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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*

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## **Exploring Goal Orientation among Higher Secondary Commerce Students in Relation to their Gender**

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### **Abstract**

The present study examines the Goal Orientation among commerce students of higher secondary based on sub sample of gender. Sample of this study consist of 600 higher secondary students of Malappuram district. Goal orientation scale was prepared by self. Findings of the study was there is significant difference between girls ana boys for their performance goal but there is no significant difference between boys and girl for their mastery goal.

### **Introduction**

The purpose of education in schools nowadays is always changing to keep up with the trends, and it is always evolving. As a result of globalisation, emerging trends in education have created new opportunities for young people to succeed and advance their careers especially its



rapidly changes in commerce sector and also increase the commercial opportunities. That's why the scope of commerce education also increased

The primary goal of the educational process is to increase pupils' performance or learning. Students' learning outcomes are assessed using their performance achievement as a guide. Success The primary goal of the educational process is to increase pupils' performance or learning. Students' learning outcomes are assessed using their performance achievement as a guide. Success can be enhanced through understanding of goal orienting and approaches to learning. In organisation research, goal orientation has become a key motivational construct that explains people's methods, motivations, and reasons for participating in achievement activities (AMES 1992). One of the fundamental patterns of goal orientation is that students goal as well class room and school goal structures can be enhanced.

When one reaches the ultimate goal of life the aim of education gets fulfilled. When preparing the student for this, the teacher can himself achieve his own goal by making himself of a goal-oriented personality. Goal orientation can lead an individual to right ways to living Different type of goal orientation have deferent effect on the lives of people some leads to more positive outcomes, some to the negative how achievement may arise because of lack of effective goal orientation it is impossible for a child who hasn't identified his abilities to set his goal.

Students' success in learning depends in past on the effort they put in their work. How students approach a leaning task is expected to determine the quality of learning out comes. Since an approach considers both the student and the context department, the learning has frequently been utilised as a gauge of learning. Depending on the characteristics of that setting and the student's understanding of it, a student may use one technique in one situation and a

different approach in another. (BIGGS, 2001) Since learning techniques are a component of the teaching-learning system, they must be positioned centrally within the system.

### **Objective of the Study**

To compare the mean scores of goal orientation (Mastery and Performance Goal Separately) of higher secondary school students for the total and sub sample based on gender of students.

### **Hypothesis of the Study**

There is significant difference in the mean scores of Goal orientation (Mastery and performance Goal separately ) for the sub sample based on gender.

### **Methodology**

Descriptive Survey method was used in the present study.

### **Sample**

The study was conducted on higher secondary commerce student. Data was collected from a sample of 600 pupil of standard XII from Malappuram district. Sample for this study was selected by using stratified random sample techniques.

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

The data necessary for the study is collected using the Goal Orientation Inventory (Usha & Silva, 2015)

### Statistical Technique used for the Study

Analysis of data was done by using following technique such as preliminary analysis consisting of mean, standard deviation and the Test of significance of difference between means for large independent sample.

### Results and Discussions

#### Group Difference Analysis of Components of Goal Orientation

##### Gender difference

The test of significance of difference between mean scores of Boys and Girls for Goal Orientation is presented in Table

**Table 1**

*Result of Test of Significance of Difference between Mean Scores of Boys and Girls for the independent variable Goal Orientation*

Variable	Gender	size	Mean	S.D	t- value	Level of significance
Mastery	Boys	292	50.66	6.14	1.22	N.S
goal	Girls	308	51.15	6.5		
Performance	Boys	292	57.34	6.06	3.60	0.01
goal	Girls	308	58.66	6.19		

For the mean difference test critical ratio exceeding 2.58 are treated as significant at 0.01 level and critical ratio exceeding 1.96 are treated as significant at 0.05 level. When the mean scores of Boys and Girls of Mastery and performance goal were compared, the critical ratio obtained for mastery is 1.22. So, it is clear that there is no significant difference between Boys

and Girls for their mastery goal. In case of performance, the critical ratio obtained as 3.60 and it exceeds the value required for significance at 0.01 level. It is revealed that there is significant difference between Girls and Boys for their performance goal.

### **Conclusion**

This study reveals that there is significant difference between girls and boys for their performance goal and there is no significant difference between boys and girls for their Mastery goal.

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