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Research Article

Relationship Between Reflective Thinking, Perceived Employability, and Quality of Sleep: A Comparative Study of Students Living in Metro and Non- Metro Cities of India

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ABSTRACT

Delving into the heartbeat of India, this comparative research unveils the dynamic nature of students living in metro cities, contrasting of their non-metro counterparts in Reflective Thinking, Perceived Employability and Quality of sleep. As the metropolises stand tall, embracing the relentless tempo of modernity, non-metro cities resonate with a harmonious blend of tradition and emerging aspirations. The gap between students in metro and non-metro cities of India in perceived employability and Reflective Thinking thinking may arise from differences in exposure to industry-relevant skills training, availability of quality education infrastructure, and varying job market demands. A thorough research study would be necessary to pinpoint the specific factors contributing to this gap and to develop targeted interventions for improvement. In today's fast-paced and competitive world, the quality of sleep, reflective thinking, and perceived employability are interconnected factors that impact students in metro and non-metro cities in India. However, limited research is available to understand the role of reflective thinking and perceived employability, and quality of sleep especially in students residing in metro and non-metro. The study was conducted on 70 postgraduate students. The study focused on studying a group of young population who are going to shift from students to employees therefore the age range was kept from 21 years to 25 years. Participants included 50% female and 50% male postgraduate students. The collection of primary data is facilitated through a survey method which includes close-ended questionnaires and self-administered standardized tests. The results showed that there was a significant difference between students residing in metro and non-metro cities of India in Reflective Thinking and there was no significant difference between students residing in metro and non-metro cities of India in Perceived Employability and Quality of Sleep. The research found out a positive moderate correlation between Reflective Thinking and Perceived Employability and mild positive correlation between Sleep Quality and Reflective Thinking. The research findings are important for strengthening and encouraging students to develop reflective thinking and the value of Pursuing a Course, Insecurity and Stress, and Skills and Knowledge while pursuing their studies at universities. there is an intricate relationship between the quality of sleep, reflective thinking, and perceived employability among students in metro and non-metro cities in India. By prioritizing self-care, promoting reflective practices, and fostering equal opportunities, students can enhance their overall well-being and increase their chances of successful career outcomes.

Keywords: Reflective Thinking, Perceived Employability, Quality of Sleep, Postgraduate students, Metro Cities, Non-metro Cities.

INTRODUCTION

The physiological pattern of the sleep-wake cycle is influenced by external as well as internal synchronizing agents such as light and social patterns, creating variations, reflective thinking and pattern of employability in each individual's preferred active and sleep periods. Because of the demands of a 24-hour working society, it may be imperative for many people to adapt their sleep patterns (physiologically) to their daily activities. The relationship between perceived employability, reflective thinking, and quality of sleep is complex and context- dependent. Reflective thinking can positively influence employability perceptions by encouraging adaptability and problem-solving skills. Quality sleep is essential for mental and physical well-being, impacting an individual's ability to cope with job-related stress and perform well in interviews or workplace tasks (Johnberg etal 2019). The interplay between these factors is influenced by the unique challenges and opportunities present in rural and urban environments. The relationship between perceived employability, reflective thinking, and quality of sleep can be influenced by various factors in both metro and non-metro. Here's how these elements might interconnect in different contexts:

In metro cities, there are often more opportunities for employment, but also higher competition. Reflective thinking can help metro individuals adapt to the fast-paced job market, enhancing their employability. Quality sleep is crucial for maintaining the energy levels needed for job searching, networking, and interviews. Poor sleep, stemming from stress or excessive screen time, can negatively impact employability perceptions (Albert Graham, 2017). In non-metro areas, job opportunities might be scarcer, making employability a critical concern. Reflective thinking can be valuable in exploring alternative career paths or developing entrepreneurial ideas. However, limited job options can also lead to stress and anxiety, potentially affecting sleep quality. Reflective thinking in metro areas might involve contemplating diverse career options and adapting to changing job markets (Cambra Fierro, 2019). In non-metro cities, it might involve assessing traditional skills and how they can be applied in modern contexts. Reflective practices can positively impact mental well-being, potentially leading to better sleep quality. Reflective thinking can help individuals in both settings develop coping strategies for job-related stress. Effective coping mechanisms can positively impact sleep quality, contributing to an individual's perceived employability (Singh and Saxena, 2021). Metro cities often have higher levels of noise and light pollution, which can lead to poorer sleep quality. Additionally, the demands of urban jobs and lifestyles might lead to irregular sleep patterns, affecting overall sleep quality and employability perceptions. While non-metro cities generally have a quieter environment, other factors like limited access to healthcare facilities or irregular work hours (in agriculture, for instance) can impact sleep quality.

To ensure that students are employable, it is crucial to look more into how they feel about their employability. Human capital is without a doubt one of the most crucial components a business requires to have a sustained competitive edge and, consequently, survive in a complicated, uncertain, and changing environment (Barbaranelli, C, Gerbino, 2019). Students must develop the skills these organizations require in order to increase their employability as employers want to hire people with the highest knowledge and skill levels for each position. Universities are essential for the development of these attributes, which go beyond the classroom to encompass the experience, knowledge, and skills that the labor market demands (New Education Policy, 2020). Poor sleep quality can have various negative impacts on a person's overall well-being, including their employability. Quality sleep is crucial for cognitive functions such as problem- solving, decision-making, and creativity. Employees with better sleep are often more alert and capable of handling complex tasks, making them more attractive to employers (Pranjpe Sudhir, 2012).

Sufficient sleep plays a significant role in emotional regulation. Employees who sleep well are generally more emotionally stable, which can positively influence their relationships with colleagues and supervisors. Employees who consistently lack sleep might have higher rates of absenteeism due to illness, affecting their reliability and employability. Lack of sleep can increase stress levels. Chronically stressed individuals may find it challenging to cope with workplace pressures and may struggle with tasks that require multitasking and time management skills (Elkana etal, 2022). Employees who appear well-rested are often perceived as more professional and put-together. Employers may be more inclined to hire or promote individuals who present themselves with energy and enthusiasm, which are closely linked to quality sleep (Timotius, 2022).

It's essential to note that while these factors can influence how someone is perceived in the job market, employability is a complex issue influenced by a wide range of factors, including education, skills, experience, and networking abilities. Quality sleep is just one component of overall well-being, and its impact on employability is intertwined with various other aspects of an individual's life (Merlisa, 2019). Both metro and non-metro students who engage in reflective thinking are more likely to perceive themselves as employable and to possess the skills and qualities that are valued by employers. However, it is important to note that gender stereotypes may influence how reflective thinking is perceived by employers, with some studies suggesting that reflective thinking may be more valued in women than in men (Fugait N, 2019). To bridge the perceived employability gap between metro and non-metro cities, there is a need for concerted efforts from the government, businesses, and educational institutions. Hence an attempt is made to fill this lacuna. Despite having made several reforms and policies to the Indian educational system, reflective thinking has not yet been introduced and practiced in schools and universities (Reforms in the Indian education system, 2019).

The relationship between these factors can be seen in how they influence each other. Lack of sleep can make it difficult for students to concentrate, think critically, and process information. As a result, their ability to engage in reflective thinking and gain insights from their experiences may be hindered. This, in turn, can impact their perceived employability, as reflective thinking is crucial for self-assessment and career planning. Conversely, reflective thinking can positively impact the quality of sleep (Zsófia Zavecz, 2020). Improved sleep, in turn, enhances cognitive functioning and mental well-being, allowing students to approach their academic and career endeavors with greater clarity and focus. To improve the relationship between sleep quality, reflective thinking, and perceived employability, it is essential for students to prioritize self-care and well-being. Additionally, incorporating reflective practices into daily routines, such as setting aside dedicated time for introspection and self-assessment, can enhance reflective thinking and self-awareness (Margharett Guima, 2020). Educational institutions also play a vital role in supporting students in these aspects. They can promote awareness about the importance of sleep hygiene and offer resources for stress management and mental well-being. Integration of reflective thinking exercises into the curriculum can encourage students to engage in self-reflection and enhance their skills for personal and professional development.

Lastly, efforts to bridge the perceived employability gap between metro and non-metro cities should focus on providing equal opportunities and resources to all students. Emphasizing the value of diverse perspectives and experiences can help break the perception that metro cities are the sole hubs of employment (Haque and Suleman, 2018). In the present time with the advancement of research on learning style and its application in the field of education, there is a tremendous interest in perceived employability and reflective thinking, but presently there is very little research based on the application of Reflective Thinking based learning in the classroom.

THEORETICAL BACKGROUND AND HYPOTHESES

Reflective Thinking

Reflective thinking describes the way of thinking process that bridges the gap between what is already known and what needs to be known in order to control learning (Dewey, 1933). Students who have reflective thinking skills are cognizant of their learning experiences and apply them to different problem situations to deal with these situations (Yilmaz, 2020). They also understand what they need to do in order to accomplish more difficult tasks when they are aware of their learning experiences. However, students without developed reflective skills are likely to fail to critically and carefully evaluate situations due to being unable to identify and prioritize solutions and consequently make a decision to implement the right solution (van Velzen, 2016).

Reflective thinking can be influenced by various factors, including one's environment, lifestyle, education, and experiences. Metro areas often expose individuals to diverse cultures, opinions, and lifestyles due to a higher population density (Jenelia Q, 2018). This exposure can lead to a more varied and complex understanding of the world, encouraging reflective thinking about different perspectives and ideas. Higher levels of education can enhance critical thinking skills and promote reflective contemplation. Non-metro areas, in contrast, may have a stronger influence of traditional values and practices. Reflective thinking in rural areas might involve contemplating these traditions and their relevance in the modern world. Metro dwellers often face different challenges related to fast-paced lifestyles, competition, and diverse societal issues. Reflective thinking might involve problem-solving in complex social contexts Bunnell (2010). Non-metro communities often have a strong sense of community and shared values. Reflective thinking might revolve around community needs, cooperation, and preserving community traditions. Metro areas typically have higher access to technology, which can influence how reflective thinking occurs and these individuals might engage in online discussions and debates, broadening their perspectives. Life in non-metro areas often involves a simpler lifestyle with fewer distractions (Humbusua, 2013). This simplicity can provide more mental space for deep, reflective thought without the constant influx of urban stimuli (Cohen and Daniyal 2013). It's important to note that these differences are generalizations and can vary widely among individuals. Additionally, globalization and improved communication mean that ideas and lifestyles are no longer confined strictly to urban or rural settings, leading to a blending of perspectives in many cases. The papers by Haque (2018) and Shaw (2012) discuss the trends and determinants of metro city growth in India, while Shaw (2007) focuses on the process of metropolitan restructuring. Jha (1992) examines the role of media in creating urban consciousness in Delhi. However, none of these papers specifically investigate the difference in reflective thinking between metro and non-metro cities in India. Florida (2003) discusses the role of cities as cauldrons of diversity and creativity, emphasizing their importance in driving innovation and regional growth. Bunnell (2010) critiques the metro centricity of urban and regional research, highlighting the need for alternative practices that go beyond a focus on global and world cities. Hoffman (2019) explores the usefulness of topological thinking in understanding spatial relations and connections between urban practices and forms. The difference in reflective thinking among students in metro and non-metro cities in India could be influenced by various factors. Metro students may have greater exposure to diverse perspectives, access to advanced educational resources, and a faster-paced lifestyle, potentially impacting their reflective abilities. Non-metro students, on the other hand, might draw from a more localized context, possibly fostering a deeper connection to traditional values (Arther, 2016). However, individual differences play a significant role, and generalizations may not capture the full spectrum of reflective thinking across diverse student populations.

Perceived Employability

Perceived Employability is defined as the subjective perception of an individual's ability to obtain sustainable employment based on their own qualifications and self-perceived personal abilities (Hon Jie Chow et al., 2019). It also means students' perception of their ability to find new, equal, and better employment. In this study, perceived employability means students' perception of their ability to find new, equal, and better employment, and it refers to the Value of Pursuing a Course, Insecurity and Stress, and Skills and Knowledge. Employability consists of the words “employment” and “ability” and thus concerns the ability to be employed. Perceived employability can be the view from two major angles, one is internal, and another is external. The internal angle is person-specific. It includes specific job skills required for a particular job, whereas the external angle is the available job market. It is influenced by factors such as educational qualifications, skills, work experience, and personal branding (Kringtom, 2020).

