ACADEMIC COMMITMENT AND SOCIAL MATURITY AMONG COLLEGE STUDENTS

Dr. T. ENOK JOEL[1]

Assistant Professor, Department of Educational Technology, Bharathiar University, Coimbatore, Tamil Nadu.

Dr. T. AROCKIA SAGAYARAJ[2]

Associate Professor, Dr.GRD College of Science,Coimbatore, Tamil Nadu.

ABSTRACT

This study evaluated the academic commitment and social maturity among college students. The investigator used normative survey method for the study. The sample consists of 804 college students in Tiruppur District, Tamil Nadu, India. Stratified random sampling technique has been used for the selection of sample. Academic commitment scale, which was developed by Salomé Human-Vogel and Piet Rabe (2015) and social maturity scale constructed and standardized by Nalini Rao (1986) were used to collect data from college students. T test, one way ANOVA and correlation was employed to find out the significance of difference between college student's academic commitments on social maturity. Results revealed that the female students are having more social maturity and addicted to social media than male students. There is a high positive relationship between academic commitment and social maturity among college students.

Keywords: Academic commitment, social maturity, and college students.

INTRODUCTION

Commitment is described in terms of the percentage of effort and time that an individual devotes to educational activities (Kahu, 2013). Recently research has indicated that time and efforts are more accurate descriptions of engagement, which Human-Vogel (2015) describe as more a consequence of commitment. Tinto (1975) provides another view wherein he describes commitment and engagement as interconnected, with a student's strong initial commitment resulting in increased commitment within the academic context. Social Maturity is a term commonly used in two ways like, with respect to the behaviour that is appropriate to the age of the individual under observation and secondly the behaviour that conforms to the standards and expectations of the adults. Thus Social Maturity permits more detailed perception of the social environment which helps adolescents to influence the social circumstances and develop stable patterns of

social behaviour. Alternatively, the more higher education students engaged academically and socially, the more they would be committed to their own academic success.

NEED FOR THE STUDY

Man is a social animal and his existence without social set up can hardly be imagined. Parents, family members, neighbors, peer groups, society, etc. expect him to interact in a socially acceptable manner with them. This ability to function in an appropriately responsible manner while understanding the social rules and norms in place in a given culture and the ability to use that knowledge effectively is known as social maturity. It is the ability to tolerate and adjust to frustration, and stress while attaining tolerant outlook, and a satisfactory life philosophy that enables to satisfy physical as well as psychological needs. Developing a social maturity is vital for college students. What enables a student to achieve success in higher education is important and it involves a complex process of interplaying factors relation to both the higher education institution as well as the individuals themselves. Currently there exists a wealth of research regarding factors and constructs which promote student success. Thus, the study was conducted with the objective to know about the social maturity of college students in relation to academic commitment.

OBJECTIVES OF THE STUDY

- To find out whether there is a significant difference in the mean scores of academic commitment and social maturity among college students with respect to their gender, locality, having own smartphone and type of institution.
- To find out whether there is a significant relationship among academic commitment and social maturity among college students.

HYPOTHESES OF THE STUDY

1. There is no significant difference in the mean scores of academic commitment among college students with respect to their gender, locality, having own smartphone and type of institution.

2. There is no significant difference in the mean scores of social maturity among college students with respect to their gender, locality, having own smartphone and type of institution.

3. There is no significant relationship among academic commitment and social maturity among college students.

MATERIALS AND METHODS

The investigators used normative survey method to study the relationship between academic commitment and social maturity among college students.

Sample and Sampling Technique - A total sample of 804 college students were taken up for the present study. It consists of 7 arts & science colleges, 4 engineering colleges and 7 B.Ed colleges in Tiruppur district. Stratified random sampling technique was used for the selection of sample. The stratification has been done on the basis of their gender, locality, having own smartphone and type of institution.

Tool - The investigator has used the following tools for collecting the data. (a). Academic Commitment Scale (ACS), which was developed by Salomé Human-Vogel and Piet Rabe (2015). The tool contains 30 statements related to subjects. Commitment items were rated on a 6-point Likert-type scale. The maximum score would be 180 and the minimum score would be 30. (b) Social Maturity Scale constructed and standardized by Nalini Rao (1986). The social maturity scale consists of 23 positive items and 67 negative items. The maximum score would be 360 and the minimum score would be 90.

Data collection - For the data collection, the investigator visited the 18 colleges in Tiruppur district and collected the data from the respondents. The data were collected with the help of the adopted tool. The tool was distributed to the college students and the investigators assured that their responses would be kept confidential and used for research purpose only. Clear instruction was given to enable them to give their response meaningfully. The gathered responses were scored.

Statistical Analysis: - The collected data were analyzed by using descriptive and inferential analysis. The statistical techniques-'t' test and ANOVA were employed for the analysis and interpretation of the data.

ANALYSIS OF THE DATA

Hypothesis 1:- There is no significant difference in the mean scores of academic commitment of college students with respect to their gender, locality and having own smartphone.

Table - 1

Difference in the mean scores of academic commitment of college students with respect to their (a) gender, (b) locality and (c) having own smartphone.

