

# Effective Practices for Enhancing Students' Commitment to the Higher Educational Institutes

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**Abstract:** The institutes of higher education, in India, are confronted with uncertainty, pertaining to the dedication of students, which validates the cognizance of the need for the students' commitment to the educational institutes. The study aims to gauge the students' commitment to the educational institutes and to scrutinize the influence of select practices for enhancing students' commitment to the institutes of higher education.

Motivation for the study: Though preceding scholars have established the connection between students' loyalty, satisfaction, and good practices in Western nations, there appears to be a scarcity of studies in the context of commitment especially in developing countries, including India. The findings may contribute to the present-day debate and help enhance the students' intent to stay in their present educational institutes by incorporating select practices. The sample (n = 131) comprised completely of the first-year students/the Freshers as the maximum dropouts take place among the first year students/the Freshers from a Technical University from the State of Rajasthan. Descriptive and Analytical techniques inclusive of descriptive statistics, validity and reliability testing, Cronbach's Alpha, multiple linear regression analysis, and Pearson product moment tests were done utilizing IBM Statistical Package for

the Social Sciences (SPSS) Version 23. The results showed that Teamwork, Training and Placement and Communication/information sharing all have a significant affirmative connection with the students' commitment to their academic institutes. The highest correlation was found between the Teamwork variable and commitment, followed by Training and placement, and communication/information sharing. The study concludes that commitment toward educational institutes can be enhanced by adopting these effective practices and strategies.

**Keywords:** communication, higher education, students' commitment, teamwork, training and placement

## 1. Introduction

The Institutes of Higher education have rightly been considered as the main pillars for development and progress of any country. The students' dedication in the present times is a crucial matter not only for the administration but also researchers and scholars, as they are struggling with the problem of student commitment towards the institute with fewer resources like infrastructure, ICT infrastructure, specialized faculty, trained technical staff, latest labs and equipment, state-of-the-art software, etc. The students' commitment is of immense importance for the very survival of the institutes. As such, the research focuses on the connection between the students' commitment to the educational institutes and the adoption of select practices and strategies by the institutes of Higher education and their effectiveness on the students' commitment.

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Commitment denotes a psychological attachment reflecting the level wherein the tenets and objectives of an organization are internalized (O'Reilly and Chatman 1986), a force that gives a direction to one or more of its objectives (Meyer et al., 2002). It is an essential human factor, a paramount determinant of school proficiency (Dou et al., 2017), or organizational effectiveness (Alsiewi and Agil, 2014), inspiring one to perform well for organizational betterment (Ahluwalia and Preet, 2017), one's identification with the organization (Markovits et al., 2010), an acceptance of its values, coupled with an amplified inclination and desire to maintain membership within it (Mowday et al., 1979; 1982). Being a multidimensional construct (Meyer and Allen, 1991), it reflects one's loyalty to the organization indicating a concern for it and its success, as well as indicates congruence between oneself and the milieu (Kim 2012; Li et al., 2017), trust in its values, a desire to stay, and to make a contribution to it (Meyer and Allen, 1997).

Students' commitment to the educational institutes may be considered as a first-rate determinant of their effectiveness and their image by building positive attachment students and institutes by enhancing students experiences and improving student retention (Crownie, 2017). Highly committed students are the assets of the institutes of Higher education and may play a chief part in building the image of the institutes. The students' continuing connection to their institutes, constructed on their emotions to the institute, is a critical factor of the student experience (Chapel and Cownie, 2017)). The study proposes that the students' attachment can be enhanced through practices and strategies adopted by the institutes.

## 2. Statement of the problem

Many higher educational institutes are confronted with the problem of vacant seats. According to a newspaper report, approximately 50% of seats in the Government and the private colleges remained vacant in the academic session 2019-20. Moreover, these institutes across the country compete with each other to attract the best students. Many good students once enrolled in one institute may switch over to another higher-ranked institute, in case an opportunity presents itself. This switch over indicates their lack of commitment. Thus, there is a need for enhancing the students' commitments towards their institutes, as commitment may play a main role in curbing the problem faced by the institutes caused by the switching over by the students.

