

A Study On The Relationship Of Social Commitment On Academic Motivation Of Higher Secondary Students

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ABSTRACT

Background: This paper aims to present a study examining the connection between Social Commitment and Academic Motivation among students in higher secondary education. Social Commitment, which is characterized by a sense of responsibility and engagement with societal issues, is increasingly acknowledged as an essential element in the comprehensive development of students. Conversely, academic motivation pertains to the inherent drive and resolve that students display in striving for academic excellence. This research seeks to investigate how these two elements interact and affect one another within the framework of higher secondary learning.

Methodology: A stratified random sampling method was employed in the research, and the sample included 1200 students from the Chennai area. Data analysis was conducted using regression analysis.

Findings: The study found a significant relationship of Social Commitment on Academic Motivation of Higher Secondary Students.

Keywords: *Academic Motivation, Social Commitment, Higher Secondary Students.*

Introduction

The Academic Motivation of higher secondary students is affected by various personal, social, and environmental influences. Among these influences, social commitment and academic motivation play pivotal roles in shaping a student's educational experience. Social commitment, which encompasses a student's participation in community service, social initiatives, and responsibilities, can cultivate a sense of purpose, empathy, and accountability. Conversely, academic motivation refers to both the internal and external factors that drive students to engage with their academics and pursue academic excellence. Previous research indicates that academic motivation is closely connected to different personal and contextual elements; however, the impact of social commitment on enhancing academic motivation remains somewhat overlooked. This research aims to explore the link between social commitment and academic motivation among higher secondary students. By analyzing how students' involvement in social activities affects their motivation to achieve academically, This study aims to deepen the understanding of how these two factors interact with each other. Numerous studies suggest that students who participate actively in social and community-related activities demonstrate heightened self-efficacy, which is a vital aspect of academic motivation. Furthermore, social commitment may cultivate a sense of belonging and duty, potentially motivating students to excel in their educational pursuits. The goal of this research is to determine whether increased levels of social commitment align with heightened academic motivation and how this connection can be utilized to enhance student's educational outcomes.

This study is important for its ability to provide actionable insights for educators and policymakers aimed at boosting academic motivation through the encouragement of social responsibility. Gaining a deeper understanding of this relationship could lead to more comprehensive educational strategies that merge community involvement with academic growth.

Need and significance of the study

- Social commitment fosters values such as empathy, teamwork, and civic responsibility, which are essential for holistic personal development.
- Academic motivation is a key determinant of academic success and lifelong learning, influencing students' ability to achieve their goals.
- Provides insights for educators to integrate social commitment into the academic curriculum, fostering well-balanced growth.
- Helps parents and teachers understand how social commitment influences students' motivation and academic success.
- Aids policymakers in designing educational strategies that balance academic goals with social responsibilities.

Review of Related Literature

Name & year	Study and Participants	Findings Regarding Assertiveness
Menaga. P. (2019)	A study Influence of Self-Reflection Mental Health on Social Commitment of Student Teachers of B Ed. The study was focused on finding out the Influence of self-reflection, and mental health on the social commitment of student teachers of B.Ed.	The study revealed that there was a significant correlation between mental health and social commitment. The study revealed that the student teachers of B.Ed., have high self-reflection (M= 134.20), and high social commitment (M= 128.71), whereas they have moderate mental health (M= 157.53).
Suresh.V. (2018)	Study on social responsibility, social values, and social commitment of secondary school students. Through the survey method, a total of 600 secondary school students were selected from 20 secondary schools of the Wayanad District of Kerala.	The study revealed that the Social Values of students have a positive relationship with Social Commitment and the Social Responsibility of secondary school students has a significant positive relationship with Social Commitment. There was a significant difference between boy and girl students in the commitment to society dimension of Social Commitment.
Benila Jacob. (2017).	Moral intelligence and social commitment among higher Secondary school students. The Survey method was followed in the study and the sample consisted of 620 Higher Secondary School Students.	The findings of the study highlighted that there was a positive relationship between Moral Intelligence and Social Commitment among higher secondary school students, the coefficient of correlation is 0.69

Objective of the study

This study focuses on examining Social Commitment and Academic Motivation among higher secondary students.

- To predict whether there is any significant relationship between Social Commitment and Academic Motivation among higher secondary students.

Hypothesis

Based on the objective, the hypothesis was formulated for the study.

- There is no significant linear Regression relationship between Social Commitment and Academic Motivation.

Variables

The present investigation attempts to study the Social Commitment and Academic Motivation of higher secondary students. The variables involved are:

- Social Commitment
- Academic Motivation

Methodology

The participants of this study consisted of 1200 higher secondary school students from the population of Chennai district who were selected by stratified random sampling. The investigator used a survey method in this research.

Tools used

The *Social Commitment* was modified and reconstructed by the investigator and was used to assess the Social Commitment of higher secondary students consisting of 41 items. The reliability of this scale of 0.88 was found by Cronbach's Alpha Method. The obtained reliability coefficient reveals that the tool is reliable.

The *Academic Motivation scale* was constructed by the investigator and it consists of 42 items. The reliability of this scale of 0.87 was established by Cronbach's Alpha Method. The obtained reliability coefficient reveals that the tool is reliable.

The scale is the Likert Scale, with multiple - choice responses. Responses range from Strongly Disagree -1, Disagree -2, Undecided -3, Agree -4, and Strongly Agree -5. In this scale, the responses are given weight from 1 to 5. They were asked to put "tick" under the category which, in their option, expresses their feelings about the statements. Weights were assigned regarding the responses obtained for each situation. The responses of Social Commitment, and Academic motivation are scored by adding the response number as indicated.

Statistical techniques used

Data analysis was performed using multiple linear regression analysis.

The tool used for data collection was a questionnaire. The questionnaire contains questions on Social Commitment and Academic Motivation. The analysis of data was done using regression.

Analysis of Data and Testing of Hypothesis

In testing the hypothesis stated, the researcher used multiple linear regression analysis.

• **Hypothesis 1:** There is no significant linear relationship between Social Commitment and Academic Motivation.

Regression analysis was carried out using the independent variable of Social Commitment and the dependent variable of Academic Motivation. The result of the regression analysis is presented in Table 1.

Table 1 : Multiple Regression of Social Commitment and Academic Motivation

Code	Independent Variable	Unstandardized Coefficients		Standardized Coefficients	t	Sig
		B	Std. Error	Beta		
	(Constant)	76.873	4.639		16.571	0.000
X1	Social Commitment	0.332	0.022	0.392	14.849	0.000

Dependent variable: Academic Motivation

Multiple R = 0.443, R² = 0.196, F = 146.24

Table 1 shows the coefficient of the relationship between Social Commitment and the Academic Motivation of higher secondary students of the Chennai district. Table 1 shows that the relationship coefficient between Social Commitment and Academic Motivation is 0.332 (unstandardized), or 0.392 (standardized), indicating a positive and statistically significant relationship. This means Social Commitment positively influences Academic Motivation, with a moderately strong effect, and this relationship is highly significant (p-value = 0.000). Hence, the independent variable of Social Commitment significantly contributed to Academic Motivation. Therefore, the null hypothesis is rejected.

Results shown in Table 1 were used to perform regression analysis, and the equation is given below. Where Y = Academic Motivation.

$$Y = 0.332 X_1 + 76.873$$

Findings of the study

There was a significant positive relationship of Social Commitment on the Academic Motivation of Higher Secondary Students of the Chennai district.

Education Implications of the present Study

- **Curriculum Design:** Incorporate activities that promote social commitment, such as community service projects, group activities, and collaborative problem-solving tasks, alongside academic goals.
- **Holistic Learning Environment:** Create a balanced educational environment that fosters academic motivation and social values, encouraging students to excel academically while being socially responsible.
- **Parental Awareness Programs:** Conduct workshops to guide parents on supporting their children in balancing academic and social responsibilities, ensuring well-rounded development.
- **Co-curricular Activities:** Promote participation in co-curricular activities like debates, group discussions, and social awareness campaigns to enhance both academic engagement and civic consciousness.
- **Assessment Strategies:** Develop evaluation methods that assess students' academic achievements along with their social commitment, emphasizing the importance of values-based education.
- **Counselling and Guidance:** Offer counselling services to help students manage stress related to academic pressures while staying engaged in socially meaningful activities.
- **Policy Formulation:** Encourage policymakers to develop educational policies that integrate academic motivation with programs emphasizing social commitment at the school level.

Delimitations of the Study

- The present study was delimited to secondary school students only, it could be conducted on other levels of school.

- The present study was delimited to Chennai only. To make it universalized, it could be conducted in other cities or even a state.

Conclusion

This research investigated the connection between social Commitment and academic motivation among higher secondary students in the Chennai district, hence, the null hypotheses is rejected and notable positive correlation between social Commitment and academic motivation occurs. The results indicate that students who participate in social initiatives and community involvement often demonstrate greater levels of academic motivation. This finding aligns with previous research, which suggests that participating in social activities can foster a sense of purpose and responsibility, thereby increasing motivation to succeed academically. The outcomes highlight the potential benefits of incorporating social commitment programs within educational systems, as they could cultivate both socially responsible individuals and motivate students to excel academically. These observations may assist educators and policymakers in developing environments that foster both academic and social development, ultimately contributing to comprehensive student growth and enhanced educational results.

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