In India, there is a notable difference in the perceived employability between metro and non- metro cities. Metro cities, such as Mumbai, Delhi, Bangalore, and Chennai, are often seen as the hubs of opportunities, attracting a large

number of job seekers from all over the country. On the other hand, non-metro cities, including smaller towns and rural areas, often face challenges regarding job availability and career growth. The presence of prestigious educational institutions, better infrastructure, and superior public services also adds to the perception of higher employability in metros (Yawey, 2013). In terms of salary and benefits, metro cities usually offer higher remuneration packages due to the higher living expenses associated with these areas. The cost of living in metro cities is often higher than in non-metro cities, leading to greater financial incentives for employees. This salary differential becomes an important factor for many job seekers, further enhancing the perceived employability of metro cities (Mishra, 2015). However, it is essential to note that there are also numerous job opportunities available in non-metro cities. These cities often have industries that cater to specific regional demands, such as agricultural production, handicrafts, and tourism. Non- metro cities also have their own advantages. Additionally, living in a non-metro city can provide a slower-paced lifestyle and a stronger sense of community, which may be appealing to some individuals seeking a different work-life balance. It is important to acknowledge that the perceived employability in metro and non-metro cities can also be influenced by social and cultural factors. Metro cities often have a reputation for being more cosmopolitan and progressive, attracting talent from diverse backgrounds. Many individuals prefer to stay in or move to non-metro cities for various personal, familial, or cultural reasons. Bhandari (2007) discusses the employment distribution and accessibility changes in Delhi, highlighting the need for spatial balance development. Khare (2020) explores employment functioning in people with severe mental illnesses, revealing higher rates of work in rural areas compared to urban areas. Tripathi (2016) examines the determinants of employment situation in large agglomerations in India, showing that factors such as land ownership, vocational training, and city size population have an impact on work-force participation rates. Overall, these papers suggest that there may be differences in perceived employability between metro and non-metro cities in India, influenced by factors such as transportation infrastructure, mental health, and city-specific determinants. Matthews (2009) found that non-metro residents rely more on social ties to find employment, while city-dwellers rely more on formal means. Chuliang (2006) found that non-metro residents have higher subjective well-being compared to urban residents. Bennett (2021) focused on students and found commonalities in perceived employability between non-metro and metropolitan students.

Quality of Sleep

Quality of sleep plays a crucial role in a person's overall well-being and cognitive abilities. A good night's sleep is essential for optimal brain function, memory consolidation, and emotional regulation. However, students in metro cities often face higher levels of stress due to intense academic pressure, long commuting hours, and demanding schedules. This can negatively impact their sleep patterns and lead to sleep deprivation. Sleep quality refers to how well you sleep. Adults should be able to fall asleep within a timespan of thirty minutes. A good quality of sleep is found to be effective when an individual is able to sleep properly with only one awakening and can drift back to sleep if they want so. The primary factors of quality sleep, according to the National Sleep Foundation (2019), include “sleeping longer in bed (at least 85% of the time), falling asleep in 30 minutes or less, waking up no more than once each night, and being awake after falling asleep for 20 minutes or less.”

