positive attitude towards girls education.

- Girls are showing interest in acquiring education
- There are educational facilities to girls education in slum are Charminar Mandal.

### Research Design

In the present study the researcher has collected the data by personally administering the questionnaire to the Parents, Girls and the Managements of schools.

### Population

The girl's schools present within Hyderabad limits and in the slum areas.

### Sample

The sample included of 100 responses out of that 50 students, 50 Parents and 5 schools H.Ms from 5 schools of Charminar

### Data Collection

The questionnaire was prepared to collect the data from Girl Students, Parents and Managements of the Governments Schools. The Researcher visited 36 personally with prior approval of the Head Master, collected the data to know about the

### Tools for data collection

The questionnaire was constructed to administer the girl's students and the management of the government schools of the Charminar Mandal

### Statistics

Descriptive analysis was used to analyze data collected.

### Interpretation

Do you think girls education is necessary

| Responses  |    |      |
|------------|----|------|
| <b>YES</b> | 40 | 100% |
| <b>No</b>  | 0  | 0%   |

### Interpretation:

In the above table most the parents agree that education for girls is necessary. The 100% result indicates that parent possesses positive attitude towards girls

**Major Findings of the Study:**

1. In the Slum area of Charminar Mandal, the parents are emphasized on the Girl child education and they want to send them for higher education.
2. In parents view girl education is treated as asset to the family as well as society, one educated girls can educate a family.
3. Parents are not showing discrimination between the boys and girls and they giving equal opportunities to girls.
4. Parents are against of marriage at early age.
5. Most of the schools don't have the basic facilities such as Drinking water, laboratory, electricity as well as sufficient teaching staff.
6. Lack of infrastructure facilities in many schools.
7. Most of the schools are not providing computer education to the students.
8. No regular health check-up done in the schools.

**Delimitations of the Study:**

- The following are the delimitation for the present study.
- The present study is confined to Government Schools of Charminar.

**Conclusion:**

- From the study it is evident that parents have given the positive response and they are promoting the higher education for their girl child. They are keen to provide equal opportunities to the girl child as to a boy which will help towards upliftment of the family and as well as society.
- All the girls shown their interest positively towards education and they want to go for higher studies in any circumstances.
- Some schools have sufficient infrastructures as well as sufficient teaching staff but in some schools there are lacks of basic facilities such as drinking water, separate laboratory for girls, electricity and insufficient teaching staff.

**Suggestions:**

- The proper infrastructure and basic facilities like drinking water and electricity, laboratory for girl would improve the standard of a girl child.
- All round development should be given importance.

- Proper encouragement should be given to every girl child
- Parent – teacher meeting should be conducted by the schools which play an important role in inspiring the girl child for education and solving various problems.
- The vocational training should be started in schools so that their interest in building career for opting a vacatio0n sustained.
- To develop the interest for learning different teaching aids should be used like Audio visual aids, field trips, visits to other educational institutions, and other vocational training centers.

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## Impact of ICT in Teaching Biological Science to IX Class

Mohammed Azheruddin

### Abstract

*A teacher is the product of the effective teacher education. The teacher moulds the students as future citizens of the country. ICT has become a necessary addition to teaching and learning. ICT can be used in the core areas of education in reading, writing understanding and in teaching. This study has been taken up to show the effective use of ICT in classroom, specifically in teaching Biology to the Class IX students. Review of related research leads one to conduct this study with regard to studying the development in establishing the infrastructure hardware facilities in school, to study the norms and directives applicable to teaching Biological sciences to class IV students, and to study the research and development of ICT.*

*The study used the survey, questionnaire method to collect data. Reliability and Validity of the instrument was tested. The research revealed a significant difference in the hardware facilities of government and private schools. ICT is learning centered and can be infused in to the curriculum easily.*

**Keywords:** ICT, Biology, Class IX.

### Introduction

Globalization and technological change have accelerated over the past years creating a new global economy, which in turn has serious implications for the nature and purpose of educational institutions.

ICT's stands for information and communication technologies and are defined for the purpose of this article as a 'diverse set of technological tools and resources used to communicate and to create, disseminate, store and manage information.' These technologies include computers, Internet, broadcasting technologies such as radio and television, and telephony.

In developing countries ICT has the potential for increasing access to and improving the relevance and quality of education. It thus represents a potentially equalizing strategy for developing countries. The advantages of ICT are that remote learning resources become readily available, it transforms the learning environment, promotes active and integrated learning. Computer simulations are very useful in Biological Sciences. Simulation helps better understand various physiological processes, cell structure, splitting of cells etc.

Significance of the study is that ICT has firmly established itself as a school subject and pedagogic tool. It embodies a paradigm shift in teaching, enabling a student centric learning.

### Literature Review

Much literature was reviewed and the following two stand out.

Singh, R.D. et al (1991) ;Study to see the effectiveness of Computer Assisted Instruction (CAI) in teaching Mathematics'

Tunewalf, David. (1995) 'The effectiveness of Computer Assisted Instruction in eight grade algebra class'.

Jayamani , P(1993) Developed a Computer Assisted Instruction (CAI) package in Physics for class IX, The Experimental group received CAI and after the experiment it was found that the experimental group performed better on the post test. The differences were insignificant in terms of sex and medium of instruction.

Isleem, Mohammed, I (1997) conducted a study entitled 'Relationship of selected factors and the levels of computer use for instructional purposes by technology education teachers in Ohio Public school.

### **Methodology of the study**

#### **Objectives**

The objectives of the study are to study the establishment of infrastructure of IT enabled facilities in the school. To study the usage of ICT in teaching. To study the research and development of ICT in the field of education

#### **Rationale of the Study**

The use of ICT in all walks of life including school education gives us an opportunity to improve school education, modernize school education, for preparing lesson plans and units of knowledge and for improving curriculum in secondary schools especially in Biological sciences.

#### **Importance of the Study**

In the present study the secondary school provides details of different aspects of ICT in teaching Biological science for IX class adopting all ICT. This study helps in understanding the present position of teaching and implementation of ICT in schools.

#### **Hypothesis**

- Most of the schools use ICT for teaching Biological Sciences.
- There is a significant difference in the performance between private and government students in aspects of ICT.

#### **Population**

The populations of the study were the class IX students from the schools of Hyderabad.

## Sample

A stratified sampling method was used to select 45 students from 15 schools of Hyderabad. This sample consisted of 15 government school students and 30 private school students.

## Research Design

The study being a survey type, quantitative and qualitative techniques were used.

### Tool used

The instrument used for data collection was a closed type of Questionnaire. To test reliability a pre-test was conducted.

## Statistics

The data was analyzed by simple statistical techniques.

The research study findings indicated that

- There are significant differences in government and private schools where hardware facilities are concerned. The private schools have better facilities than the government schools.
- There is significant difference in the performance between private and government schools.
- There is significant development of ICT in schools.
- ICT provided opportunity for learning that is flexible and relatively free of constraint and time.
- ICT is learner centered.
- ICT can be carried out at scale with consistent quality which makes more cost effective.
- ICT should be infused into the entire school education programmes especially biological sciences.
- Students should experience innovative technology support. Learning environment in their educational programmes should utilize Power Point Presentations.

## Conclusion

ICT has the capability to revolutionize teaching and learning Teachers are trying to integrate ICT in their classrooms. ICT facilities must be upgraded in schools, especially government schools.

