SOCIOLGY OF EDUCATION: FACTORS RELATED WITH STUDENTS’ COMMITMENT TO UNIVERSITY

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INTRODUCTION

• What factors are related with students’ commitment to university?

• why students’ performance in university is extremely far from their primary image of a good student?
Problem

- why should students’ performance that was quite good in universities’ first years in most cases of sociology students decreases in next years’?
Literature

• Lots of work on students performance and motivates ([1], [2], [3])

• Lots of work on organizational commitment of workers, employees, managers and others to their job and work context like factories, firms and also universities ([4], [5], [6], [7])

• But, according to our search for literature, there was no research that has been focused on students commitment to university
THEORETICAL FRAMEWORK

• Talcot Parsons’ Theory of the four basic subsystems in social life (AGIL): Adaptation, Goal attainment, Integration and Latency

• Organizational commitment as a system consists of four main subsystems in same way as four basic subsystems of social life
THEORETICAL MODEL

Students’ Organizational Commitment
- Satisfaction of Justice level in university
- Satisfaction of recreational accommodation in university
- Taking criticism by university principals
- Principals’ ability in educational planning

Demographical Properties
- Age
- Sex
- Marital Status
- Birth Place

Economic Features
- Income
- Vocational status
- Place of Residence

Cultural Properties
- Field of Study
- Grade of Education in Four year course
- Ethnicity
- Religion
- Father and mother level of literacy
- Type of acceptance in university

Fig 2 Theoretical model derived from theory showing hypothesized relationships
Hypotheses

- There is a positive relationship between students’ demographical properties (sex, age, marital status, place of birth) and their organizational commitment to university.

- There is a positive relationship between students’ economic features (job and vocational status, income (employed students’ income, students’ father and mother income), place of residence) and their organizational commitment to university.

- There is a positive relationship between students’ cultural properties (ethnicity, religion, father and mother level of literacy, field of study, level or grade of study in four year course, type of acceptance in university (free or pay-based)) and their organizational commitment to university.

• There is a powerful correlation between four subsystems of organizational commitment
DATA AND METHOD

Method → Survey

19 Questions

Questionnaire

19 Questions

(Demographic, Economic, Cultural)

51 Questions

(Organizational Commitment)

Internal Consistency (Cronbach’s $\alpha$) → 0.81

Respondents → 150 among 300 students in department of sociology of Shiraz University
RESULTS

• 150 questionnaires out of 150 = response rate 100%

• 38.1% male & 61.9% female

• age range 18 to 36

• 83% B.A & 14.3% M.A & 2.7% PhD

• 72.6% born in urban area & 27.4% born in rural regions

• 6.3% employed outside university & 93.7% unemployed
CONCLUSION

• Type of acceptance in university has positive significant relationship with students’ level of commitment to university

• According to Pearson’s correlation coefficient there was positive correlation between four subsystems of organizational commitment

• Future researches are advised to study a broader number of students from different faculties and fields in order to compare their level of organizational commitment
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