The study's main purpose is to investigate students' commitment and the role of practices and strategies adopted by the institutes for curtailing the problem of switch over and increasing retention. The study may prove to be of immense interest to the administration of Higher institutes seeking aggressively to compete with others, by bringing to the fore a realization of the significance and importance of the students' commitment to the educational institutes as well as the need for the adoption of select practices for enhancing the students' commitment in the Indian context. The research also adds and advances previous academic understanding of the associations between students' commitment to the educational institutes. The concept of commitment has acquired a lot of focus from researchers in the sphere of higher education (Zhang et al., 2017); however, most of the studies have been dedicated to the organizational commitment rather than students' commitment.

To the best of the authors' knowledge, no study of the students' commitment and select practices and their association has been published to date. The research paper makes a significant and novel contribution and addresses a research gap which the authors identified in the literature that has not been to date addressed in the context of students' commitment.

Based on an exhaustive literature review, it was found that several studies have focused on the associations between employees' commitment and select practices with regards to commitment to their organizations, but there exists a paucity of research on the commitment of the students. No empirical study has been done anywhere in India to show the associations between the students' commitment and select variables. The practices selected have been considered for their significance for the institute's reputation in research papers, yet hardly have they been studied from the students' own perspectives. This makes the study unique as it aims to fulfil the existing gaps in literature. In short, the rationale/justification for the research is garnered from existing literature on the subject of commitment, which is a complex one and has sustained in literary discourse.

## 3. Literature Review

The students' commitment to their academic institutes includes more than a passive relation with or loyalty to the institute, due to which the students are willing to contribute to the institute's well-being and

its image. It can be characterized by using: (a) a robust notion in, and recognition of, the institute's visions and principles; (b) an inclination to struggle for the institution and its image; and (c) a choice to continue studying there and recommend others to do so. The students' commitment to their institutes is a sort of bond between them and the institute. The greater is the level of the students' commitment to the educational institutes, the more is their level of attachment to it.

An extensively accepted commitment model, as a multidimensional construct, established totally on affective, continuance, and normative commitment (Meyer and Allen, 1997) named “The three-Component Model of Commitment”. In the perspective of the students' commitment these may be summarized as:

**Affective Commitment** which denotes the students' emotional conduct, identification, attachment, and involvement with their Educational Institutes and a desire to continue to be part of the institute, and to stay in the institute as the students “wish to”.

**Continuance Commitment** which denotes students' attachment is based on the values connected the educational institutes, the students commit to the institute due to the fact they perceive high expenses of dropping out, inclusive of financial loss/ social loss that could be incurred, and stays committed as they “have to”.

**Normative Commitment** denotes the students' moral and ethical duty which makes them stay with the same educational institutes. These emotions may originate from numerous sources. Such as resources the institutes have invested, etc. Reflecting an internalized norm, evolved before the students join the institutes through their own family or other socialization procedures, they remain loyal to their institutes and remain in the same institute due to the fact they “ought to”.

As such, affective commitment shows a student's subjective and emotional connection to the institute and the desire to continue studying there as in the context of organizations too, affective commitment denotes being associated with these positive emotions (Morrow, 1993), the emotional commitment denoting the relative strength of that relationship (Mowday et al., 1982). Affective commitment shows empathy and internalization (Beck and Wilson, 2000), being an

emotional and psychological connection (Buchanan, 1974; Prinvale, 2001) as well as a social connection (Still, 1983), it denotes empathy with, and participation within any institute (Meyer and Allen, 1997), linking/attaching one's identity with one's organization (Sheldon, 1971); and absorbing one's affectivity (Kanter, 1968). It additionally entails emotions of taking care of, feeling satisfaction with, devoutness and allegiance with, in addition to preparedness to make sacrifices (involvement), and to preserve association within the institute (loyalty) (Gbadamosi et al., 2007; Liou, 2008; Mowday et al., 1979).