## Educational Implications

- In view of technological revolutions, student must be provided information utilizing all the resources of ICT which will make them comfortable with technology.

- Schools and all educational institutions must upgrade their infrastructural facilities in ICT, specifically the Government schools.

### **Limitations/Recommendations**

- The study is limited to students of class IX studying biology in the Hyderabad limits.
- A study can be undertaken to know the impact of ICT on teaching all science subjects.
- A study can be undertaken to know the teacher's attitudes towards utilizing ICT in teaching.

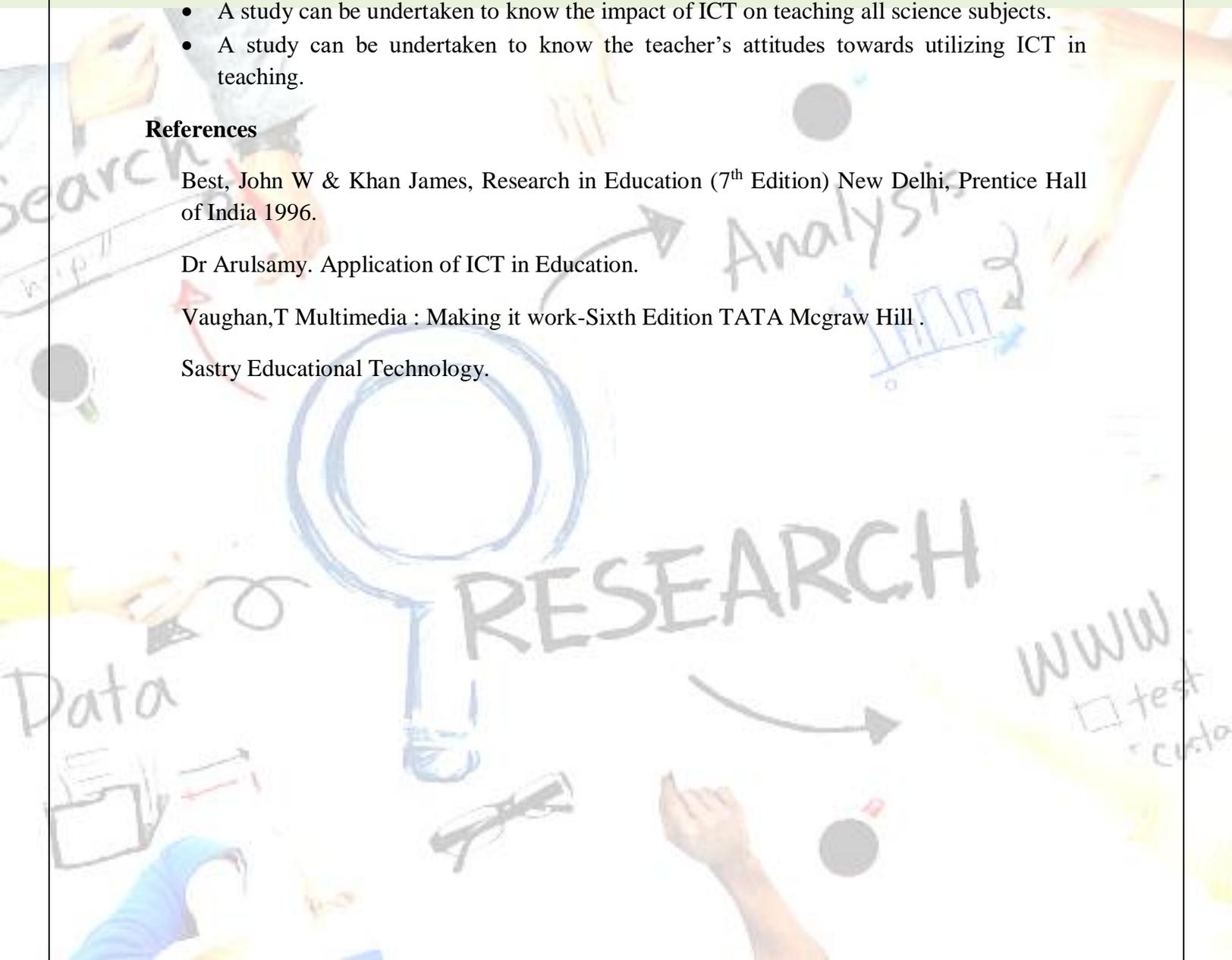
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Sastry Educational Technology.



## **Metacognition in secondary school students of Hyderabad: A comparative study**

**Saleha Anjum**

### **Abstract**

*Metacognition means “thinking about one’s own thinking”. There are two aspects of metacognition: - reflection: thinking about what we know and self-regulation: managing how we go about learning. Taking together, these processes make up an important aspect of learning and development. Metacognition is important for learners of secondary school.*

*The researcher in this paper tries to analyse the metacognition in secondary school students. The researcher used a standardized metacognition inventory for checking the metacognition of secondary school students. The study tries to find out whether there exists any significant difference between the various sub samples Gender and Type of Board of School based on their metacognition. The researcher used appropriate statistical techniques for the data collection and analysis of the data. Metacognition Inventory was administered to 40 students of secondary school. The research shows that the metacognition scores of secondary school students do not differentiate in gender. According to another result obtained in the research; metacognition scores do not differentiate in the secondary school students studying in SSC or CBSE affiliated/ recognised schools. Similar studies aiming to examine the development of metacognition of all students irrespective of gender or type of school are thought to be useful in planning the education process in this direction.*

**Keywords:** Metacognition, Secondary School.

### **Introduction**

“Metacognition” is referred as “thinking about thinking.” It comes from the root word “meta”, meaning beyond. It includes knowledge about when and how to use particular strategies for learning or for problem solving. There are generally two components of metacognition: knowledge about cognition, and regulation of cognition. The term “metacognition” is most often associated with John Flavell, (1979). According to Flavell (1979, 1987), metacognition consists of both metacognitive knowledge and metacognitive experiences or regulation. Metacognitive knowledge refers to acquired knowledge about cognitive processes, knowledge that can be used to control cognitive processes. Flavell further divides metacognitive knowledge into three categories: knowledge of person variables, task variables and strategy variables.

Metacognition is the awareness and control of one’s own cognitive processes. Metacognition enables students to benefit from instruction, influences the use and maintenance of cognitive

process. Students who identify appropriate learning strategies in the right context are using metacognition. Metacognition is an instructional approach which emphasizes the development of thinking skills and process as a means to enhance learning. If a student has good metacognition then he can take the ownership of his own learning and not just wait to be spoon fed for all the information from the teacher. According to Geeta Shetty (2014), metacognition can be understood as:

- A) Awareness of the Self
- B) Management of the Self
- C) Management of the Task

Metacognition is also helpful in reflective education. It involves deep reflection on the cognitive processes and the regulation of those processes to maximize learning. It also helps learners to reflect on their own reflections, thus leading to learning that is self-directed, goal oriented and self-evaluated. It fosters experiential learning. Direct experiences encountered by the student are important in the learning of science. To gain these insights the learner has to be conscious of the learning experiences at hand and the strategies that would help in the learning process. Therefore, greater the metacognitive awareness greater would be the benefits obtained by the learners from the experiential process. Metacognition also helps in enhanced and deep learning, greater accountability and lifelong learning.