Sleep quality can vary significantly between metro and non-metro areas due to various factors. Metro cities tend to have higher levels of noise and air pollution due to increased vehicular traffic and industrial activities. These environmental factors can significantly disrupt sleep patterns, leading to poorer sleep quality compared to non-metro cities, where pollution levels might be lower. Metro cities are often associated with a faster pace of life, long working hours, and high-stress levels (Iyyar and Sood, 2017). In non-metro cities, the socioeconomic gap might be narrower, potentially leading to more consistent sleep quality across different socioeconomic groups (Carson, 2016). Metro cities experience heavy traffic congestion, leading to long commuting hours for many residents. Lengthy commutes can result in sleep deprivation and poor sleep quality. Non-metro cities, with less traffic congestion, might offer residents shorter commuting times, potentially positively impacting sleep duration and quality. Research comparing the quality of sleep between metro and non-metro cities in India is limited but emerging. Srivastava (2020) highlights that metro regions in India have a higher burden of chronic conditions, which could potentially impact sleep quality. Rathore (2016) suggests that excessive smartphone usage, prevalent in metro areas, may have adverse effects on sleep quality. Shivashankar (2017) found that self-reported snoring and insomnia were associated with hypertension in South Asia, which could indirectly affect sleep quality. Mondal (2018) indicates that poor sleep quality is prevalent in both urban and rural populations, with a slightly higher prevalence in urban areas. Beale (2017) found that access to electricity in urban areas delayed sleep timing but did not decrease sleep duration compared to rural areas. Carvalho (2014) also observed that rural populations had earlier sleep patterns and higher light exposure compared to urban populations. Lastly, Oishi (2022) examined sleep habits in schoolchildren and found that municipal schools in a medium-sized city had poorer sleep habits compared to national schools. The study by Tang *et al.* showed that more than one–fourth of populations suffers from insomnia in China and there was significantly more prevalence in rural population than urban population. Sleep loss tends to magnify the negative emotional reactions to unpleasant occurrences while, at the same time, decreasing the person’s capacity to experience the positive outcome of satisfying events (Zohar, Tzischinsky, Epstein, & Lavie, 2005).

The relationship between reflective thinking, perceived employability, and quality of sleep is complex and

multifaceted. Reflective thinking can positively impact one's problem-solving skills and decision-making abilities, potentially enhancing adaptability in the professional sphere, thus influencing perceived employability. On the other hand, high levels of stress related to employability concerns or academic pressures might negatively affect the quality of sleep. Reflective thinking could play a role in managing stress by promoting effective coping mechanisms, indirectly contributing to better sleep quality (Jacobson, 2019). Individual variations, lifestyle choices, and external factors also significantly influence this relationship. It's essential to recognize the interconnected nature of these aspects and how they collectively contribute to an individual's overall well-being and professional outlook (Andrelia,2020).

RESEARCH OBJECTIVES & RESEARCH QUESTION

The study is split into primary and secondary objectives. The primary objective of the study is to investigate the relationship between Reflective Thinking, Perceived Employability, and Quality of Sleep-in students residing in metro and non-metro cities of India. The secondary objectives of the study: A) To examine the difference between in Reflective Thinking of students residing in Metro and non-Metro cities of India. B) To examine the difference between in Perceived Employability of students residing in Metro and non-Metro cities of India. C) To examine the difference between in Quality of Sleep of students residing in Metro and non- Metro cities of India. D) To study the relationship between Reflective Thinking, Perceived Employability and, Quality of Sleep. The research question is set as follows:

What is the relationship between Reflective Thinking, Perceived Employability, and Quality of Sleep in students residing in metro and non-metro cities of India?

METHODOLOGY

There is limited research on the variables that will be used in this study therefore at present an exploratory approach is adopted which will follow a correlational research design. The main focus was on describing and explaining the data, observing the relationship and distribution of variables along with recognizing trends and patterns.

Participants and Research Process

The study was conducted on postgraduation 70 university students. The non-Probability Convenience Sampling technique was used. The study focused on studying a group of young population who are going to shift from students to employees therefore the age range was kept from 21 years to 25 years with a mean age of 23.08 years (SD= 1.334). Participants included 50% female and 50% male students. The collection of primary data is facilitated through a survey method which includes close-ended questionnaires and self-administered standardized tests. Students were required to fill in all the items of the web-based survey therefore, there was no data loss resulting from answering the surveys.

DATA COLLECTION INSTRUMENTS

A personal information form developed by researchers was used to collect data on participants' demographic information such as gender, age, and education level.

Reflective thinking questionnaire (RTQ)

It is one of the most widely known scales of reflective thinking and was constructed and validated by Kember et al. (2000). The RTQ is a five-point Likert scale questionnaire that comprises 16 items. It is entitled 'Reflective Thinking Questionnaire (RTQ)' and includes four types of reflective thinking: understanding (UND); reflection (REF); critical reflection (CREF); habitual action (HA).

Self-perceived employability (SPE)

The scale was given by K. P. Naachimuthu in 2007 to measure the perceived employability of students. This tool has a total of 39 items. It was divided into three dimensions: The value of Pursuing a Course, Insecurity and Stress, and Skills and Knowledge.