**Continuance Commitment** refers to the commitment to the institute because of extrinsic rewards. This differs from affective commitment, in which one continues membership because he wants to and he's acquainted with the institute and respects its ideas and ideals, rather one decides to stay in the institute only because of an assessment of the economic advantages (Beck and Wilson, 2000), inspired by investing sources and expectation from ensuing compensations/payments (Becker, 1960), due to one's self-regard (Fako et al., 2014) and assessing loss if he leaves it (Hosgorur et al., 2017).

**Normative commitment** is primarily established on an ethical and principled sense of duty (Meyer and Allen, 1997), forged by internalization of pressures of a normative kind (Gbadamosi et al., 2007), a notion of guiltiness on thinking of leaving and quitting (Fako et al., 2014), a need to recompense for the favors obtained (Joolideh and Yeshodhara, 2009), or intent to interchange benefits obtained (Mercurio, 2015). It entails a contributory intention (Mathieu and Zajac, 1990) of the comparative blessings with staying as opposed to leaving or quitting (Becker, 1960; Mercurio, 2015).

For the present research on students' commitment to the educational institutes, the core essence of the definition of commitment has been considered. Students' commitment to their educational institutes is perceived as their psychological and emotional attachment to the institute. To enhance this attachment, the institutes have adopted several practices namely improving students' learning experiences; instructional advising; teaching and learning environment; evaluation systems, etc. (Roberts and Styron, 2010). Several other strategies have also recently been adopted for enhancing the student experience, which includes but is not limited

to the creation of an inclusive environment, student support system, study-skills courses, programs for mentoring/ coaching/ orientation, etc. However, a research gap was identified as three important practices namely Teamwork, Training and Placement, and Communication/information sharing and their influence on the students' commitment was not studied in the present context. Moreover, the study focuses on these three practices as they have recently been implemented by the educational institute where the study was conducted, to evaluate their effectiveness.

#### 4. Conceptual Framework

This research makes an effort to shed light on whether students' commitment could be enhanced by implementing select practices such as Teamwork, Training and Placement, and Communication/information sharing. The research covers four variables; three are considered as independent variables for the present study Teamwork, Training and Placement and Communication/information sharing and the students' commitment to the educational institutes as the dependent variable.

All these variables are measured using an online structured instrument based on prior studies including Meyer and Herscovitch's study (2001) for commitment, and adopted and modified scales are used for the select practices.

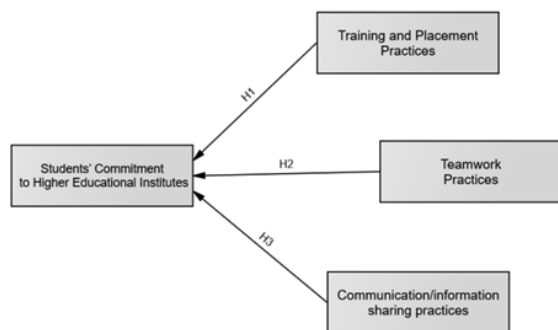


Fig. 1 : Conceptual Model

#### 5. Research Methodology

The research aims to gauge the students' commitment to the educational institutes and to scrutinize the influence of select practices which enhance the students' commitment to the institutes of higher education with an emphasis on training and placement, teamwork, and communication / information sharing.

#### A. Hypotheses

H1: Training and Placement activities have no statistically significant relation with students' commitment to the educational institute.

H2: Teamwork activities have no statistically significant relation with students' commitment to the educational institute.

H3: Communication/information sharing practices have no statistically significant relation with students' commitment to the educational institute.

H4: Teamwork, Training and Placement, and communication/information sharing have no statistically significant influence on students' commitment to the educational institute.