#### **Statement of the Problem:**

Metacognition in secondary school students of Hyderabad: a comparative study

#### **Literature Review**

**Howard et al. (2001)** found that metacognitive self-regulatory skills were so important for individual students that even classroom level variables such as the type of instruction received did little to take away from this effect. And that knowledge of cognition, objectivity, and problem representation predicted successful problem solving and that high level of metacognitive self-regulation compensated for low overall abilities.

**Sulaiman, Abdullah & Ali (2006)** researched a sample of 389 physics students in Johor Bahru. The results of the study indicated that the gender differences for both metacognitive and problem-

solving skills were significant ( $\alpha= 0. 05$ ) and in favor of female students in stage one. In stage two, the sample was 816 and the results indicated no significant difference in gender for both variables. However, in stage 3 with a sample of 1300, the result showed that female physics students generally had a significantly higher level of metacognitive awareness than boys.

**Corine (1994)** studied mathematical problem solving and the role of metacognition strategies and beliefs, she found out there is no gender difference in any variable except in the high knowledge group. High knowledge group boys outperformed girls in one problem.

### **Research Objective**

- To study the levels of the metacognition in secondary school students of Hyderabad with respect to gender.
- To study the levels of metacognition in secondary school students of Hyderabad with respect to the board school affiliated to

### **Research Hypothesis**

- There is no statistically significant difference between the levels of metacognition in secondary school students of Hyderabad with respect to gender.
- There is no statistically significant difference between the levels of metacognition in secondary school students of Hyderabad with respect to the board school affiliated to.

### **Research Design**

A descriptive survey method is used by the researcher in the study.

### **Population**

Population for the present study consists of all secondary school students of Hyderabad.

### **Sample**

The sample of present study is secondary school students from different Boards the schools are affiliated/ recognized to.

### **Data Collection**

To collect the data for the present study, the researcher contacted 2 schools. After obtaining the permission of the heads of the institutions the researcher administered the test through Google form (online) because of the prevailing pandemic, COVID 19. Before administering the test clear

instructions and directions as to how the test items should be responded were given to the students through a detailed message.

### Tools for Measurement

Metacognition Inventory [MCI] developed and standardized by Dr. Punita Govil (2011)

**Scoring of the tool:** The Meta Cognition Inventory for secondary school students contains 30 items, each item being a statement followed by a four-point scale: 'not at all', 'somewhat', 'to a considerable extent' and 'very much so'. If a respondent marks 'not at all', he/she is given a weightage of 1 point. Similarly, 2, 3 and 4 points are given for marking on 'somewhat', 'to a considerable extent' and; 'very much so' respectively. To find out the score of an individual, the weightages assigned to him on all items are added. This sum will form the total score of the respondent.

### Statistics

Descriptive and Inferential statistics will be used to analyze data.

The research data obtained using descriptive statistics is explained below;

**Hypothesis testing 1: There is no statistically significant difference between the levels of metacognition in secondary school students of Hyderabad with respect to gender.**

| Metacognition Scores | Gender | N  | Mean  | Std Deviation | Std Error Mean |
|----------------------|--------|----|-------|---------------|----------------|
|                      | Boys   | 15 | 3.213 | 0.3335        | 0.085          |
|                      | Girls  | 25 | 3.260 | 0.3937        | 0.078          |

| N  | df | t critical | t     | alpha | Sig          |
|----|----|------------|-------|-------|--------------|
| 40 | 38 | 1.686      | 0.385 | 0.05  | Ho: accepted |

The above tables show the comparison of metacognition scores of boys and girls of secondary school students. The mean metacognition score of boys was found to be 3.213 and that of girls was 3.260. The calculated value of 't' was 0.385, which is less than the table value at 0.05 level for 38 degrees of freedom i.e. 1.686. Therefore, the Null hypothesis is accepted. Hence, it is concluded that there is no statistically significant difference between the levels of metacognition in secondary school students of Hyderabad with respect to gender.

**Hypothesis testing-2: There is no statistically significant differences between the levels of metacognition in secondary school students of Hyderabad with respect to school boards.**

|                             | Board | N  | Mean  | Std Deviation | Std Error Mean |
|-----------------------------|-------|----|-------|---------------|----------------|
| <b>Metacognition scores</b> | CBSE  | 27 | 3.219 | 0.399         | 0.0767         |
|                             | SSC   | 13 | 3.292 | 0.3040        | 0.0843         |

| n  | df | t critical | t     | alpha | Sig          |
|----|----|------------|-------|-------|--------------|
| 40 | 38 | 1.686      | 0.588 | 0.05  | Ho: Approved |

The above tables show the comparison of metacognition scores of CBSE and SSC secondary school students. The mean metacognition score of CBSE students was found to be 3.219 and that of SSC students was 3.292. The calculated value of 't' was 0.588, which is less than the table value at 0.05 level for 38 degrees of freedom i.e. 1.686. Therefore, the Null hypothesis is accepted. Hence, it is concluded that, there is no statistically significant differences between the levels of metacognition in secondary school students of Hyderabad with respect to school boards.

### Results

The findings of the study are;

- The mean of metacognition among the boys in the secondary school of Hyderabad is 3.213. The mean of metacognition among the girls in the secondary school of Hyderabad is 3.260. The obtained t value 0.383 is less than the value for 0.05 significance. Hence, The study is found to be non-significant, that shows there is no statistically significant difference between the levels of metacognition in secondary school students of Hyderabad with respect to gender.
- There is not much difference seen in the mean value of metacognitive awareness among the girls and boys. So, girls and boys are aware of their metacognition and enhancing their metacognitive skills at the same pace.
- The mean of metacognition among the CBSE secondary students of Hyderabad is 3.219. The mean of metacognition among the SSC secondary students of Hyderabad is 3.292.

The obtained t value 0.588 is less than the value for 0.05 significance. Hence, the study is found to be non-significant, that shows there is no statistically significant differences between the levels of metacognition in secondary school students of Hyderabad with respect to school boards.

- There is not much difference seen in the mean value of metacognitive awareness among the CBSE and SSC secondary students. The integration of syllabus and teaching style has brought uniformity in these two boards. Due to this students' metacognition awareness studying in these boards is almost on same pace.
- The overall view shows the metacognition in secondary school students with regard to gender and board the school is affiliated/ recognized to.

### **Educational Implication**

- From the findings it is reported that there exists no significant difference in metacognition among girls and boys of secondary schools. So, Teachers can administer pedagogies of teaching to improve the metacognition among students without giving any special treatment to any group in the classroom.
- Promoting metacognitive awareness and skills could be a valuable method for improving learning and performance at all ages. The learner learns or rather constructs his knowledge through experiences, therefore, the task of the teacher is to provide rich and authentic environment. So that, the learner, while solving the problem may construct his range of learning.
- The task of the teacher is to provide a variety of experiences to the learners. If a learner is well acquainted with his own concept of knowledge i.e. existing knowledge, acquiring knowledge, study habits etc. along with the regulation of his cognitive processes, he can achieve success.
- It is reported in the findings that there exists no significant difference in metacognition and problem solving ability among student of CBSE & SSC Schools. The integration of curriculums of different boards will help to achieve the goal of education.