The Pittsburgh Sleep Quality Index (PSQI)

It is given by Buysse, Reynolds, Monk, Berman & Kupfer (1989). PSQI (Appendix – B) is a self-rated questionnaire used to assess the quality of sleep and disturbances during the previous month. The PSQI consists of 10 self-rated questions to assess the wide variety of factors relating to the quality of sleep. It includes the estimation of sleep duration and latency and the frequency and severity of specific sleep-related problems.

DATA ANALYSIS

A total of 70 university students were surveyed in the study. Descriptive statistics was used to calculate mean and SD as Descriptive statistics is used to summarize data in an organized manner by describing the relationship between variables in a sample or population. Calculating descriptive statistics represents a vital first step when conducting

research and should always occur before making inferential statistical comparisons so that the researcher should have an organized summary of variables. T-test was calculated to find out the mean difference among Reflective thinking and Perceived Employability, and Quality of Sleep-in postgraduate students. Pearson's Product Moment correlation coefficients were calculated to find out the relationship between Reflective thinking and Perceived Employability, and Quality of Sleep in postgraduate student in participants.

FINDINGS

Table 1. Descriptive Statistics of Participants' Responses

	Residence	N	Mean	Std. Deviation
Reflective Thinking	Non-Metro Cities	31	60.7742	7.49537
	Metro Cities	39	64.7179	6.84009
Perceived Employability	Non-Metro Cities	31	140.5806	7.86458
	Metro Cities	39	142.5385	13.90730
Quality of Sleep	Non-Metro Cities	31	5.3548	2.86994
	Metro Cities	39	6.0769	2.16898

Table 1 depicts that mean and SD scores of Reflective Thinking, Perceived Employability and Quality of Sleep among students residing in non-metro cities were 60.77(7.50), 140.58(7.86) and 5.35(2.87) respectively. Whereas mean and SD scores of Reflective Thinking, Perceived Employability and Quality of Sleep among students residing in metro cities were Reflective Thinking, Perceived Employability and Quality of Sleep among students residing in non-metro cities were (6.84), 142.54(13.91) and 6.07(2.17) respectively.

Table 2. Total number of samples, Mean Differences, Independent sample t-test of the dimensions of Reflective Thinking, Perceived Employability and Quality of Sleep (N=70)

Variables	N	Mean Difference	T	P Value	DF
Reflective Thinking	70	3.943	2.297	0.025	68
Perceived Employability	70	1.957	0.699	0.487	68
Quality of Sleep	70	0.772	1.199	0.235	68

The mean difference and t-value obtained are 3.943 and 2.297 on Reflective Thinking after the analysis and the corresponding p-value of 0.025 probability respectively. The mean difference of total Perceived Employability is 1.957 and t-value obtained 0.699 and the corresponding p- value of 0.487 probability. The mean difference of Quality of Sleep is 0.772 and t-value obtained 1.199 and the corresponding p-value of 0.235 probability.

Table 3. Correlations between Reflective Thinking, Perceived Employability, Quality of Sleep among university students (N=70)

Reflective Thinking		Perceived Employability	Quality of Sleep
Reflective Thinking	1		
Perceived Employability	342**	1	
Quality of Sleep	0.049	.157	1

* Correlation is significant at the 0.05 level (2-tailed).

Table 3 indicates the correlation between Reflective thinking and Perceived Employability, Quality of Sleep among university students (N=70) which is 0.342 which is a positive, moderate relationship and it is significant to 0.05. The correlation between Perceived Employability and Quality of Sleep is .157, which is a low positive correlation. The correlation between Reflective Thinking and Quality of Sleep is 0.049, which is a low positive correlation.