#### B. Methodology

Convenience sample (Salkind, 2014; Tredoux & Durrheim, 2013), (N = 131) comprising a willingly accessible and manageable student population from the First-year i.e. the Freshers from a Technical University from the State of Rajasthan, were used. The IBM Statistical Package for the Social Sciences (IBM SPSS version 23) was utilized for analyzing the data, calculating means, std. deviations, inner consistencies, correlations, and linear regressions. Correlation exploration was utilized to study the association between students' commitment to the educational institutes and select practices. The significance limit was fixed at the confidence level of 95% ( $p \leq 0.5$ ) as per Tabachnick & Fidell (2010) guidelines. Multiple regression was used to decide if the select practices, the independent factor, act as a forecaster of students' commitment to the educational institutes, the dependent factor.

#### C. Sample

A non-probability convenient sampling method was utilized for the accumulation of the data. The sample (n =131) comprised completely of first-year students/the Freshers as the maximum dropouts take place among the first year students/ the Freshers. The survey forms were circulated to these respondents. These respondents were selected from the students of a Technical University from the State of Rajasthan during the academic session 2018-19. The majority (79.4%) of the participants were male i.e. 104, and 20.6 % were female i.e. 27. the age of the students was between 17 to 21 years, with a mean of 18.17.

## D. Measures

The online questionnaire starts with information delineating the purpose of the study, instructing the students on how to respond to the questions, and the approximate time it will take to finish it. It incorporates information about the privacy of the respondents. The first part contains questions about the age, gender, etc. of the respondents. The next section consists of statements divided into four categories, i.e. commitment, training and placement, teamwork, and communication/information sharing. A Likert scale fluctuating from 1, denoting strongly disagree, to 5, strongly agree are used. The students are asked to specify their agreement or disagreement with each of the items.

The items for the sections on students' commitment are modified and adapted from Meyer and Herscovitch (2001). The Commitment Scale is a self-reporting measure comprising of several items, on affective, continuance, and normative commitment. For the present study, overall commitment of the students has been selected as a dependent variable; therefore, an abridged modified scale with 15 items was used for measuring it. All items pertaining to affective commitment were included; however, two items was reduced for continuance and normative based on Cronbach alpha values to improve the reliability of the variable. All items are rephrased to make them consistent with the purpose of the study. The scale for affective commitment comprises eight items (e.g. "I would be very happy to spend the rest of my academic career with this institute" while continuance commitment and normative commitment scales comprise two and three items, respectively. The commitment scale comprises statements confirming the student's emotional attitude towards the institute (e.g. "I feel 'emotionally attached' to this institute."); statements pertaining to the students' notion of the need for remaining in the institute (e.g. "Too much in my academic life/education would be disrupted if I decided I wanted to leave the institute now."); while other items asked the students to reflect on their ethical and moral responsibility to stay within the institute and their loyalty to it (e.g. "One of the major reasons I continue to study in this institute is that I believe that loyalty is important and therefore feel a sense of moral obligation to remain, etc.")

## 6. Results

### A. Analysis

The Cronbach's alpha, the reliability of the scale must be  $>0.6$  for such studies as per Nunnally & Bernstein (1994), while values closer to  $\alpha=1.0$  are deliberated as more substantial. The Cronbach's Alpha for the scale, students' commitment to the educational institutes, was measured using thirteen items with Cronbach's alpha  $\alpha=0.813$ , which is closer to  $\alpha=1.0$ , as such the scale has adequate reliability and internal consistency.

**Table 1 : Students' Commitment to the Educational Institutes Mean, St. D and Reliability Analysis**

Students' Commitment to the Educational Institutes	Mean	Std. Deviation	Cronbach's Alpha
C1 I would be very happy to spend the rest of my academic career with this institute.	4.10	.841	.813
C2 I enjoy discussing my institute with people outside it.	3.76	1.081	
C3 I really feel as if this institute's problems are my own.	4.05	.966	
C4 I think that I could n't easily become as attached to another educational institute as I am to this one.	3.97	.924	
C5 I feel like 'part of the family' at this institute.	4.08	.997	
C6 I feel 'emotionally attached' to this institute.	4.01	1.089	
C7 This institute has a great deal of personal meaning for me.	3.11	1.284	
C8 I do not feel a strong sense of belonging to my institute.	3.66	1.225	
C9 It would be very hard for me to leave my educational institute right now, even if I wanted to.	3.76	1.153	
C10 Too much in my academic life/education would be disrupted if I decided I wanted to leave the institute now.	3.84	1.050	
C11 It would feel inappropriate/unethical to leave/quit now.	3.90	1.183	
C12 I was taught to believe in the value of remaining loyal to one's academic institute.	3.86	1.090	
C13 One of the major reasons I continue to study in this institute is that I believe that loyalty is important and therefore feel a sense of moral obligation to remain.	3.74	1.123	

