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## *About the Journal*

The *Journal of Pedagogical Insights & Technological Advancements* (JPITA) is a bi-annual, peer-reviewed academic publication dedicated to advancing research and knowledge in the fields of pedagogy and educational technology. JPITA provides a platform for educators, researchers, and academic professionals to explore innovative approaches, best practices, and cutting-edge developments that shape contemporary education.

The journal focuses on a broad spectrum of topics, including:

- Pedagogical Research: Exploring effective teaching methodologies, learning theories, and classroom management strategies that enhance student engagement and learning outcomes.
- Technological Advancements in Education: Analyzing the integration of emerging technologies, such as digital learning tools, AI in education, and the role of e-learning platforms in transforming traditional educational models.
- Academic Innovations: Highlighting new instructional designs, curriculum innovations, and interdisciplinary approaches that contribute to more adaptive and dynamic learning environments.
- Educational Policy and Leadership: Examining the impact of policy reforms, leadership strategies, and institutional changes on teaching and learning.
- Learning Environments: Studying how physical and virtual environments influence cognitive, social, and emotional learning.

Each issue of JPITA aims to provide cutting-edge insights into the latest trends and developments, bridging the gap between theory and practice. It welcomes contributions from scholars across the globe who are committed to driving forward the evolution of education in the 21st century.

JPITA is an essential resource for educators, school leaders, policymakers, and education technology developers seeking to stay informed about emerging trends and research in pedagogy and technological advancements.

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### *Editorial Note*

It is with great enthusiasm and a deep sense of accomplishment that we present the inaugural issue of the *Journal of Pedagogical Insights & Technological Advancements* (J-PITA). This issue represents the collective efforts and dedication of our faculty members, who have not only contributed significant research but have also worked tirelessly to ensure the journal's successful launch.

In this first edition, we delve into critical areas of educational research, covering a broad spectrum of topics that address both current trends and challenges within the academic community. From the impact of gender on self-confidence and aggressive behavior to the exploration of goal orientation among commerce students, this issue is a testament to the diverse and dynamic research culture we cultivate at MITC.

The contributions in this issue include:

- **Silva P.** explores the goal orientation among higher secondary commerce students, bringing into focus how gender may play a role in their academic pursuits and career ambitions.
- **Ameen Farook U.K.** examines the impact of gender on self-confidence among secondary school students, particularly within Malappuram District, providing valuable insights for educators to develop more supportive environments.
- **Sabitha T.** investigates the relationship between critical thinking skills and achievement in Physics among higher secondary students in Thrissur District, offering a unique perspective on the academic success factors in STEM education.
- **Sheheena A.M.** analyzes self-esteem at the secondary school level, a foundational aspect of student development that shapes future academic and social interactions.
- **Muhamed Shareef N.M.** addresses students' commitment to democratic values, a crucial component of building informed and responsible citizens for the future.

- **Dr. Ramitha Rahman P.A.** brings forward a study on aggressive behavior among ninth standard students, highlighting the influence of gender and locale, and its implications for school climate and student well-being.

Each of these papers contributes to our understanding of the complex dynamics in education, presenting findings that are both insightful and actionable. It is our hope that this journal will not only serve as a platform for knowledge dissemination but also spark new ideas, collaborations, and innovations in pedagogy.

We extend our heartfelt gratitude to our esteemed authors and the dedicated editorial team for their unwavering commitment to academic excellence. We also express our sincere appreciation to our readers, whose interest and support will be instrumental in shaping the future trajectory of J-PITA.

As we embark on this exciting journey, we invite you to join us in advancing the field of education and to contribute to the conversations that will shape the future of teaching and learning.