### **Recommendations**

- The researcher may explore the ways in which metacognition has been defined by other researchers.
- Impact of metacognition and creative instructional strategy on academic achievement of secondary students may be conducted.
- Comparative study may be conducted between international and state boards to know the difference in metacognition of secondary school students.
- Relationship between metacognition and learning styles of secondary school students can be investigated.
- A study on learning styles and learners' academic achievement of secondary students may be conducted.
- The researcher will learn to investigate how metacognition develops in young children and review the best practices in assessing metacognition.

#### **Limitations of study**

The research study has to be investigated within certain well defined boundaries. The present study is confined to the following:

- Only 40 secondary school students drawn from 2 schools spread over the two different divisions of Hyderabad participated in the study.
- The study is delimited in terms of medium of instruction of the school. Only English medium schools are selected for the study.

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## Relationship between Emotional Intelligence and Academic Anxiety Among Secondary School Students

Sana Fatima

### Abstract

*Emotional intelligence is an important area of psychology, which has gained acceptance in almost every academic discipline. The main purpose of this study is to find the relationship between Emotional Intelligence and Academic Anxiety among secondary school students. In total, 110 students who were in 8th and 9th grades participated in the study. The 110 students (55 males and 55 females) were selected from private, English medium secondary schools of Hyderabad city through Simple Random Sampling Technique. Emotional Intelligence Scale (E.I.S) and Academic Anxiety Scale (A.A.S) were used to measure the levels of Emotional Intelligence and Academic Anxiety of students. The data is analysed using mean and standard deviation under descriptive statistics. In order to test the hypotheses, Pearson Product Moment Correlation is used. The study concluded a negative and weak correlation between Emotional Intelligence and Academic Anxiety in boys whereas there is a positive and moderate correlation between Emotional Intelligence and Academic Anxiety in girls of secondary schools. These results help us to understand the need to strengthen Emotional Intelligence of students which can help them overcome their anxieties.*

**Keywords: academic anxiety, emotional intelligence, secondary school students.**

### Introduction

Emotion is a “moved or stirred” state of mind. It is a state of expression or feeling. Emotions play a vital role in life, which profoundly influence life aspects in countless ways. In this fast-paced world of virtual reality, the traditional ways of living are phasing out quickly leaving the youngsters in great distress and confusion on how to handle their emotions. Their inability to deal with themselves in their emotional highs and lows is having serious repercussions on their personality, academic goals and life as a whole. In this context, the concept of emotional intelligence plays a significant role. Emotional intelligence (EI) is the capability of individuals to recognize their own emotions and those of others, discern between different feelings and label them appropriately, use emotional information to guide thinking and behavior, and manage and/or adjust emotions to adapt to environments or achieve one's goal. Although the term first appeared in “*The Communication of Emotional Meaning*” paper by member of Department of Psychology Teachers at College Columbia University Joel Robert Davitz and clinical professor of psychology in psychiatry Michael Beldoch in 1964, it gained popularity in the 1995 book “*Emotional Intelligence*”, written by author and science journalist **Daniel Goleman**.

Anxiety, on the other hand, is a natural human reaction, and it works as an important psychological function that is felt by many people regardless of age. Anxiety in academics can

be a fear of any subject. Students experiencing academic anxiety feel apprehensive over academic tasks. Students can also become anxious about every academic task. Some may only feel anxiety related to test taking or other specific tasks. Anxiety is not always negative. Some students can also be motivated by anxiety. Academic anxiety has four components, which are *worry, emotionality, task-generated interference, and study skills deficit*.

### **Importance of the study**

Emotional intelligence and academic anxiety are important areas of psychology, which have gained acceptance in almost every academic discipline. They influence various academic activities undertaken by students. This underlying significance has led to the present study of analysing the relationship between emotional intelligence and academic anxiety among secondary school students.

### **Statement of the Problem**

Relationship Between Emotional Intelligence And Academic Anxiety Among Secondary School Students.

### **Literature Review**

**Cejudo, Ruiz et al. (2018)** studied “*Emotional Intelligence and Its Relationship with Levels of Social Anxiety and Stress in Adolescents.*” The result showed the existence of a negative association between emotional intelligence and social anxiety.

**Bhat & Farooq (2017)** conducted research on “*The Relationship of Emotional Intelligence with Anxiety among Students*”. The results revealed a Negative correlation between emotional intelligence and anxiety ( $r=-0.34$ ,  $p<.001$ ) of the school students.

**Jan, Anwar & Wallaich (2017)** reviewed “*Emotional Intelligence and Academic Anxieties.*” The review, apart from other revelations, also illustrated that emotional intelligence can be supportive in managing library anxiety among students leading to better academic performance.

### **Research Objectives**

- To study the relationship between Emotional Intelligence and Academic Anxiety of boys in secondary schools
- To study the relationship between Emotional Intelligence and Academic Anxiety of girls in secondary schools

### **Research Hypotheses**

- **Ho:** There is no relationship between Emotional Intelligence and Academic Anxiety of boys in secondary schools

- **Ho:** There is no relationship between Emotional Intelligence and Academic Anxiety of girls in secondary schools

### **Research Design**

Explanatory Correlational Analysis research design was applied for the present study.

### **Population**

The population of this study comprises the students of secondary schools of Hyderabad, Telangana State.

### **Sample**

The total sample for the study comprises 110 students (55 males and 55 females) of VIII and IX standard of private, English medium secondary schools of Hyderabad district, Telangana State.

### **Data Collection**

In the present study the researcher has visited different schools and consulted different heads of the institutions after taking permission from the concerned head of the institution. The researcher has carefully selected the sample from various schools, the total sample selected was 110 students from private secondary school level. The researcher personally administered the questionnaires to 55 male students and 55 female students in selected secondary schools of Hyderabad city.

### **Tools for Measurement**

Tools used in the present study are:

#### **1. Emotional Intelligence Scale (E.I.S):**

Emotional Intelligence Scale (EIS) developed and standardized by Anukul Hyde, Sanjyot Pethe and Upinder Dhar was used to measure Emotional Intelligence for the present study. It is a five point rating scale consisting of 34 items, covering ten different aspects of Emotional Intelligence namely; **1. Self-awareness 2. Empathy 3. Self motivation 4. Emotional stability 5. Managing emotions 6. Integrity 7. Self-development 8. Value Orientation 9. Commitment 10. Altruistic behavior.**

#### **Scoring procedure:**

Strongly Agree = 5, Agree = 4, Uncertain = 3, Disagree = 2, Strongly Disagree = 1

#### **2. Academic Anxiety Scale for Children (AASC)**

Academic Anxiety Scale for Children (AASC) developed and standardized by A.K Singh and Dr.A. Sen Gupta was also used for the present study. It consists of 20 items- positive and negative.

**Scoring procedure:**

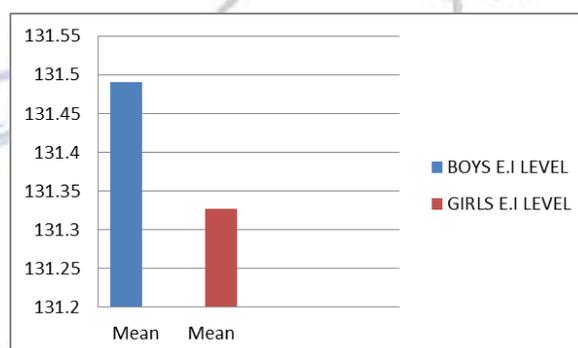
**Statements:** Positive and Negative

**Options:** Yes No

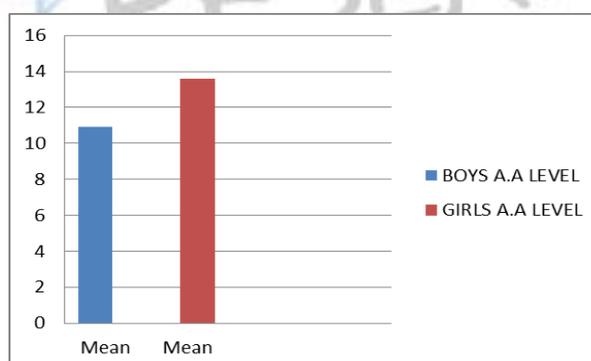
**Score:** For positive statements, Yes = 1 and No = 0. For negative statements, Yes = 0 and No = 1.