### Practice 1. Training and Placement:

Training and Placement activities are crucial for any institute of Higher education. In a confrontation with the worldwide recession and increasing unemployment and un-employability, it's important for educational institutes to adopt practices and strategies for the training and placement of its students

in all the aspect to make them fit to take up demanding situations in the professional life. Certain practices adopted by educational institutes for the training of the students result in the development of their employability skills and consequently enhance their performances and their placement. They also intensify their trust in the institute and enhance their commitment, induced by the fact that the institute has made an investment as any organization that trains its employees thereby making investments (Zeidan, 2006). Training improves the abilities and competencies for better placement opportunities, sharpen thinking ability for better decision making and productivity which will be helpful at the workplace in the future, develops self-efficacy and confidence among them, thereby decreasing their anxiety/frustration regarding finding employment. Moreover, the adoption of practices and strategies for training and placement suggests a high level of care for the student which may increase their identification with their institutes, which can also increase the students' commitment to the educational institutes.

Training and placement practices for students while at campus are presently an important requisite for any modern day educational institute, to ensure their success in the highly competitive educational sector. Varun (2014) maintains that these practices are imperative for abridging the gaps between academic knowledge of the students and required employability skills. Training and placement practices help in ensuring greater number of students' enrolment in the institute. The training and placement practices within the educational institutions from the perspective of the students were studied and analysed. The items were modified and adapted from previous studies. The scale for Training and Placement consists of five items with Cronbach's Alpha value= 0.704.

**Table 2 : Training and Placement activities in the Educational Institutes Mean, St. D and Reliability Analysis**

Training and Placement	Mean	Std. Deviation	Cronbach's Alpha
TP1 Training is regarded as a way to improve performance.	4.40	.823	.704
TP2 I have the opportunity to expand the scope of my prospective job/career.	4.06	.896	
TP3 I have been well trained by this institute for my prospective job/career	3.94	1.014	
TP4 I have the opportunity to improve my skills in institute	4.34	.793	
TP5 I don't feel uneasy or anxious about finding my job in the near future	3.53	1.168	

### Practice 2. Teamwork:

Several researchers (Kotey, 2007; Olson-Buchanan et al., 2007; Tempone and Martin, 1999) emphasize the need for incorporating teamwork practices for the students. The study focused on this practice as it contributes to students' skill-sets to support their future professional careers. The teamwork practices are promoted by institutes as part of desired skills for employability (Greenan et al., 1997; Jackling and De Lange, 2009; Sin and Jones, 2003). Teamwork influences the students' feelings of connectedness to the institute. It helps them in feeling connected and develops a sense of belonging i.e. sentiment showing one belongs in a societal milieu (Vallerand, 1997), which affects the students' feelings of being recognized, valued, involved, and supported by others (Goodenow, 1993a). Teamwork results in steady communication and increases the students' discernment that personal relationships have steadiness, concern, and are enduring (Baumeister and Leary, 1995). Teamwork helps develop social relations, which are important for sustaining the need to fit in and feel a sense of being included, valued, accepted, and encouraged by people (Goodenow,

**Table 3 : Teamwork activities in the Educational Institutes Mean, St. D and Reliability Analysis**

Teamwork	Mean	Std. Deviation	Cronbach's Alpha
TW1 This institute encourages students to work in teams	4.20	.889	.821
TW2 Working in teams is considered very important in this institute	4.31	.837	
TW3 The Institute's administration organizes work so that most students work in teams	4.08	.912	
TW4 The Institute's faculty, staff and students work as members of teams	4.03	1.039	
TW5 Teamwork exists in not only name but also in practice here	4.28	.930	

1993b). Teamwork scale adapted and modified from previous studies, comprised of 5 items with Cronbach's Alpha value: 0.821 (Table 3).

