ACADEMIC COMMITMENT OF COLLEGE STUDENTS IN TIRUPPUR DISTRICT

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Abstract

The present investigation was conducted in the area of Tiruppur District of Tamil Nadu, India. Random sampling technique was used in the selection of the sample of 804 College Students. Academic Commitment Scale (ACS), developed by Salomé Human-Vogel and Piet Rabe (2015) was used for this study. Finding out the College Students' level of Academic Commitment and finding out whether there is any significant difference in the College Students' level of Academic Commitment with respect to the selected sub samples, Gender (Male /Female), Locality (Urban /Rural), Type of Residence (Days scholar/Hosteller), Family type (Nuclear / Joint family), Having Smart Phone (Yes/No) were the objectives of the study. The findings of this study shows that the academic commitment of college students are high level and except between Engineering and College of Education students none of the pairs recorded significant difference in academic commitment.

Key words: Academic commitment, College students.

Introduction

A willingness to give our time and energy to something that we believe in, or a promise or firm decision to do something is termed as commitment. Several factors put students at risk for dropping out of higher education, such as poor schooling, lack of fluency in the language of instruction, poor financial support, and inadequate student support services (Strydom, Basson, & Mentz, 2012). These factors impose external constraints on students' ability to complete their studies, but they do not necessarily impact on students' personal commitment to their studies, as it is quite conceivable that a student may have a strong commitment to completing their studies but not have the resources to finance their studies (Salome Human-Vogel and Piet Rabe, 2015).

Recently, researchers have suggested academic commitment as a construct relevant to understanding attrition and retention at higher education institutions (Salome Human-Vogel & Rabe, 2015). Using an investment model of commitment, Salome Human-Vogel and Rabe

(2015) measured students' satisfaction with their studies, long term persistence with their studies (level of commitment), the size of the investments students make (investment), competing alternatives (quality of alternatives), and the perceived personal significance of their commitment to their studies (meaningfulness). Their results suggest that meaningful academic commitment can be predicted by students' satisfaction with their studies, time and effort investments, quality of alternatives to studying that they perceived, as well as a clear and differentiated sense of self.

Factors contributing students' commitment towards their academic are: Necessity, internal motivation, learned values, Social maturity, Emotional maturity, satisfaction, timely reinforcement, parental support and supportive environment etc.

Those who are having necessity to achieve something or those have to attain some standard are commit themselves towards that particular event. Higher Achievement score is a necessity, family situation creates a necessity to achieve, like wise many things are interlinked towards academic commitment,.

Internal motivations one of the major factor forcing one towards commitment. If they got internally motivated, then they will do on their own. Quality and innovations are dependents of commitment and internal motivation. Value plays a vital role towards one's academic commitment. If a student learned good values, they will generate academic commitment and required self regulation. Maturity is one of the essential factors behind to extend commitment towards something. Social and Emotional maturity are needed to fix a task qualitatively and judge for its necessity and the ways to pass on the objective.

Those who got satisfaction only are getting motive to commit. Hence, striving for satisfaction leads to commitment on attainment of previous one. In the same way reinforcement is every one's expectations the timely reinforcement is a major factor contributing towards commitment. If appropriate reinforcement are not practiced, students will not get Academic commitment.

Without parental and conducive or supportive environment students cannot achieve their objectives. All these factors provide a psychological background to the students to extend their academic commitment. Hence, the investigator decided to take up this study on Academic Commitment of college students.

Objectives of the Study

The following are the objectives for the present study:

1. To find out the College Students' level of Academic Commitment.
2. To find out whether there is any significant difference in the College Students' level of Academic Commitment with respect to the sub samples
   a. Gender (Male /Female)
   b. Locality (Urban /Rural)
   c. Type of Residence (Days scholar/Hosteller)
   d. Family type (Nuclear / Joint family)
   e. Having Smart Phone (Yes/No)
   f. Type of Institution (Arts & Science/ Engineering/College of Education)

Hypotheses of the Study

Following are the Hypotheses formulated on the basis of selected objectives:

1. There is no significant difference in the College Students' level of Academic Achievement with respect to the sub samples
   a) Gender (Male /Female)
   b) Locality (Urban /Rural)
   c) Type of Residence (Days scholar/Hosteller)
   d) Family type (Nuclear / Joint family)
   e) Having Smart Phone (Yes/No)
   f) Type of Institution (Arts & Science/ Engineering/College of Education)

Method of Study

For the present study, normative survey method has been adopted.

Location of this Study

The present investigation was conducted in the area of Tiruppur District of Tamil Nadu, India.

Sample of this Study

Random sampling technique was used in the selection of the sample of 804 College Students.

Tools used for this Study

Academic Commitment Scale (ACS), developed by Salome Human-Vogel and Piet Rabe (2015) was used for this study.

Descriptive Analysis and Findings

The College Students' Academic Commitment scale has been administered to 804 College students. The mean and Standard Deviation were calculated for the entire sample and its sub-sample and are give in Table No. 1.

Table No 1

The Mean and Standard Deviation of College Students' Academic Commitment Scores

S.No.	Demographic Variables	Sub sample	N	Mean	SD
1	Gender	Male	373	131.39	18.838
		Female	431	143.11	17.752
2	Locality	Rural	429	141.58	18.532
		Urban	375	133.21	18.929
3	Type of Residence	Day scholar	564	136.34	18.763
		Hostel stayed	240	140.81	19.772
4	Family Type	Nuclear	563	136.63	18.919
		Joint	241	140.12	19.556
6	Having Own	Yes	618	135.05	18.499

	Smart phone	No	186	146.39	18.810
7	Type of Institution	Arts & Science	265	141.78	18.730
		Engineering	250	134.72	19.287
		College of Education	289	136.46	18.882
	Entire Sample		804	137.68	19.167

The level of College Students' Academic Commitment of entire sample is high (M=137.68).

The mean value for the sub sample of gender of College Students indicates that female students (M=143.11) are having higher level of Academic Commitment than Male students (M=131.39) students.

The mean value for the sub sample of locality of College students indicates that rural (M=141.58) students are having higher level of Academic Commitment than urban (M=133.21) students.

The mean value for the sub sample of type of residence of College students indicates that hostel stayed (M=140.81) students are having higher level of Academic Commitment than day scholar (M=136.34) students.

The mean value for the sub sample of family type of College students indicates that joint family (M=140.12) students are having higher level of Academic Commitment than nuclear family (M=136.63) students.

The mean value for the sub sample of College students possession of smart phones indicates that College students not having smart phone (M=146.39) are having higher level of Academic Commitment than College students having smart phone (M=135.05).

The mean value for the sub sample of type of institution of College students indicates that Arts & Science (141.78) College students are having higher level of Academic Commitment than Engineering (M=134.72) students and College of Education (M=136.46) students.

Differential analysis and Findings

1. There is no significant difference between male and female College students with respect to their Academic Commitment.

In order to test the above null hypothesis't' value is calculated.

Table No. 2

The significance of difference between male and female College Students with respect to their Academic Commitment

Gender	N	Mean	Standard Deviation	t-value	Significance at 0.05 level
Male	373	131.39	18.838	9.03	Significant
Female	431	143.11	17.752		

It is found from the above Table No 2, that the calculated't' value (9.03) is greater than the critical value (1.96) at 0.05 level of significance. Hence the null hypothesis is

rejected and it is concluded that there is significant difference between male and female College students with respect to their Academic Commitment.

2. There is no significant difference between rural and urban College students with respect to their Academic Commitment.

In order to test the above null hypothesis‘t’ value is calculated.

Table No. 3

The significance of difference between rural and urban College Students with respect to their Academic Commitment

Locality	N	Mean	Standard Deviation	t-value	Significance at 0.05 level
Rural	429	141.58	18.532	6.314	Significant
Urban	375	133.21	18.929		

It is found from the Table No 3, that the calculated‘t’ value (6.314) is greater than the critical value (1.96) at 0.05 level of significance. Hence the null hypothesis is rejected and it is concluded that there is significant difference between rural and urban College students with respect to their Academic Commitment.

3. There is no significant difference between day scholar and hostel stayed College students with respect to their Academic Commitment.

In order to test the above null hypothesis ‘t’ value is calculated.

Table No. 4

The significance of difference between Day scholar and Hostel stayed College Students with respect to their Academic Commitment

Type of Residence	N	Mean	Standard Deviation	t-value	Significance at 0.05 level
Day scholar	564	136.34	18.763	2.975	Significant
Hostel stayed	240	140.81	19.772		

It is found from the Table No 4, that the calculated ‘t’ value (2.975) is greater than the critical value (1.96) at 0.05 level of significance. Hence the null hypothesis is rejected and it is concluded that there is no significant difference between day scholar and hostel stayed College students with respect to their Academic Commitment.