DISCUSSION

The aim of the present study is to examine the relationship between Reflective Thinking, Perceived Employability and Quality of Sleep of students. It was a comparative study of postgraduate students residing in Metro and Non-Metro cities of India. The mean obtained of students residing in metro cities on Reflective Thinking is 60.77(7.50), and 60.77(6.84), of students residing in non-metro cities of India, which is slightly less than students residing in non-metro cities. The t-value obtained was 2.297 on Reflective Thinking after the analysis and the corresponding p-value of 0.025 probability was less than the alpha level of 0.05. Thus, the results are statistically significant. It could be concluded that there is significant difference in Reflective Thinking students residing in Metro and Non-Metro cities of India. This means that there is the difference process of reviewing experience; making judgments about it, and

possibly setting up actions or strategies for implementation with a view to improvement in both students residing in Metro and Non-Metro cities of India. Reflective thinking in metro areas might involve contemplating diverse career options and adapting to changing job markets. In non-metro cities, it might involve assessing traditional skills and how they can be applied in modern contexts. Metro areas often expose individuals to diverse cultures, opinions, and lifestyles due to a higher population density (Jenelia Q, 2018). This exposure can lead to a more varied and complex understanding of the world, encouraging reflective thinking about different perspectives and ideas. Higher levels of education can enhance critical thinking skills and promote reflective contemplation. Non-metro areas, in contrast, may have a stronger influence of traditional values and practices. Reflective thinking in rural areas might involve contemplating these traditions and their relevance in the modern world.

Analyses were carried out to identify the level of Perceived Employability among students residing in Metro and Non-Metro cities of India. Mean and SD scores of Perceived Employability among students residing in non-metro cities is 140.58(7.86). Whereas mean and SD scores of Perceived Employability among students residing in metro cities on Perceived Employability among students residing in non-metro cities is 142.54(13.91). The t-value obtained was 0.699 after the analysis and the corresponding p-value of 0.487 probability was more than the alpha level of 0.05. Thus, the result is not statistically significant. It could be concluded that there is no significant difference in the level of Perceived Employability between students residing in Metro and Non-Metro cities of India. Metro cities are home to a plethora of multinational corporations, startups, and various industries, which naturally creates a higher demand for talented professionals. With the rise of urbanization and industrialization, non-metro cities in India are experiencing significant economic growth. This growth has led to the development of infrastructure and the establishment of industries and businesses, creating job opportunities in these areas. As a result, the perceived employability in non-metro cities has improved, approaching that of metro cities (Kumar, 2019). The results of study done by Khare (2020) is contradicts to the findings of current research which explores employment functioning in people with severe mental illnesses, revealing higher rates of work in non-metro areas compared to metro areas. Non-metro cities in India are witnessing a diversification of industries, including IT, healthcare, manufacturing, and services. This diversification has expanded the job market in these areas, attracting skilled professionals and improving the overall employability perception. The migration of skilled workers from metro cities to non- metro areas, driven by factors such as cost of living, quality of life, and career opportunities, has led to a transfer of knowledge and expertise. As a result, individuals are finding opportunities in non-metro cities that were traditionally associated with metro areas. Advancements in technology and communication have bridged the gap between metro and non-metro cities (Nordian, 2022). Access to information, online education, and remote work opportunities have created a more level playing field for individuals seeking employment. The availability of internet connectivity and digital infrastructure has contributed to the similarities in perceived employability across different regions.

Mean and SD scores of Quality of Sleep among students residing in non-metro cities is 5.35(2.87). Whereas mean and SD scores of Perceived Employability among students residing in metro cities on Quality of Sleep among students residing in non-metro cities is 6.07(2.17). The t-value obtained was 1.199 on Quality of Sleep after the analysis and the corresponding p- value of 0.235 probability was more than the alpha level of 0.05. Thus, the result is not statistically significant. It could be concluded that there is not significant difference in Quality of Sleep of students residing in Metro and Non-Metro cities of India. Quality of Sleep was slightly better in non-metro cities as compared to Metro cities of India due to few of the discussed possible reasons (Amartya, 2021). Sleep quality can vary significantly between metro and non-metro areas due to various factors. The similarities in sleep quality between metro and non-metro areas can be attributed to various factors that have become more prevalent in both settings. There are similarities in quality of sleep in students residing in metro and non- metro due to cities increased use of technology and electronic devices is common in both metro and non-metro areas, impacting sleep patterns through prolonged screen time before bedtime. Modern work demands, even in non-metro settings, may lead to similar levels of stress and irregular working hours, affecting sleep quality. Non-metro cities now have better access to information, potentially influencing lifestyle choices and sleep habits to align with urban trends (Nimbasus, 2021). Urbanization and globalization have led to the dissemination of metro lifestyle practices to non-metro areas, influencing dietary habits, work schedules, and other factors that can impact sleep. Changes in agricultural practices, increased vehicle use, and industrial activities in rural areas contribute to environmental factors that may resemble those in urban areas, impacting sleep. The findings are contradicted to the findings of these research done by Srivastava (2020) highlights that metro regions in India have a higher burden of chronic conditions, which could potentially impact sleep quality. Rathore (2016) suggests that excessive smartphone usage, prevalent in metro areas, may have adverse effects on sleep quality.

The results confirmed a positive, moderate relationship between Reflective Thinking and Perceived Employability. The correlation between Perceived Employability and Quality of Sleep is a low positive correlation. The correlation between Reflective Thinking and Quality of Sleep is also low positive correlation. It means there is a relationship between Reflective Thinking, Perceived Employability and, Quality of Sleep among students. It implies developing employability often means using reflection to make the most of experiences – these can be from university courses, work (full-time or part-time), interests, volunteering, or caring responsibilities (Edinburg et al 2022). Employees who sleep well are generally more emotionally stable, which can positively influence their relationships with colleagues

and supervisors. Poor sleep can lead to various health issues, including weakened immune systems and chronic conditions. Employees who consistently lack sleep might have higher rates of absenteeism due to illness, affecting their reliability and employability (Kently, 2021). Reflective thinking can help urban individuals adapt to the fast-paced job market, enhancing their employability. Quality sleep is crucial for maintaining the energy levels needed for job searching, networking, and interviews. Poor sleep, stemming from stress or excessive screen time, can negatively impact employability perceptions. In non-metro areas, job opportunities might be scarcer, making employability a critical concern. Reflective thinking can be valuable in exploring alternative career paths or developing entrepreneurial ideas. However, limited job options can also lead to stress and anxiety, potentially affecting sleep quality.

LIMITATIONS

Participants of this study were students in any Indian university has completed post-graduation or pursued the same. Thus, the results might not apply to students from other cultures or subject areas. As typical with self-reporting, possible bias in self-reported data is another limitation, although well-established, reliable data collection instruments were employed in this study. Limited Approach: lack of representation to the maximum population because the survey we conducted is done due to which the researcher was not able to reach as many people are still unaware of many things, so they overlook and ignore the questions. Qualitative data was not taken in this study so results cannot be concluded at the individual level.

IMPLICATIONS

Strategies and learning activities in postgraduate students should aim to stimulate positive perception, to promote reflective thinking, and facilitate a community of inquiry in various ways to enhance learner engagement and improve cognitive applications. The research findings will be important for strengthening and encouraging undergraduate students to develop reflective thinking and positively perceived employability while pursuing their studies at universities. In addition, the current findings will also provide useful information on the management of higher education institutions in the development of an effective program/module framework to improve the employability of postgraduate students. The results will provide evidence to support universities curricular development and strategies for workplace attitude change to address existing gender inequalities. In addition, a recent study (Sanguin and Wilson 2020) found that students Reflective Thinking had a positive effect on students' participation in group discussions as well as their overall engagement in active learning. Extending previous research, this study built multiple predictive models to investigate

Reflective thinking helps learners develop higher-order thinking skills by prompting learners to relate new knowledge to prior understanding, think in both abstract and conceptual terms, apply specific strategies in novel tasks, and understand their own thinking and learning strategies. Reflective thinking is a key element that supports learners to develop an understanding that thinking reflectively is a deliberate process, affected by emotions and motivations. Providing better infrastructure, promoting skill development programs, and encouraging entrepreneurship in non-metro cities can contribute to the growth and diversification of their economies. Moreover, creating more job opportunities across various sectors in non-metro cities can help attract talent and reduce the migration pressures on metro cities. Prior research has shown inconsistent results regarding the differences in Reflective Thinking and Perceived Employability between metro and non-metro students. Some research suggests that there are differences between metro and non-metro students' metacognitive skills, while others suggest that these differences are not significant. However, steady research is needed regarding this subject since the findings of such studies could be used in educational and employment practice (Ciascai Liliana and Haiduc Lavinia; 2020).

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