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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.
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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

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Aggressive Behaviour among the Students of Standard Nine with Respect to Gender and Locale

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Abstract

The study has been conducted to identify the impact of Gender and Type of Management on Aggressive Behaviour among the Students of Standard Nine. For the present study the investigator randomly selected a sample of 400 students from standard nine (201 boys and 199 girls). Following the formulation of pertinent goals and hypotheses, the acquired data underwent the proper analysis. From the analysis it was found there was significant difference in the Means Scores on Aggressive Behaviour with regard to gender and Locality. The result also revealed that boys were more aggressive than girls.

Introduction

The twenty-first century is characterized by unrest, hatred, worries, and fights. This is the era of disintegrating personalities, societies, and minds. The type of education that children

receive in schools determines how far a society may advance. Education is a fundamental requirement for the holistic development of an individual and a crucial tool for promoting the well-being and prosperity of society at large. Education is essential for both our individual and collective social development. Education is the process of imparting or gaining knowledge and acquiring knowledge is a continuous process. The best period to acquire knowledge is the age of adolescence.

Adolescence is a time frame that typically spans from 12 to 19 years of age. It's a difficult and stressful time. This is a new era of knowledge acquisition, mental and physical development, intellectual creativity, and so forth. A period of transition in a person's physical and psychological development is adolescence. As a period of human development, adolescence has long been associated with risk-taking behaviours. Ages 12 to 19 had the greatest rates of violent crime victimisation of any age group, according to crime surveys.. Aggression is really a dangerous situation that affects pupil's behaviour. There are many reasons for this. There are no born criminals, but they become criminals. Children observe aggression in people around them and imitate them.

Objectives of the Study

To find the significance difference if any, in the Means of the scores on Aggressive Behaviour among the Students of Standard Nine with regard to Gender and Locality

Hypotheses of the Study

In view of the above objectives, the following hypotheses were formulated.

1. There exists a significant difference in the Means of the scores on Aggressive Behaviour

among Boys and Girls of Standard Nine.

2. There exists a significant difference in the Means of the scores on Aggressive Behaviour among the Students of Standard Nine of Urban and Rural areas

Research Design

Descriptive Survey Design is used in this study. The population consisted of all the Students of Standard Nine of Malappuram District. In the present study the investigator followed stratified random sampling for selecting the sample from the entire Students of Standard Nine of Malappuram District. The stratification was done on the basis of Gender and Type of Management such as Government, Aided and Unaided.

Tool Used

“Aggressive Behaviour Inventory” constructed by Ramitha Rahman P.A and Mrs. Priya Mathew in 2012.

Data Analysis and Interpretation

The analysis and interpretation of the data was done by using descriptive and inferential statistics.

In order to find out the significant difference if any, between the Means of the scores on Aggressive Behaviour among Boys and Girls a null hypothesis was formulated as follows. There exists no significant difference, in the Means of the scores on Aggressive Behaviour among the Boys and Girls of Standard Nine.

Table 1

Number, Mean, Standard Deviation and ‘t’ Value of the Scores on Aggressive Behaviour among the Students of Standard Nine with regard to Gender

Variable	Category	N	Mean	S D	Df	t	Remarks
Aggressive Behaviour	Boys	201	85.76	13.792		Value	Significant at 0.01 level
	Girls	199	81.26	12.194	398	3.460	

Table 1 indicates that the Mean score of boys on Aggressive Behaviour is 85.76 with a standard deviation of 13.792 and the Mean score of girls on Aggressive Behaviour is 81.26 with a standard deviation of 12.194. The obtained ‘t’ value 3.460 is greater than the tabled value 2.58 at 0.01 level of significance. It shows that the Means of the scores on Aggressive Behaviour among Boys and Girls differ significantly. Further the Means of the scores on Aggressive Behaviour of Boys was 85.76 which are significantly higher than those of Girls whose Means of the Score on Aggressive Behaviour was 81.26. It may therefore be said that Boys were found to possess significantly higher Aggressive Behaviour in comparison to Girls.

In order to find out the significant difference if any, between the Means of the scores on Aggressive Behaviour among the Students of Standard Nine with regard to Locale a null hypothesis was formulated as follows.

There exists no significant difference, in the Means of the scores on Aggressive Behaviour among the Students of Standard Nine of Urban and Rural areas.

Table 2

Number, Mean, Standard Deviation and ‘t’ Value of the Scores on Aggressive Behaviour with regard to Locale

Variable	Category	N	Mean	S D	Df	t	Remarks
Aggressive Behaviour	Urban	206	86.31	12.842		Value	Significant at 0.01 level
	Rural	194	80.56	12.956	398	4.459	

Table 2 indicates that the Mean score of Students of Urban area on Aggressive Behaviour is 86.31 with a standard deviation of 12.842 and the Mean score of Students of Rural area on Aggressive Behaviour is 80.56 with a standard deviation of 12.956. The obtained ‘t’ value 4.459 is greater than the tabled value 2.58 at 0.01 level of significance. It shows that the Means of the scores on Aggressive Behaviour with regard to Locale differ significantly. Further the Means of the scores on Aggressive Behaviour of the Students of Standard Nine of Urban area was 86.31 which are significantly higher than those of Means of the score on Aggressive Behaviour of the Students of Standard Nine of Rural area was 80.56. It may therefore be said that the Students of Standard Nine of Urban area were found to possess significantly higher Aggressive Behaviour in comparison to the Students of Standard Nine of Rural area.

Conclusion

The investigator had dealt with the analysis and interpretation in detail. The study revealed that Aggressive Behaviour Scores in the Students of Standard Nine differ significantly with respect to Gender and Locality. The investigator firmly believe that the findings of this

research would help the teachers, parents, guidance, counselors, social workers and all those who are interested in the adolescent to understand better the nature and problems of adolescent boys and girls.

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