4. There is no significant difference between Nuclear and Joint family College students with respect to their Academic Commitment.

In order to test the above null hypothesis ‘t’ value is calculated

Table No. 5
The significance of difference between Nuclear and Joint family College Students with respect to their Academic Commitment

Family Type	N	Mean	Standard Deviation	t-value	Significance at 0.05 level
Nuclear	563	136.63	18.919	2.338	Significant
Joint	241	140.12	19.556		

It is found from the Table No 5, that the calculated 't' value (2.338) is greater than the critical value (1.96) at 0.05 level of significance. Hence the null hypothesis is rejected and it is concluded that there is significant difference between Nuclear and Joint family College students with respect to their Academic Commitment.

5. There is no significant difference between College students having smart phone and not having smart phone with respect to their Academic Commitment.

In order to test the above null hypothesis' t' value is calculated

Table No. 6
The significance of difference between College students having smart phone and not having smart phone with respect to their Academic Commitment

Having Smart Phone	N	Mean	Standard Deviation	t-value	Significance at 0.05 level
Yes	618	135.05	18.499	7.302	Significant
No	186	146.39	18.810		

It is found from the Table No 6, that the calculated 't' value (7.302) is greater than the critical value (1.96) at 0.05 level of significance. Hence the null hypothesis is rejected and it is concluded that there is significant difference between College students having smart phone and not having smart phone with respect to their Academic Commitment.

6. There is no significant difference in Academic Commitment among the College students with respect to their type of Institution.

In order to test the above null hypothesis 'F' value is calculated.

Table No. 6
The significance of difference among the sub- samples of Type of Institution with respect to their Academic Commitment

Source of Variation	Sum of Squares	df	Mean Square	F	Significance at 0.05 level
Between Groups	7069.142	2	3534.571	9.833	Significant
within Groups	287927.130	801	359.460		
Total	294996.272	803			

Form the above Table No.7, since the 'F' value (9.833) is significant at 0.05 level, 't' values are calculated to find out the significance of difference between the sub samples.

Table No. 4.7
The significance of difference between Arts & Science, Engineering and College of Education College Students with respect to their Academic Commitment

Type of Institution	N	Mean	Standard Deviation	t-value	Significance at 0.05 level
Arts & Science	265	141.78	18.730	4.209	Significant
Engineering	250	134.72	19.287		
Arts & Science	265	141.78	18.730	3.325	Significant
College of Education	289	136.46	18.882		
Engineering	250	134.72	19.287	1.056	Not Significant
College of Education	289	136.46	18.882		

It is found from the Table No 8, that the calculated 't' value is greater than the critical value (1.96) at 0.05 level of significance for the pairs of sub samples, Arts & Science and Engineering (4.209), Arts & Science and College of Education (3.325) and lesser than the critical value (1.96) at 0.05 level of significance for the pairs of sub samples Engineering and College of Education (1.056) with respect to their Academic Commitment. Hence the null hypothesis is partially accepted and it concluded that there is significant difference between Arts & Science and Engineering, Arts & Science and College of Education College students and there is no significant difference between Engineering and College of Education College students with respect to their Academic Commitment.

Recommendations

The following recommendations are made on the basis of the findings of the study. This study shows in general that college students are having higher level of academic commitment. Hence, to sustain and enhance this state and to upgrade the lower level among the subsamples, special concern has to be given by the Teachers.

Without commitment nothing can be achieved qualitatively, hence institutions should concentrate on cultivation academic commitment among the students.

To achieve this factors associated with academic commitment are to give special emphasize while executing the curriculum.

Conclusion

Now a days institutions are mushrooming and at engineering a arts and science and College of Education, institutions are searching for students. This kind of state, is not good for higher education. Students who joined or forcefully admitted will not have Academic commitment and this will in turn lead to poor learning or zero learning. Hence, academic commitment should be aroused among the students through suitable programmes in the higher secondary stage itself. Eminent personalities and high level achievers should be introduced to the students to stimulate their internal motivation. The students should be made to understand their real life and the objectives they have to fix and achieve. By way of committed effort from administrators, teachers and society only committed students can be prepared. Academically commuted students will learn properly and provide good services to the nation building.

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