### Practice 3. Communication/information sharing:

Higher Educational institutes are information system with implicit and explicit understanding interleaved in people and processes (Fullwood et al., 2013) which lead to enhancing their overall performance. In this context, the present paper focuses on communication and information sharing practice, to assess its

relationship with the students' commitment. Open communication/information sharing environment increases trust (Pfeffer, 1998), inevitably denoting a good flow of information (Crino and White, 1981), and dependability of records (Dennis, 1974). An environment, which is constructive for communication influences commitment (Van den Hooff & de Ridder, 2004), increases the sense of being appreciated by the institute (Zeidan, 2006); likewise, it prompts the feelings of being valued among students in an educational institute. The scale for communication/information sharing included items e.g. “The institute's policies, procedures and information are clearly communicated to the students” and “The administration tends to stay informed of students' needs”. The scale had five items based on previous studies in educational institutes; however, item C2 was deleted based on the reliability

**Table 4 : Communication/information sharing Mean, St. D and Reliability Analysis**

Communication/information sharing	Mean	Std. Deviation	Cronbach's Alpha
C1 The institute's policies, procedures and information are clearly communicated to the students	4.09	.992	.654
C3 The administration takes time to explain to students the reasoning behind critical decisions that are made.	3.55	1.012	
C4 The administration makes a sufficient effort to get the opinions and feelings of the students who study here	3.74	1.031	
C5 The administration tends to stay informed of students needs	3.98	.880	

analysis. After deleting the item, the final Cronbach's Alpha=0.654 was considered acceptable for the study. The item C2 is no longer considered for further investigation.

**Test of Normality**

The Shapiro-Wilk Test Sig. value greater than 0.05 shows that the data is normally distributed, while a value under 0.05 displays the data isn't distributed normally (Lund Research Ltd, 2012). For the present study, it is above 0.05, for the students' commitment to their educational institutes which is main dependent variable, displaying that normal distribution of the data. Table 5 gives the normality test values for the dependent variable selected. The statistic of Shapiro-Wilk for the variables is 0.981 with a significance of 0.072. The tests of normality, both Shapiro-Wilk/Kolmogorov-Smirnov, show that test results of

**Table 5 : Tests of Normality**

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
<b>Commitment</b>	.071	125	.200*	.981	125	.072

\*. This is a lower bound of the true significance.  
a. Lilliefors Significance Correction

the variable are normal as the value p is above 0.05. This confirms that the parametric test is appropriate for the present study.

Histograms and boxplots were generated. The outliers were identified; there were no outliers for all the variables. The Histogram and Boxplots for the students' commitment to their educational institutes, the dependent variable, are given below:

**Hypotheses testing**

Table 7 shows the correlation coefficients among the students' commitment to the educational institutes and the selected practices. The correlations fluctuated between  $r \geq 0.493$  (medium practical influence) to  $r \geq .605$  (Higher practical influence). According to the findings, the test variables training and placement, teamwork and communication/information sharing, all relate to commitment, The strongest relation appeared with teamwork ( $r=0.626, p<.01$ ), followed by training and development ( $r=0.605, p<.01$ ), and communication ( $r=0.493, p<.01$ ). Thus, representing the greater the

**Table 6 : Pearson Correlation**

		TP	TW	C
<b>Commitment</b>	Pearson Correlation	.605**	.626**	.493**
	Sig. (2-tailed)	.000	.000	.000
	N	125	125	125

use of these practices, the greater is the students' commitment. All the test variables also positive: this suggests that a positive correlation exists between them.

Students' commitment to the institute is influenced by Training and Placement activities in which the students partake. The variables are correlated positively and significantly with each other. Hence, hypothesis 1 is tested and rejected. Students' commitment to the institute is influenced by teamwork activities in which the students partake. The variables are correlated positively and significantly with each other. Hence, hypothesis 2 is tested and rejected. The findings agree with those of Hagenauer, Gläser-Zikuda & Moschner (2018), which established positive relationships with peers influence the students' commitment. Students' commitment to the

institute is influenced by communication/information sharing practices. The variables are correlated positively and significantly with each other. Hence, hypothesis 3 is tested and rejected.

Regression analysis

Regression analysis was used for testing hypothesis, H4: Teamwork, Training and Placement, and communication/ information sharing have no statistically significant influence on Students' Commitment to the Educational Institute. Figure 2

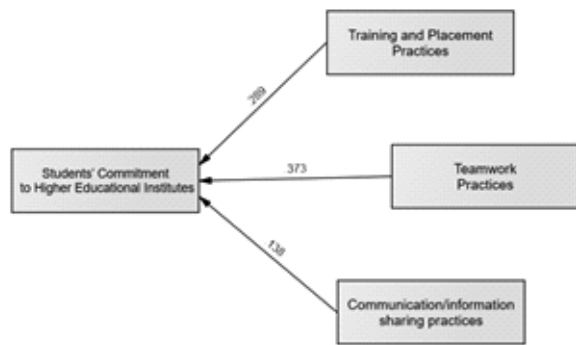


Fig 2 : Research Model

Multiple regression analysis was used to assess the effect of the independent variables i.e. teamwork, training and placement, and communication / information sharing on the dependent variables, the students' commitment to the educational institute. It is clearly indicated in Table 8 by the value of R-square,

Table 8 : Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.690a	.476	.463	5.365	.476	36.643	3	121	.000

a. Predictors: (Constant), C, TW, TP

the independent variables explain 46.3 percent of the variation in the dependent variable. Consequently, the rest of the 53.7 percent variation in students' commitment to the educational institute is influenced by other practices, which are not part of the present study. shows the results of regression analysis.

Table 9 given below indicates the total magnitude of the impact, which demonstrates that the regression

Table 9 : ANOVAa

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3164.371	3	1054.790	36.643	.000b
	Residual	3483.101	121	28.786		
	Total	6647.472	124			

a. Dependent Variable: COMMITMENT

b. Predictors: (Constant), C, TW, TP

results have statistical significance since the p-value is lesser than 0.05. It also shows there is an association between students' commitment to the educational institute and the independent variables.

The Coefficient table shows the unstandardized coefficient and standardized coefficient. Beta value is the value of Y, it is the value of the dependent variable i.e. students' commitment to the educational institutes,

Table 10 : Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8.238	4.044		2.037	.044
	TP	.746	.238	.289	3.128	.002
	TW	.948	.221	.373	4.283	.000
	C	.418	.250	.138	1.669	.098

a. Dependent Variable: COMMITMENT

when there is one unit change in independent variables (training and placement, teamwork, and communication/information sharing), it would result in change in the dependent variable. t Value is significant at a 95% level of confidence, indicating students' commitment to the educational institutes, is affected by the select independent variables.

Table 10 demonstrates, there exists a statistically positive and significant impact of training and placement activities on the students' commitment to the educational institute because the beta (0.289) is positive and the p-value (0.002) is less than 0.05. This means that the more is the perception of the training and placement activities in the institute, the more committed are the students to their educational institutes. There exists a statistically positive and significant impact of teamwork activities on the students' commitment to the educational institute as the beta (0.373) is positive, the p-value (0.000) is lesser than 0.05. This shows that the more are teamwork activities, the more committed are the students to their educational institutes. The result also demonstrates that there exists a positive influence of communication/ information sharing practices on the students' commitment to the educational institute



because the beta (0.138) is positive but the p-value (0.098) is more than 0.05, which point to the fact that the result is not significant statistically.

Based on these results, H4 was partially accepted i.e. Teamwork, Training and Placement have no statistically significant impact on Students' Commitment to the Educational Institute, was rejected, while communication/ information sharing has no statistically significant impact on Students' Commitment to the Educational Institute, was accepted.