**Statistics**

**Descriptive statistics:** Mean and standard deviation of the sample is calculated.



**Graph 1:** Represents the mean of Emotional Intelligence of boys and girls of secondary schools.



**Graph 2:** Represents the mean of Academic Anxiety among boys and girls of secondary schools.

**Hypothesis Testing I: To study the relationship between Emotional Intelligence and Academic Anxiety of boys in secondary schools:**

**Table 1:** Emotional Intelligence and Academic Anxiety of boys

| Emotional Intelligence and Academic Anxiety of boys |              |  |
|---|--------------|--|
| Mean EI (X)   | Mean A.A (Y) | Pearson's Product Moment Correlation (r) |
| 131.4   | 10.98        | -0.223                                   |

**Interpretation:** It can be interpreted that a negative and a weak relationship exist between two variables, as the 'r' between Emotional Intelligence and Academic Anxiety obtained is -0.223.

**Hypothesis Testing II:** To study the relationship between Emotional Intelligence and Academic Anxiety of girls in secondary schools:

**Table 1:** Emotional Intelligence and Academic Anxiety of girls

| Emotional Intelligence and Academic Anxiety of girls |              |  |
|--|--------------|--|
| Mean EI (X)  | Mean A.A (Y) | Pearson's Product Moment Correlation (r) |
| 131.3  | 13.61        | 0.449                                    |

**Interpretation:** It can be interpreted that a positive and a moderate relationship exist between two variables, as the 'r' between Emotional Intelligence and Academic Anxiety obtained is 0.449.

## Results

The present study is conducted to find the relationship between emotional intelligence and academic anxiety among boys and girls of Secondary Schools. The statistical findings of this study are: (i) There is a negative and weak relationship between Emotional Intelligence and Academic Anxiety of boys in secondary school. (ii) There is a positive and moderate relationship between Emotional Intelligence and Academic Anxiety of girls in secondary school.

## Educational Implications

- Students are the wealth and future of the nation. It is essential that they must have good Emotional Intelligence so that they can have a balanced life because Emotional intelligence is a powerful inner factor that can grow or improve all facets of behavior and trends among individuals. According to the role of emotions as an effective inner motivator, the studies indicated that the emotions have strong links with positive and negative inner factors such as anxiety.
- Academic anxiety needs to be managed by the strengths the students have. Emotional intelligence is considered to be one of the strengths which equip the students to deal with academic anxiety by enhancing their ability to cope with the academic anxiety.
- On the basis of findings of the study it can be implied that efforts need to be made to increase Emotional Intelligence among boys and girls through various curricular and co-

curricular activities in order to enable them to deal with stress and anxiety that arise in academic fields.

### **Limitations/Recommendations**

- Study is confined to secondary schools of Hyderabad district
- It is further confined to private, English medium secondary schools of Hyderabad district
- The study is restricted to VIII and IX class boys and girls of secondary schools
- It is restricted to urban area only

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## Self-concept of International and Trust-funded School Going Adolescents

Syeda Juveria Fatima

### Abstract

*Self-concept influences identity and the way people behave, and it fluctuates over time and is influenced by the external environment. The main purpose of this study is to analyse the overall self-concept of International and Trust-funded school going adolescents. In total, 160 adolescents who were in the 7th and 8th grades, and 12 to 14 years old participated in this study. The 80 (40 males and 40 females) students are from International schools and the rest 80 (40males and 40 females) are from Trust-funded schools. The Self-Concept Questionnaire is used to gather data. The analyzed data showed a significant difference in the overall Self-concept of International and Trust-funded schools' students. The obtained result helps us understand the need to strengthen students' Self-concept at school.*

**Keywords:** Adolescents, international school, self-concept, trust-funded school.

### Introduction

The self-concept is a complicated, intricate, and multifaceted part of an individual's personality (Rosenberg, 1985). The task of defining oneself in adolescence is often difficult because there are many influences on identity formation during this period of transition (Carter and Hall, 1993; Mac Iver and Epstein, 1993). A factor that can affect the development of self-concept during adolescence is social status. Status plays an important part in how we define ourselves and the way groups function by defining *who and what* we are in relation to specific others (Macionis, 1993; Baron & Byrnes, 1994). Statuses place a person in various levels, which takes the form of social stratification. These hierarchical statuses are inevitable social structures, which act as agents that not only segregate adolescent students socially, but also divide them psychologically in terms of self-concept development. In this way, school background may exacerbate or reinforce the linkages between social structures and self-concept.

### Need and Importance of Study

Self-concept can be defined as the degree to which an individual feels that the content of their self-concept (i.e. their self-knowledge) is well-defined, comprehensible, "consistent, and temporally stable. Self-concept is valuable in that it provides a structural analysis of the self. The current study will help academicians to provide adequate and sufficient attention to students' self-concept. It will assist parents and teachers' body of knowledge to give more recognition to meet students' needs and to achieve best developmental outcomes. When students' strengths are emphasized and their self-confidence is boosted, they are motivated to put more effort into learning, and they also will be confident in their ability, that is why this study is taken up by the researcher.

## Statement of the Problem

Self-concept of International and Trust-funded School Going Adolescents.

## Literature Review

**Kaur and Singh (2017)** conducted a study to measure the self-concept among adolescents in context to gender, location of area (rural & urban) and types of schools (government and private). The results show that males were having a better self-concept than females. There was no difference between rural and urban as well as government and private school adolescents on self-concept.

**Pesu, Aunola, Viljaranta, & Jari (2016)** examined the development of adolescents' self-concept of ability in mathematics and literacy during secondary school, and the role that mothers' and fathers' beliefs concerning their child's abilities play in their development. They also examined whether the role of mothers' and fathers' beliefs about their adolescent child's ability in mathematics and literacy differs according to the adolescent's gender and level of performance. A total of 231 adolescents and their mothers and fathers were followed up across secondary school. The results showed, first, that adolescents' self-concept of ability declined slightly from grade 7 to grade 9 in both mathematics and literacy. Second, mothers' and fathers' beliefs about their adolescent child's abilities in grade 7 predicted the child's subsequent self-concept in grade 9, but only in mathematics. Third, the role of mothers' beliefs in their child's self-concept of mathematics ability was found to be stronger among high-performing than low-performing adolescents.

**Bharathi & Dr Sreedevi (2016)** conducted research to study the self-concept of adolescents. The Self-concept scale of Saraswat (1984) was used to analyze the self-concept of 40 adolescents of twin cities of Hyderabad, Telangana State. The findings of the study revealed that a higher percentage of adolescents had above average levels of self-concept in terms of temperamental (85), intellectual (77.5), physical (60) and social (52.5). About 47.5 percent of adolescents equally had high and above average self-concept in education. And 57.5 percent of adolescents had high moral self-concept. Adolescents overall Self-concept was found as 27.5 percent in high and 72.5 percent above average.

