COLLEGE STUDENT’S COMMITMENT

Josefa Melgar Bayardo, PhD
Marie Leiner De La Cabada, PhD
Patricia Jimenez Terrazas, PhD
Universidad Autónoma de Ciudad Juárez

Abstract
Obtain commitment to college students who successfully complete a career is essential for developing countries, precisely considering we live in a dynamic and competitive world. Although several studies have been conducted as a variable taking student engagement in the literature search for the construction of the theoretical framework few studies have found that studied the relationship between commitment and the time students spend studying. The present study aims to identify whether the level of commitment to working students is different from those who dedicated exclusively to study. Variables have also been considered as the number of hours the student spends at work, reason for selection of the career, his current work relationship with his course, among others.

Keywords: College commitment, working students and full time students

Introduction
In recent years, researchers and scholars have devoted part of their time to analyze the performance of students in undergraduate and terminal efficiency. Studies by Inglehart and Welzel (2005) reveal that the college degree has become instrumental and circumstantial, for the student who is totally dedicated to the study and ends once obtained the relevant qualification is increasingly rare, this may be related to the increase in students performing job functions. It is said that 24% of undergraduate students are already employed, whether paid or unpaid, for 28 hours per week (Carrillo and Rios, 2009), although in most cases it is just to pay their leisure and fun, and this action can cause performance problems for students because they have less available time for study and it can lead to decrease the level of commitment (Soler, 2008).

Theoretical framework was performed using free access databases such as Dialnet and Redalyc, similarly, articles were selected in databases like ABI, EBSCO, among others. The results show that there is difference
between the performance of full-time students and those working. Also, it was found a relationship between career selection and commitment, it was determined that there are different factors influencing the level of student engagement.

**Theoretical framework**

Several investigations have developed in the study of organizational commitment. Yet, few seek to identify the factors that affect student engagement, mainly university students.

The commitment has been defined as an express or implied promise of interchange. To maintain the relationship (Dwyer, Shurr, and Oh, S. 1987), in the same way, Methieu and Sajac (1990) stand out as the bond or link an individual to an organization.

Meyer & Allen (1991) developed a model that helps understand the dimensions of organizational commitment in three components. The model has similarities and differences in the conceptualizations of organizational commitment, establishing three dimensions of commitment, through different ways of thinking and is known as:

- **Affective commitment:** Reflects the worker's emotional state, their identification and involvement with the organization (Meyer & Allen, 1998). It represents the desire to be loyal to the organization, as well as the emotional link that exists between the individual and the organization, so that people who are very committed to identify with the company, and with the values, goals, and manifest a desire to remain in it (Ugboro, 2006).

- **Normative Commitment:** It reflects the feeling of obligation to stay with the organization (Meyer et al., 1998).

- **Continuance commitment:** Recognizes the costs associated with the idea of leaving the company (Meyer et al. 1998), in other words, attachment of a material nature that the employee has with the organization. It implies that the worker considered when changing jobs will sacrifice investments (Ugboro, 2003).

College students.

The students are considered as postmodern individuals, that having resolved their material security, their priorities geared toward self-expression, values, freedom of choice, autonomy and creativity, with a tendency to emancipation of authority, including the authority exercised by the university (Inglehart and Welzel, 2005).

Currently the decision to study at the university is no longer a momentous time in the life of students. It is integrated as a learning process
that was already underway. The motivations for career choice are far from
the vocation, is more oriented to achieve a good position in the labor market
(Inglehart and Welzel, 2005), in this sense, Augé (2000) notes that in the
integration to college, many of the students associate the university with
places not related to the right option. The reality is that for some students,
college is just the way to work, meanwhile for others it is a field of
expression and enjoyment, or personal growth through knowledge (Augé
2000).

Studies reveal that several students are only interested in passing
grades and not learning. This can be checked by noting that the students just
go to the library during exam time, no interest to complete the notes with the
literature, have little involvement in the college cultural activities, actions
that may be evidence of little interest (Soler, 2008).

The academic ceases to be reserved for a particular moment in the
life of the individual. Both the input and output of the university become
more flexible. On the one hand, access is naturalized and the other the failure
is not considered, because the student may return to school at any other stage
of their life (Soler, 2008); this behavior is also accepted by the parents, who
are more permissible and agree that their children finish the career in a
longer period than expected (Soler, 2008).

According to Girola (2005), the dropout occurs as a result of the lack
of adaptation and commitment from the student to the school and social
environment of university education, which is based on the concept of anomie
introduced by Durkheim, who used it to describe the lack of integration of
the individual in the social, economic, cultural or organizational context.
Within this model of adaptation is also necessary to highlight the Theory of
Persistence inspired by Vincent Tinto, which becomes a basis for analyzing
the positive integration of students.

Methodology

This is Cross-sectional, quantitative and descriptive research. The
convenience sample is determined by 70 students from the Department of
Administrative Sciences, careers in Business Administration, Tourism and
Accounting. The instrument for the measurement of the variables is self-
designed and contains 27 items, including Likert scale, multiple choice and
dichotomous questions. Data analysis was performed using the statistical tool
SPSS, version 17.0.