## B. Discussion

The study seeks to establish the extent to which students confirmed their commitment to their academic institutes. This study revealed that students' commitment to the institutes was above average. Since the preceding literature does not offer solutions about commitment among college students, it's hard to make any assumptions.

It is worth mentioning the present study was carried out in a very sought after Technical University from the State of Rajasthan, which might be the cause of the students' higher commitment level. The study also investigated select practices and strategies with special emphasis teamwork, training and placement, and communication and revealed their relationship with students' commitment to the educational institutes, which was significantly positive. The study showed that teamwork, training and placement and communication influence the students' commitment to their educational institutes. The correlation evaluation confirmed that all three select practices correlated positively and strongly with the students' commitment. This suggests that the greater these practices are used, the greater the level of the students' commitment. The regression calculation confirmed the influence of training and placement and teamwork activities. The null hypotheses framed were rejected based on the analyses and it was established that the practices teamwork, and training and placement have an affirmative influence on the students' commitment level. Although, training is a crucial element in nurturing commitment (Vance, 2006), research associated with empirical studies on connections between placement and students' commitment levels is inadequate and in its initial stages in contrast to the research works available on the other select practices.

Teamwork emerged as the most important practice

among the select practices in this research, which emphasizes the need for belonging, which at the personal level relates to the students' idiosyncratic approaches of understanding. This includes a sense of connectedness or belonging in a social ambience (Vallerand, 1997), as well as support and deference for his self-sufficiency and individuality (Goodenow, 1993a).

The findings indicate the need for fostering and nurturing an environment for the students where they belong and grow and feel a sense of commitment, which agree with those of Hagenauer, Gläser-Zikuda & Moschner (2018), which established the need to provide circumstances that enable the contentment of students' simple emotional needs for guaranteeing their well-being.

## 7. Conclusion

The study explores the connection between the students' commitment and select practices/strategies in institutes of technical education. Understanding the students' commitment is as vital as understanding the academic employees' commitment since commitment is related to their inclination to exert greater efforts (Jing and Zhang, 2014; Plattner, 2004), education and accomplishment (McInerney et al., 2015), the success of mutual objectives (Khalili and Asmawi, 2012) and the institute's accomplishment (Lovakov, 2016).

The study revealed that the select variables i.e. teamwork, training and placement and communication influenced the students' commitment to the educational institutes, which can positively impact their intent to stay in the institute. This implies that if good practices are adopted and enhanced, the students' emotional connection to the institute might be augmented. Developing students' commitment to the educational institutes might enhance not only enhance their loyalty but also their involvement with the institute's goals and values, as well as their intention to study there and their performance as well.

### Practical implications

Although preceding researchers have found proof of the connection between students' satisfaction and good practices in Western nations, there appears to be a scarcity of studies on students' commitment and the select practices, especially in developing countries, such as India. The findings may contribute to the present-day literature debate and possibly help enhance the students' intent to stay in their present

educational institutes by incorporating these effective practices. The findings have practical implications for the administration of higher educational institutes indicating the need for examining commitment and finding more innovative strategies for enhancing it. The findings and results portray the need for better communication, better training and placement, and teamwork related activities, increasing the students' involvement, engagement, and belonging, which will lead to higher level of commitment and ultimately result in enhancing the image of the institute. The results have implications for educators and policy makers, as they may understand from the given data how the students' commitment may be nurtured and create a climate that dynamically nurtures loyalty and finally, increase students' commitment to the educational institutes.

#### Limitations of the Study

The nature of the sample, which covers only students from one institute, is a limitation in the present study; for forthcoming studies may widen the focus of research, and include others. Moreover, the study is based on a self-reporting method, which leads to concerns regarding the presence of biases especially as the students may overstate or even understate their commitment, etc. The study is based on a few selected practices and strategies and their relation with students' commitment; more practices and strategies may be studied. This study is based on the responses of students collected in a single length of time. A longitudinal study may focus on scrutinizing the results of time on the responses of the students.

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