**Dr. Naseerali M.K.**

*Editor-in-Chief*

*Principal, M.I. Training College, Ponnani*

**INDEX**

| Sl. | Title  | Page |
|-----|--|------|
| 1   | Exploring Goal Orientation among Higher Secondary Commerce Students in Relation to their Gender<br><i>Silva P</i>  | 7    |
| 2   | Impact of Gender on Self Confidence among the Secondary School Students of Malappuram District<br><i>Ameen Farook UK</i>                                 | 12   |
| 3   | Relationship Between Critical Thinking Skill and Achievement in Physics among Higher Secondary School Students in Thrissur District<br><i>Sabitha T.</i> | 16   |
| 4   | Self Esteem among Students at Secondary School Level<br><i>Sheheena A.M</i>  | 24   |
| 5   | Commitment to Democratic Values among Higher Secondary School Students<br><i>Muhammed Shareef N.M.</i>   | 30   |
| 6   | Aggressive Behaviour among the Students of Standard Nine with Respect to Gender and Locale<br><i>Dr.Ramitha Rahman P.A.</i>                              | 38   |
| 7   | Effect of Pilates on Health Related Physical Fitness Among Higher Secondary School Boys<br><i>Noushad K</i>  | 45   |

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**Commitment to Democratic Values among Higher Secondary School Students**

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**Abstract**

The present investigation to study the commitment to democratic values among higher secondary school students. Sample of the present study consist of 809 higher secondary school students from Malappuram, Palakkad, and Thrissur districts. The Scale of commitment to democratic values (Gafoor and Thushara,2007) Statistical techniques used for the study. Findings of the study revealed that gender wise boys have higher commitment to democratic values than the girls. Commitment to democratic value is higher in students of Urban than Rural. In type of management, Commitment to democratic values is higher in the Unaided school students greater than the Govt, Aided and CBSE.

**Introduction**

Democracy has been defined in various ways by different people. According to Lincon “Democracy is a government of the people, by the people and for the people, government with



the consent of the governed, and a form of regime that derives from popular sovereignty in which ordinary citizens are endowed with the right and ability to govern themselves”.

India is the largest democratic country in the world. In India more than hundred core people having different religion, different culture, different food habits, different style of living and they speak different languages. Even though, each and every individual have freedom to live their life themselves. Indian constitution provides the protection by different laws to the people of India. The maintenance and development of a democracy depends, however, on more than legislation and the verbal affirmation of democratic principles. It also requires informed citizens who possess certain virtues.

It is a recognized fact that democracy cannot be sustained by mere governmental decision. So, any nations pledged to democracy may assert to need analysis. The same is true for both values education strategies of self-confrontation and clarifying response based on belief system, theory and values clarification theory. Studies revealed that the value clarifying strategies were more effective on behavior change as compared to attitudinal change, value change and change in self concepts.

We are aware about the democratic values in our country. We have to live in accordance with the democratic principles. Everyone had a sense of national pride and patriotism along with the moral values. Democratic awareness should be cultivated at earlier stage. This is easily possible only through education. In this context, education is not only to impart information and to teach skills to the students but also inculcate the values of democracy because today students are the future citizens and they will be the leaders, administrators and advisers of nation.

One of the national objectives is the building of democratic social order. It is based on the nationalism, liberty, equality, gender equality, secularism, social justice, fraternity, faith in

democracy and tolerance. People should be aware of the democratic values to live as a good citizen of the country. The students are the future citizens, their personalities, activities and qualities like leadership, co operative attitudes, sincerity etc will reflect in the society. A value based democratic knowledge may enable them to go ahead in the field of social service and this may lead to future progress and prosperity of nations.

The National Policy on Education (1986) stated that “India’s political and social life is passing through a phase which poses the danger of erosion to long accepted values. The goal of secularism, socialism, democracy and professional ethics are coming under increasing strain”

The existing scenario indicates not only the ineffective social process but also the lack of opportunities for getting value education pertain to the democratic way of life have left generations starved for democratic values and floundered in existential vacuum of ignorance and blind belief. Men in society have not understood the importants of their inter relationship with each other as their brothers at local, regional or national level. They are not yet aware of their own rights and responsibilities. It reveals the democratization at the government level would not ensure the creation of a free democratic society unless people get education on democratic values and commit to be abided by them in a responsible manner.