Variables	Categories	N	Mean	SD	t-Value	Level of Significance
Gender	Male	373	131.39	18.838	9.03	**S***
	Female	431	143.11	17.752		
Locality	Rural	429	141.58	18.532	6.314	**S***
	Urban	375	133.21	18.929		
Having Own Smartphone	Yes	618	135.05	18.499	7.302	**S***
	No	186	146.39	18.810		

*significance at 0.05 level

The Table – 1 shows that the calculated "t" value for gender (9.03), locality (6.314) and having own smartphone (7.302) are greater than the table value (1.98). Hence the null hypothesis-1(a), (b) and (c) are rejected at 0.05 level. It means, there is a significant difference in the mean scores of academic commitment of college students with respect to their gender, locality and having own smartphone.

The mean scores of female students (M=143.11) are greater than male students (M=131.39) which indicates female students have high level of academic commitment than male students. While comparing the mean scores of rural and urban students in their academic commitment, rural students have high level of academic commitment (M=141.58) than urban students (M=133.21). Further, students who don't have own smartphone have high level of academic commitment (M=146.39) than those who have own smartphone (M= 135.05).

Hypothesis 2:- There is no significant difference in the mean scores of social maturity of college students with respect to their gender, locality and having own smartphone.

Table - 2

Difference in the mean scores of social maturity of college students with respect to their (a) gender, (b) locality and (c) having own smartphone.

Variables	Categories	N	Mean	SD	t-Value	Level of Significance
Gender	Male	373	201.62	43.765	8.770	S*
	Female	431	229.28	45.526		
Locality	Rural	429	226.32	47.474	6.607	S*
	Urban	375	205.16	43.339		
Having Own Smartphone	Yes	618	209.73	43.822	7.207	S*
	No	186	238.76	49.393		

*significance at 0.05 level

The Table – 2 shows that the calculated "t" value for gender (8.770), locality (6.607) and having own smartphone (7.207) are greater than the table value (1.98). Hence the null hypothesis-2(a), (b) and (c) are rejected at 0.05 level. It means, there is a significant difference in the mean scores of social maturity of college students with respect to their gender, locality and having own smartphone.

The mean scores of female students (M=229.28) are greater than male students (M=201.62) which indicates female students have high level of social maturity than male students. While comparing the mean scores of rural and urban students in their social maturity, rural students have high level of social maturity (M=226.32) than urban students (M=205.16). Further, students who don't have own smartphone have high level of social maturity (M=238.76) than those who have own smartphone (M= 209.73).

Hypothesis 3:- There is no significant difference among the mean scores of academic commitment and social maturity among college students with respect to their type of institution.

Table – 3

Significance of difference in the mean scores among (a) academic commitment and (b) social maturity among college students with respect to their type of institution

Dimensions	Type of Institution	N	Mean	SS$_b$	SS$_w$	df	F Value	Sig
Academic Commitment	Arts & Science	265	141.78	7069.142	287927.130	2, 803	9.833	S*
	Engineering	250	134.72					
	College of Education	289	136.46					
Social Maturity	Arts & Science	265	228.54	61237.79	1695451.21	2, 803	14.46	S*
	Engineering	250	207.77					
	College of Education	289	212.88					

(*significance at 0.05 level)

The above table - 3 reveals that the calculated 'F' values for academic commitment (9.833) and social maturity (14.46) are greater than the table value (3.02) at 0.05 level. Hence, the formulated null hypothesis 3 (a) and (b) are rejected and there is a significant mean difference in the academic commitment and social maturity among college students with respect to the type of institution.

The above table further reveals that the academic commitment is higher for arts & science students (M=141.78) followed by college of education (M=136.46) and engineering college students (M=134.72). Meanwhile, social maturity is higher in arts & science students (M=228.54) followed by college of education (M=212.88) and engineering college students (M=207.77).

Hypothesis – 4: There is no significant relationship between academic commitment and social maturity among college students.

Table – 4

Relationship between academic commitment and social maturity among college students

S.No	Variable	Academic Commitment
1.	**Social Maturity**	0.932**

(**significance at 0.01 level)

The above table – 4 shows the correlation coefficient of academic commitment and social maturity among college students. It is revealed that there is a very high positive relationship between academic commitment and social maturity among college students.

FINDINGS

1. Female students are having high level of academic commitment and social maturity than male students.
2. Rural students are high in academic commitment and social maturity than urban students.
3. Students who don't have own smartphone have high academic commitment and social maturity than students who are having own smartphone.
4. Academic commitment and social maturity are higher for arts & science students followed by college of education and engineering college students.

5. There is a very high positive relationship between academic commitment and social maturity among college students.

CONCLUSION

The present study shows that there is a significant positive relationship exists between college students' academic commitment and their social maturity. It is also inferred that among the three independent variables social maturity contributes the most towards college students' academic commitment. Hence, Students should be given more opportunities to develop social maturity. This study recommends creation of special guidance and counselling cells and to establish continuous monitoring system to observe students' developmental status with their various interactions. It is also found that as, academic commitment is essential one for the students to have motivation for self learning and to achieve higher levels of status in the society, and hence, the contributing variables like social maturity are to be given special concern in the curriculum.

REFERENCES:

➢ Tinto, V. (1975). Dropout from Higher Education: a theoretical synthesis of recent research. Review of Educational research, 45(1), 89-125.

➢ Kahu, E. R. (2013). Framing student engagement in Higher education. Studies in Higher Education, 38(5), 758-773.

➢ Human-Vogel, Salome & Rabe, Piet. (2015). Measuring self-differentiation and academic commitment in University students: A case study of education and engineering students. South African journal of psychology = Suid-Afrikaanse tydskrif vir sielkunde. 45. 10.1177/0081246314548808.