## Research Objectives

- To study the self-concept of students of International schools
- To study the self-concept of students of Trust-funded schools

## Research Hypotheses

- There is no significant difference between the overall Self-concept of International and Trust-funded schools' students

## Research Design

A comparative research design is adopted in this research. A comparative study analyzes two independent groups.

## Population

The students of VII and VIII standards of International and Trust-Funded Schools in Hyderabad, Telangana State.

## Sample

The total sample for the study consisted of 160 students out of which 80 (40 males and 40 females) are selected from two International Schools and 80 (40 males and 40 females) are selected from two Trust-Funded Schools in the city of Hyderabad, Telangana state.

## Data Collection

The students were personally selected and the purpose of the study was explained to the respondents. They were assured that the information they provide will be kept confidential. The Self-concept of adolescents was evaluated using the Self-concept Questionnaire for the purpose of the study.

## Instrumentation/Apparatus

Self-concept Questionnaire (SCQ) by Dr. Raj Kumar Saraswat, Reader in Psychology, Dept. of Ed. Psychology, Counselling & Guidance [NCERT] was used. It comprises 48 open-ended questions with five alternative options. The self-concept inventory provides six separate dimensions of self-concept, viz., *Physical, Social, Temperamental, Educational, Moral and Intellectual self-concept*. It also gives a total self-concept score. The operational definitions of self-concept dimensions measured by this inventory are:

**Physical:** Individual's view of their body, health, physical appearance and strength.

**Social:** Individual's sense of worth in social interactions.

**Temperamental:** Individual's view of their prevailing emotional state or predominance of a particular kind of emotional reaction.

**Educational:** Individual's view of themselves in relation to school, teachers and extracurricular activities.

**Moral:** Individual's estimation of their moral worth; right and wrong activities.

**Intellectual:** Individual's awareness of their intelligence and capacity of problem solving and judgments

## Statistics

**Inferential statistics:** Two-Sample Z- Test is used to analyze the statistical significance of the data.

### Hypothesis Testing I: There is no significant difference between the overall Self-concept of International and Trust-Funded Schools' students:

According to my hypothesis, I am required to test whether the two means are equal or not, this means that this is a pure case of two-tailed test. I am not required to prove any particular mean is greater or less than the other mean, i.e., no specific direction of conclusion is there for a one-tailed test. Hence, we perform a two-tailed test. level of significance = 5% (assumed)  $\alpha = 0.05$  The following analysis has been performed using Microsoft Excel (2013):

**Table 1:** z-test: Two Sample for Means

| Mean of two samples                 |            |            |
|-------------------------------------|------------|------------|
|                                     | Variable 1 | Variable 2 |
| <b>Mean</b>                         | 182.36     | 189.01     |
| <b>Known Variance</b>               | 361.12     | 195.65     |
| <b>Observations</b>                 | 80         | 80         |
| <b>Hypothesized Mean Difference</b> | 0          |            |
| <b>z</b>                            | -2.52      |            |
| <b>P(Z&lt;=z) one-tail</b>          | 0.005      |            |
| <b>z Critical one-tail</b>          | 1.64       |            |
| <b>P(Z&lt;=z) two-tail</b>          | 0.01       |            |
| <b>z Critical two-tail</b>          | 1.95       |            |

**Interpretation:** From the above table, it can be seen that the calculated value of  $z = -2.52$  is more than the critical value. Therefore, null hypothesis is rejected.

### Result & conclusion:

As the estimated  $z$  value is greater than the critical value the null hypothesis is rejected. Thus, the present study concludes the following  $\mu_1 \neq \mu_2$ , which means there is a significant difference in the overall Self-concept of International and Trust-funded schools' students.

### Educational Implications

The understanding of students' self-concept helps teachers in clarifying and solidifying at what stage students are, which will assist them to plan the teaching-learning experiences as per the requirements of students. As the self-concept of trust-funded schools is found to be higher than the international school students, teachers of international school can counsel students and bring

in awareness about self-concept and the effects of positive or negative self-concept on their personal as well as academic life.

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## Comparative Study of Teaching Effectiveness of Trained and Untrained Teachers at Secondary School Level

Atifa Barkat

### Abstract

*The effectiveness of educational institutions depends on the style of their teaching, organization of school, management of class, teacher and student relationship, learning environment and methodology of assessing the student. The present study aimed at investigating the Comparative Study of Teaching Effectiveness of Trained and Untrained Teachers at Secondary School Level. Sample for the study consists of 100 teachers from both Government and private secondary schools of Hyderabad city. The Tool used in this Study is Teacher effectiveness scale developed by Dr. Santosh Dhar & Dr. Upinder Dhar which consists of 36 items covering 10 factors. The data collected was exposed to Independent sample t-test and it was found that there is a significant difference between the level of teaching effectiveness of trained and untrained secondary school teachers. This comparison will draw attention that the teaching of trained teachers is more effective as compared to untrained teachers.*

**Keywords:** Teaching effectiveness, trained teachers, untrained teachers.

### Introduction

*“A student spends 25,000 hours in the campus. The school must have the best of teachers who have the ability to teach, love teaching and build moral qualities.”*

- A. P. J. Abdul Kalam

Teaching is a process in which one individual teaches another individual. It is the act of imparting instructions to the learners in the classroom situation. The teacher gives information to students, or one of the students, or one of the students reads from a text-book, while the other students attentively listen to him and endeavour to grasp the read content. While imparting knowledge, the teacher is often conscious about the requirements of the child and in what ways it must be transacted to him. Teaching leads to learning and acquiring the desired knowledge, skills and also desirable ways of living in the society. It is a process in which the learner, teacher, curriculum and other variables are organized in a systematic and psychological way to attain some predetermined goals. As per Ryburn's view, *“Teaching is a relationship which keeps the child to develop all his powers.”* In this regard, the concept of effective teaching is important because effective teaching facilitates students' learning. Presently, it has become more important as the emphasis on quality increased at all levels of education, especially in teacher education. Effective teaching does not occur by chance; rather, a teacher has a major role in the active phase of teaching, which undertakes planning the content, framing the objectives, teaching-learning experiences, and huahing to what extent the framed objectives have been achieved. This is how a teacher shares the greatest responsibility in building the nation. The main function of a teacher is

to create a good learning environment, which motivates the students towards a comprehensive understanding of the content.

### **Need and Importance of Study**

Teachers play an important role in their profession. The teaching effectiveness and productivity of knowledge bring about qualitative improvement in different spheres of life including education. In this context, the teacher's effectiveness is important to bring about overall improvement in the educational set up including schools. The present study is very important because the educational system of each school demands trained and competent teachers. It is also important because the government wants to promote the quality of teaching through training. It will also emphasize the need and importance of teachers training for effective teaching.

### **Statement of the Problem**

Comparative Study of Teaching Effectiveness of Trained and Untrained Teachers at Secondary School Level.

### **Literature Review**

**Dash & Barman (2016)** conducted a research on teaching effectiveness of secondary school teachers in the district of Purba Medinipur, West Bengal. The findings of the study are; (i) the overall level of teaching effectiveness of secondary school teachers is good. (ii) no significant difference is found among the secondary school teachers regarding their level of teaching effectiveness on the basis of gender, stream, training status and qualification (iii) significant difference is found among the secondary school teachers regarding their level of teaching effectiveness on the basis of school location.

**Qayyum, Hassan, Sheikh & Mustafa (2015)** did a comparative study of teaching effectiveness of trained and untrained teachers at secondary school level working in the private sector. They considered four factors of effective teaching, which are lesson plan, instructional material, task orientation, and ideas & contribution of students. The study found no significant difference between the effectiveness of trained and untrained teachers in private sector schools.

**Arshad & Naseem (2013)** compared the performance of trained and untrained teachers in Lahore. The study showed a significant difference between the performance of trained and untrained teachers in specific performance areas, such as discipline, course completion, class management, etc.

### **Research Objectives**

- To compare the level of teaching effectiveness of trained and untrained secondary school teachers

### **Research Hypotheses**

- There is no significant difference between the level of teaching effectiveness of trained and untrained secondary school teachers

### **Delimitations of the Study**

- The study is confined only to teaching effectiveness of trained and untrained teachers
- It was further confined to only secondary school teachers of Hyderabad city.
- It is restricted to urban area only

### **Research Design**

A comparative research design is adopted in this research. A comparative study analyzes two independent groups.

### **Population**

The secondary school teachers of Hyderabad are the population of this study.

### **Sample**

The study was conducted on sample of 100 secondary school teachers in Hyderabad

### **Data Collection**

The researcher visited different schools and consulted different heads of the institutions. After taking permission from the concerned head of the institutions, the questionnaire was administered on a sample of 100 teachers from private and government secondary schools. The researcher personally administered the questionnaire to 50 trained teachers and 50 untrained teachers. The purpose of the study was explained to the teachers and then the researcher asked the teachers to read the instructions that were given in the questionnaire. There was no time limit for answering the questions.

### **Instrumentation/Apparatus**

Teacher effectiveness scale developed by Dr. Dhar & Dr. Dharwas is used to collect data from the participants. While constructed the scale, the following points are considered:

The directions respond to each item- *present level and expected level* were clearly given. All the items chosen are appropriate to the teachers. All the items are specific and unambiguous. The Teacher Effectiveness scale has 39 items and divided into 7 factors

***Factor1 Knowledgeable Factor2 Transparent Factor3 Learning Oriented Factor4 Helpful Factor5 Motivator Factor6 Dependable Factor7 Analytical***

### **Scoring procedure:**

| S. no | Alternatives      | Score |
|-------|-------------------|-------|
| 1     | Strongly Agree    | 5     |
| 2     | Agree             | 4     |
| 3     | Uncertain         | 3     |
| 4     | Disagree          | 2     |
| 5     | Strongly Disagree | 1     |

### Statistics

Mean and standard deviation is estimated under descriptive statistics. Independent sample t-test is used under inferential statistics to test the significance of this study.

### Descriptive Statistics:

**Table 1: Teaching Effectiveness of trained and untrained teachers of secondary school**

| Teachers           | N  | Mean | Standard Deviation |
|--------------------|----|------|--------------------|
| Trained teachers   | 50 | 2.94 | 1.4                |
| Untrained teachers | 50 | 2.76 | 1.9                |

**Table 1:** shows the data collected from 50 trained and 50 untrained teachers. The mean and standard deviation of level of teaching effectiveness of trained and untrained secondary school teachers is 2.94 and 2.76 respectively. The standard deviation values are 1.4 and 1.9 respectively.

**Hypothesis Testing I: There is no significant difference between the level of teaching effectiveness of trained and untrained secondary school teachers:**

| n   | df | t-calculated | t-critical | Sig (2-tailed) |
|-----|----|--------------|------------|----------------|
| 100 | 98 | 3.9          | 1.96       | Ho: Rejected   |

**Interpretation:** As the calculated t-value is more than the critical value the stated null hypothesis  $H_0$  is rejected, where  $df=98$ ,  $n=100$ , and  $\alpha = 0.05$ .

### Conclusion:

The present study is found to be significant as the calculated t-value is found to be more than the critical value. Therefore, the null hypothesis is rejected and an alternative hypothesis is accepted declaring there is a significant difference between the level of teaching effectiveness of trained and untrained secondary school teachers.

### Educational Implications

The study makes the following suggestions to the teaching community.

- There should be a shift in the teaching learning process from traditional teaching to constructivist learning.
- Effective communication is an essential component of good teaching. A teacher's communication skill during lesson delivery is a unique factor in student learning outcomes.
- A change should be brought in the teaching methods by integrating activities and technology rather than just having a 'chalk and talk' classroom.
- Teachers need to go beyond the subject matter and acquire knowledge in other domains that will not only help them but also students to improve their learning

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# **A Study on Relationship between Academic Delay of Gratification and Academic Perseverance Blocking the Influence of Academic Motivation of Secondary School Students**

**Mehenoor Fatima**

## **Abstract**

*The present study is an attempt to analyze the relationship between Academic delay of gratification and Academic perseverance under Constant Academic motivation. The sample of the study consists of 59 Secondary school students of Hyderabad district. The tools Academic delay of gratification, Academic perseverance, and Academic motivation are used to collect the data. For data analysis, Mean, Standard Deviation and Partial Correlation are used. Finding indicates that there is a very low relationship between academic delay of gratification, Academic perseverance while keeping Academic motivation constant. The result is not significant. Hence the Null Hypothesis is accepted. The educational implications are discussed.*

**Keywords:** Academic Delay of gratification. academic perseverance, academic motivation, secondary school students.

## **Introduction**

### **Academic Delay of Gratification:**

Walter Michel and his colleagues developed a method to examine children's willpower. A researcher told young children that they would receive a treat such as a cookie. Individual children who could wait to receive the treat until the researcher returned to the room after finishing a task would be given two cookies. However, each of the children could also choose to ring a bell to call the researcher back to the room at any time, in which case they would receive one cookie. Once children understood the situation, they were left alone in the room until the researcher was signaled or returned (usually after 20-25 minutes). All children initially expressed a preference to wait for the larger, later reward but initial studies indicated that very few children were able to wait for more than a few minutes. The length of time individual children waited until ringing the bell was taken as a measure of their ability to delay gratification. As such, delay gratification involves forgoing an attractive, immediately obtainable goal (get one cookie immediately) in order to pursue long-range objectives (wait for a few minutes and get two cookies) (Mischel, 1996; Mischel & Ayduk, 2004).

### **Academic perseverance:**

Academic perseverance refers to the ability to set future goals and the practice of self-control, leading a student to engage in completing assignments regardless of the perceived difficulty (Duckworth, Gendler, & Gross, 2014). The practice of on-task behavior is considered an integral part of developing one's academic perseverance. This display of self-control to stay on task

means students have to learn to overcome academic obstacles in order to develop the skills needed to learn a higher level of knowledge and process as well as challenge themselves further in their lives.

### **Academic Motivation:**

Motivation has been defined as the attribute that “moves” us to do or not do something (Gredler, 2001). A student's motivation for learning is generally regarded as one of the most critical determinants of the success and quality of any Learning outcome (Mitchell, 1992). The concept of motivation is used in many different disciplines to analyze the '*what and why*' (Deci & Ryan, 2000) of human action. Motivation is widely acknowledged to enhance performance and efficiency of staff (Ryan & Deci, 2000) In fact, several researchers have suggested that only motivation directly affects academic achievement; all other factors affect achievement only through their effect on motivation. A great deal of research has found that students high in academic motivation are more likely to have increased levels of academic achievement and have lower dropout rates.

### **Significance of the study:**

This study is significant because the correlations allow us to gain a stronger understanding as to the extent gratification delay has on students' overall capabilities, to show impulse control in their decision making when confronted with negative temptations, both at home and school. The relation between delay of gratification and academic perseverance blocking the influence of academic motivation will significantly contribute in the better understanding of students, especially concerning their academics.

### **Statement of the Problem**

A Study on Relationship Between Academic Delay of Gratification and Academic Perseverance Blocking the Influence of Academic Motivation of Secondary School Students.

### **Variables of the study:**

**Dependent variable:** Academic delay of gratification

**Independent variable:** Academic perseverance

**Confounding variable:** Academic motivation

### **Literature Review**

**Ashraf (2018)** conducted a survey on student motivation and perseverance undertaking graduation students. The study found that students who make an effort to select a suitable major early in their college careers graduate in a more timely fashion. Although changing majors is associated with delayed graduation, struggling students can improve graduation likelihood by

switching to a more suitable major. However, performance improvement after switching is necessary for successful completion of a degree.

**Fattah et al. (2015)** studied the relationship of academic delay of gratification to motivational determinants, academic achievement, and study hours. Path analysis showed that motivational determinants were positively related to academic delay of gratification which in turn was positively related to academic achievement and study hours. A mediational analysis showed that academic delay of gratification mediated the relationships among motivational determinants and academic achievement and study hours.

**Oluremi (2014)** conducted a correlational study on academic perseverance, class attendance, and students' academic engagement. The study revealed a significant relationship between academic perseverance and academic engagement. A significant relationship is also found between class attendance and academic engagement.

**Ali (1988)** investigated the relationship between achievement motivation and academic performance of college students in a developing country. The estimated Pearson product-moment correlation indicated a significant positive relation between achievement motivation and academic performance.

### **Research Objectives**

- To study the relationship between academic delay of gratification and academic perseverance blocking academic motivation in secondary school students

### **Research Hypotheses**

- **Ho:** There is no relationship between academic delay of gratification and academic perseverance when blocking academic motivation in secondary school students

### **Delimitations of the study**

- Study is confined to the students of private schools of Hyderabad only
- The study is confined to classes VIII and IX students only
- The study is limited to two schools only

### **Research Design**

A survey method is adopted for this study.

### **Population**

The population of this study comprises the secondary school students of classes VIII and IX of Hyderabad G. H. M. C. limits.

## Sample

The simple random sampling technique is used to draw the sample. The sample of this study is 59 students, class VIII and IX, of Hyderabad district.

## Data Collection

Data is collected from Sultan-ul-uloom Public School, Banjara Hills and Brilliance International School, Asif Nagar. Permission is taken from the principals of both the schools to administer the questionnaires on grade VIII and IX students.

## Tools for Measurement

In the present study, the following tools are used:

- Academic Delay of Gratification (ADOG) Scale
- Academic Perseverance (A P) Scale
- Academic Motivation (AM) Scale

## Development and Description of Tools:

### Academic Delay of Gratification:

The ADOC prepared by BembunTTY, H. and Karabenic, S. (1998) is adopted for the study. The tool has 10 items. Its reliability is Cronbach's alpha 0.77

### Academic Perseverance:

The questionnaire contains 21 items on a five point Likert scale designed to assess the students' behaviors related to perseverance in an academic setting. It also contains nine additional five-point Likert-type items, taken from Pintrich and DeGroot (1990), measuring self-efficacy for the class for which the student is enrolled.

### Academic Motivation:

A new motivation toward education has been developed in French the Echelle de motivation en Education (EME). The EME is based on the tenets of self-determination theory and is composed of 28 items subdivided into seven subscales assessing three types of *Intrinsic motivation* (Intrinsic motivation to know, to accomplish things, and to experience stimulation) three types of *extrinsic motivation* (external, interjected and, identified regulation) and amotivation. The purpose of this investigation was to cross culturally validate in English the EME. The EME was translated into English through appropriate methodological procedures and completed by university students. Results revealed that the English version of scale renamed the *Academic Motivation Scale* (AMS), has satisfactory levels of internal consistency (mean alpha value = 0.81) and temporal stability over one month period (mean alpha test-retest correlation = .79)

## Statistics

The following table shows the mean and standard deviation of the variables under study.

**Table 1:** Mean and standard deviation of class VIII and IX with ADOG, AP, & AM

| Class | Statistics | ADOG  | AP     | AM    |
|-------|------------|-------|--------|-------|
| VIII  | n          | 17    | 17     | 17    |
|       | Mean       | 32.26 | 101.5  |       |
|       | Std. Dev   | 1.45  | 14.48  |       |
| IX    | n          | 42    | 42     | 41    |
|       | Mean       | 32.19 | 102.85 | 99.17 |
|       | Std. Dev   | 2.93  | 13.0   | 12.49 |
| Total | n          | 59    | 59     | 58    |
|       | Mean       | 32.0  | 106.18 | 105.3 |
|       | Std. Dev   | 2.59  | 13.49  | 13.45 |

**Table 1:**

**Hypothesis Testing I Ho:** There is no relationship between academic delay of gratification and academic perseverance when blocking academic motivation in secondary school students:

**Table 2:** Controlling AM

| Control variables |                         | T3    | T2    | AM    |
|-------------------|-------------------------|-------|-------|-------|
| T3                | Significance (2-tailed) | -     | .389  | .996  |
|                   | Df                      | 0     | 56    | 56    |
|                   | Correlation             | .115  | 1.00  | -.148 |
|                   |                         |       |       |       |
| T2                | Significance (2-tailed) | .389  | -     | .267  |
|                   | Df                      | 56    | 0     | 56    |
|                   | Correlation             | -.001 | -.148 | 1.00  |
|                   |                         |       |       |       |
| AM                | Significance (2-        | .996  | .267  | -     |

|    |  |                    |                    |       |
|----|--|--------------------|--------------------|-------|
|    | tailed)<br>Df<br>Correlation                     | 56<br>1.00         | 56<br>.117         | 0     |
| T3 | Significance (2-<br>tailed)<br>Df<br>Correlation | -<br>0<br>.117     | .388<br>55<br>1.00 |       |
| T2 | Significance (2-<br>tailed)<br>Df<br>Correlation | .388<br>55<br>1.00 | -<br>0<br>.115     | -.001 |

a. Cells contain zero-order (Pearson) correlation.

**Interpretation:** It can be interpreted that ADOG and AP correlated very low when held AM constant. The result obtained is not significant.

### Results

This study was an attempt to find the relationship between Academic delay of gratification and Achievement perseverance keeping Academic motivation constant. After analysing the data, it became apparent that there exists a very low relationship between ADOG and AP when AM is constant.

### Educational Implications

- Teachers should encourage students to build academic delay of gratification even if they have difficulties in achieving educational goals
- Teachers should motivate students towards setting and achieving educational goals
- Teachers should include activities, such as making students watch an inspiring video or by sharing an anecdote of eminent personalities, etc., which would enhance academic perseverance of secondary school students.

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