The educational scenario also changed recently. The curriculum, acts, policies all aims at increasing democratic awareness among people. What is its present situation to be analyzed. The investigator attempts to find out the commitment of students to democracy or democratic values through the study.

Higher secondary school students’ involvement in democracy has created a lot of debates in academic circle. In such a context it would be a worthwhile to explore these are more

scientifically and vigorously. The present approach, constructivism provides the learner, a lot of provisions for self development. The investigator could identify, from reviews, a study on commitment to democratic values among higher secondary school students, done seven years before. In this context the investigator decided to find out the effect of all changes in the education system in the commitment to democratic values among higher secondary school students.

### **Objective of the Study**

To compare the Commitment to Democratic Values for the sub samples based on Gender, Locale, Type of Management and Subject of specialization

### **Hypothesis of the Study**

There will be significant difference of commitment to democratic values among higher secondary school students for the subsamples based on Gender, Locale, Type of Management and Subject of specialization

### **Methodology**

#### **Sample of the Study**

The present study was conducted on a representative sample of 809 higher secondary school students from Malappuram, Palakkad, and Thrissur districts. The samples were selected using stratified sampling techniques.

#### **Tool used for the Study**

Scale of commitment to democratic values (Gafoor and Thushara,2007)

### Statistical Techniques Used for the Study

Test of significance of difference between means for large samples.

### Results and Discussion

**Table 1**

*Result of Test of Significance of Differences between Boys and Girls*

| Gender | Number | Mean   | Standard deviation | T    |
|--------|--------|--------|--------------------|------|
| Boys   | 353    | 177.22 | 21.28              |      |
| Girls  | 456    | 174.67 | 22.77              | 1.62 |

Table 1 shows the mean scores of boys and girls, 177.22 and 174.67 respectively. The standard deviation is 21.28 and 22.77 for boys and girls. The t-is 1.62 which shows that there is no significant difference between boys and girls in their commitment to democratic values even in 0.05 level.

### Comparison of Mean Scores of Democratic Values Between the Urban and Rural Sample

The mean and standard deviation of the sub samples based on locale is calculated. The comparison of the mean between urban and rural were done by calculating the t. The result of the t-test is given in table 2

**Table 2**

*Result of the Test of Significance of Differences between Means of Urban and Rural Students*

| Locality | Number | Mean   | SD    | T     |
|----------|--------|--------|-------|-------|
| Urban    | 280    | 176.71 | 24.78 |       |
| Rural    | 529    | 175.27 | 20.59 | 0.880 |

Table 2 shows the mean scores of urban and rural, 176.71 and 175.27 respectively. The standard deviation is 24.78 and 20.59 for urban and rural. The t-values 0.880 which shows that there is no significant difference between urban and rural in their commitment to democratic values even in 0.05 level.

**Comparison of Mean Scores of Democratic Values Between Government and Aided School Students**

The mean and standard deviation of the sub samples based on Government and Aided is calculated. The comparison of the mean between Government and Aided were done by calculating the t. The result of the t-test is given in table 3

**Table 3**

*Result of the Test of Significance of Difference between Means of Government and Aided School Students*

| Type of Management | Number | Mean   | SD    | T    |
|--------------------|--------|--------|-------|------|
| Government         | 225    | 179.96 | 26.29 |      |
| Aided              | 354    | 171.96 | 19.18 | 4.04 |

Table 3 shows the mean scores of Government and Aided, 179.96 and 171.96 respectively. The standard deviation is 26.29 and 19.18 for Government and Aided. The t-value 4.04 which shows that there is significant difference between Government and Aided in their commitment to democratic values in 0.01 level.

Though the critical ratio of the democratic values indicate that the Government school students are higher in democratic values than the Aided school students.

### **Conclusion**

- In gender wise boys have higher commitment to democratic values than the girls.
- Commitment to democratic value is higher in students of Urban than Rural.
- In type of management, Commitment to democratic values is higher in the Unaided school students greater than the Govt, Aided and CBSE
- In the subject of specialization, the commitment to democratic values are more in the science students than the humanities and commerce

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