Analysis and result

Below are the main results obtained from the analysis of data; some
results have been omitted as irrelevant.
The participants in the sample are 74% (n = 52) were women and 26% (n = 18) men. Likewise, it was observed that 100% are older than 20 years, mostly single (87%, n = 61), of which 36% (n = 26) works from 5 to 8 hours a day, while 64.3%, n = 45) are just studying.

The table below shows the average obtained by rank, of the students who participated in the sample, as we can see, 90% (n = 60) have an average above 8.0.

The table below shows the average grades obtained by rank, of the students who participated in the sample, as we can see, 90% (n = 60) have an average above 8.0.

**Tabla 1 Average achieved in the period August to December 2011**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
<th>Valid percentage</th>
<th>cumulative percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 or less</td>
<td>2</td>
<td>2.9</td>
<td>2.9</td>
<td>2.9</td>
</tr>
<tr>
<td>7.1-8</td>
<td>5</td>
<td>7.1</td>
<td>7.1</td>
<td>10.0</td>
</tr>
<tr>
<td>8.1-9</td>
<td>20</td>
<td>28.6</td>
<td>28.6</td>
<td>38.6</td>
</tr>
<tr>
<td>9.1-9.5</td>
<td>26</td>
<td>37.1</td>
<td>37.1</td>
<td>75.7</td>
</tr>
<tr>
<td>9.6-10</td>
<td>17</td>
<td>24.3</td>
<td>24.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: The authors.

To support the results were also questioned regarding the number of subjects that are currently enrolled, as shown in Table No. 2, 91% (n = 64) takes between 4 and 6 subjects considered valid if one takes into account the degree of difficulty of each.

**Tabla 2 Number of subjects currently enrolled**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
<th>Valid percentage</th>
<th>Cumulative percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3</td>
<td>2</td>
<td>2.9</td>
<td>2.9</td>
<td>2.9</td>
</tr>
<tr>
<td>4-6</td>
<td>64</td>
<td>91.4</td>
<td>91.4</td>
<td>94.3</td>
</tr>
<tr>
<td>7 or more</td>
<td>4</td>
<td>5.7</td>
<td>5.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: The authors.

Similarly they were questioned about why they had decided to work, and the results are inclined towards issues of need with 35% (n = 15), 35% (n = 9) said that acquiring experience and only 1% said that pleasure, the results are shown in Table 3, which is presented below
Table 3 Main reason for working

<table>
<thead>
<tr>
<th>Reason</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Valid percentage</th>
<th>Cumulative percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquiring experience</td>
<td>9</td>
<td>35</td>
<td>12.9</td>
<td>12.9</td>
</tr>
<tr>
<td>Pleasure</td>
<td>1</td>
<td>4</td>
<td>1.4</td>
<td>14.3</td>
</tr>
<tr>
<td>By necessity</td>
<td>15</td>
<td>58</td>
<td>18.6</td>
<td>32.9</td>
</tr>
<tr>
<td>Others</td>
<td>1</td>
<td>4</td>
<td>1.4</td>
<td>34.3</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: The authors.

Moreover, in Figure 1, which is presented below you can see the proportion of students who have a job related to their career. The analyzed data shows indicates that there is a relationship between his work and his career, in this regard, 52% (n = 35) of respondents are between totally agree and agree, 28% (n = 19) strongly disagree, while 20% (n = 16) were positioned in the neutral.

Figure 1 Work is related to career studying

Source: The Authors.

We analyzed the career choice of students, making the comparison between two groups (students who are devoted to study and students who work full time) through this comparison we can see that there is no difference between the two groups: 80% (n = 21) of students who work said that they chose the career for pleasure. Similar case was found with those who do not work, who also said that the decision was taken by their own 82% (n = 37) (see Figure 2).
Figure 2 Comparison of full-time students and those who work and study, in the question:
Did you choose the career on your own?

Source: The authors.

The charts below show that the majority of students who do not work spend more time studying outside of class (67%, n = 30) than those who work, it represents only 8% (n = 2) of the sample. This is expected since in general the students who work have very little time (See Figure 3).

Figure 3 Take time to study outside of class

Source: The authors.

Another issue discussed in this research was to identify the difference in the level of commitment that the students have. We can see that full-time students have a higher level of commitment, which is the case of 94 % (n = 43) of participants in the sample, meanwhile students who combine work and study reported high level of commitment that represent 76% (n = 20).

Figure 4. I’m committed to my career.

Source: The authors.
Conclusions

The analysis of college student’s commitment proves an interesting topic. According to literature, the commitment of the students, both full-time students and workers also can be modified by various factors which may be internal or external to the institution.

On the other hand, making a comparison between the level of commitment to working students and those engaged in full-time study, the results of this research reveal that the second group has a higher level of commitment than the first, this may be due because full-time students are working more saturated, a situation that creates stress, which can be causing a lower level of commitment.

Most of the students said that choosing the career had been their own initiative, and not influenced by others as can happen in some cases.

Moreover, the results suggest that there is a relationship between the work developed by students and the curriculum they are currently enrolled. This can be a great advantage because students are also gaining experience, a situation that will allow them to get a good job as they have full time availability for work activities.

References: