



Academic Commitment In Relation To Social Media Usage And Emotional Maturity Among College Students

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ABSTRACT

This study investigates the intricate relationships between social media usage, emotional maturity, and academic commitment among college students, emphasizing the role of demographic factors such as gender, locality, family type, and type of institution. With the rise of social media as a pervasive element of student life, concerns regarding its potential to distract and affect emotional stability have emerged. Using a normative survey method, data were collected from 804 college students in Tirupur District, Tamil Nadu. The findings reveal significant differences in academic commitment based on demographic variables, with male and urban students demonstrating higher levels of commitment and emotional maturity. The research highlights variations in social media usage, suggesting that while it offers opportunities for collaboration, it also poses risks for academic performance. These insights are essential for educators and policymakers to develop interventions that foster positive social media habits and enhance both emotional well-being and academic success among college students.

Keywords: Social Media Usage, Emotional Maturity, Academic Commitment and College Students.

INTRODUCTION

Social media has become an essential element of college students' everyday lives in the current digital era, impacting not only their academic and emotional growth but also their social relationships. Students can interact, exchange experiences, and access academic materials on social media sites like Facebook, Instagram, and Twitter, but there is also a danger of distraction, emotional instability, and procrastination (Kirschner & Karpinski, 2010). Even if social media makes it easier to interact and collaborate, worries about how it impacts important developmental domains—like emotional maturity and academic dedication among college students—have been raised by the widespread usage of social media.

The relationship between social media usage, emotional maturity, and academic commitment is complex and multifaceted. While the body of study on social media's effects on academic performance is increasing, less research has looked at how emotional maturity influences those effects. The purpose of this study is to investigate the complex link among college students between their use of social media, emotional development, and academic dedication. This research will shed light on the beneficial and detrimental effects that social media has on students' emotional resilience and academic achievement in the digital age by analyzing the interactions between these variables.

NEED AND SIGNIFICANCE OF THE STUDY

The way college students interact with their friends, obtain information, and handle their academic obligations has changed as a result of social media's widespread effect in contemporary culture. As these platforms grow more and more ingrained in students' life, worries over their impact on mental health and academic achievement have surfaced. College students' growth in important areas, such as emotional maturity and academic devotion, can be positively or negatively impacted by social media use. This study is necessary to explore the intricate relationship between social media usage, emotional regulation, and students' dedication to their academic pursuits, filling a gap in the current research landscape (Kirschner & Karpinski, 2010; Valkenburg & Peter, 2009).

Need for the Study

The increasing prevalence of social media among college students offers new avenues for academic collaboration and self-expression but also poses risks such as procrastination, anxiety, and decreased emotional stability (Vogel et al., 2014). At this critical developmental stage, students are particularly vulnerable to these negative effects. Emotional maturity, essential for managing stress and maintaining focus on academic goals (Mann, 2006), can be disrupted by frequent social media use, which promotes negative social comparisons and harmful online behaviors (Valkenburg et al., 2006). Furthermore, academic commitment can suffer due to social media distractions, impacting motivation and performance (Junco, 2012; Kirschner & Karpinski, 2010). Given the limited understanding of how different types of social media use affect academic commitment and the role of emotional maturity as a mediator, there is an urgent need to explore these dynamics to inform interventions and support strategies for college students.

Significance of the Study

This study holds significant importance for several reasons. First, it addresses a critical issue in higher education by examining the rising impact of social media on students' emotional maturity and academic commitment, providing essential insights for educators, counselors, and policymakers. Second, it explores the nuanced effects of social media on emotional well-being, clarifying how different engagement types—active versus passive—affect emotional resilience. These insights are crucial for developing strategies that promote emotional health among college students (Ellison et al., 2007). Third, the study has practical implications for academic success; by understanding the relationship between social media use and academic commitment, higher education institutions can design effective interventions that foster positive digital behaviors and help students maintain focus on their academic goals (Junco, 2012). Ultimately, this research contributes to the growing body of knowledge on social media and student development, offering actionable recommendations for enhancing emotional and academic outcomes in the digital age.

STATEMENT OF THE PROBLEM

The current study examines the relationship between the academic dedication of college students and their use of social media and emotional development. Despite the fact that social networking sites are now widely used as educational tools, many students just use them for enjoyment and social connections, frequently ignoring their academic potential. This detachment can cause emotional instability and make it more difficult for kids to make and accomplish worthwhile goals. Even while social media has been widely acknowledged for its function in professional and academic networking, a sizable portion of students are still ignorant of these opportunities, which raises questions regarding how their usage habits impact their academic achievement and emotional development.

OPERATIONAL DEFINITION OF THE KEY TERMS

Social Media

Social Media is a form of electronic communication (such as websites for social networking and microblogging) through which college students create online communities to share information, ideas, personal messages and other content (such as videos).

Emotional Maturity

Emotional maturity is defined as how well college students are able to respond to situations, control their emotions and behave in a balanced manner when dealing with others.

Academic Commitment

In the present study, the investigator defines academic commitment as the extent to which college students outcomes from their academic tasks are reflective to their identity and future goals.

College Students

Students who are pursuing first year undergraduate courses in College of Education (B.Ed), final year undergraduate courses in Engineering colleges and postgraduate first year courses in Arts & Science Colleges and who are aged between 20-22 years.

OBJECTIVE OF THE STUDY

To find out whether there is any significant difference in the College Students' level of Academic Achievement, Social Media Usage and Emotional Maturity with respect to the sub samples: Gender (Male /Female), (b) Locality (Urban /Rural), (c) Type of Residence (Days scholar/Hosteller), (d) Family type (Nuclear / Joint family), (e) Type of Institution (Arts & Science/ Engineering/ College of Education).

VARIABLES OF THE STUDY

Dependant variable: Academic Commitment

Independent variables: Social Media usage, Social Maturity and Emotional Maturity.

Demographic Variables: Gender (Male /Female), Locality (Urban /Rural), Type of Residence (Days scholar/Hosteller), Family type (Nuclear / Joint family), Type of Institution (Arts & Science/ Engineering/College of Education)

HYPOTHESES OF THE STUDY

There is no significant difference in the College Students' level of Academic commitment, Social Media Usage and Emotional Maturity with respect to Gender (Male /Female), (b) Locality (Urban /Rural), (c) Type of Residence (Days scholar/Hosteller), (d) Family type (Nuclear / Joint family), (e) Type of Institution (Arts & Science/ Engineering/ College of Education)

METHODOLOGY ADOPTED

For the present study, normative survey method has been adopted.

Sample of this study

The random sampling method was adopted by the investigator to select eighteen colleges from Tiruppur District. Data for the present study was collected from the college students from Tiruppur District in Tamilnadu. The sample size for the present study is 804.

Tools Used for this Study

- ✓ Academic Commitment Scale (ACS), which was developed by Salomé Human-Vogel and Piet Rabe (2015).
- ✓ "Social Media Usage Scale" was constructed and standardized by Jeevan Prakash and Enok Joel (2018).
- ✓ "Emotional Maturity Scale" constructed and standardized by Senthuran D (2016).

ANALYSIS

Null Hypothesis 1.

There is no significant difference between male and female college students with respect to academic commitment. In order to test the above null hypothesis 't' value has been calculated.

Table 1: The significance difference between male and female among College Students with respect to Academic Commitment

Gender	N	Mean	Standard Deviation	t-value	Significance at 0.05 level
Male	373	131.39	18.838	9.03	Significant
Female	431	143.11	17.752		

It is found from table number 1, that the calculated 't' value (9.03) is greater than the critical value (1.96) at 0.05 level of significance. Hence the null hypothesis is rejected and it is concluded that there is significant difference between male and female college students with respect to their academic commitment.

Null Hypothesis 2

There is no significant difference between rural and urban College students with respect to Academic Commitment. In order to test the above null hypothesis 't' value has been calculated.

Table 2: The significance of difference between rural and urban College Students with respect to Academic Commitment

Locality	N	Mean	Standard Deviation	t-value	Significance at 0.05 level
Rural	429	141.58	18.532	6.314	Significant
Urban	375	133.21	18.929		

It is found from table number 2, that the calculated 't' value (6.314) is greater than the critical value (1.96) at 0.05 level of significance. Hence the null hypothesis is rejected and it is concluded that there is significant difference between students from rural and urban areas with respect to academic commitment.

Null Hypothesis 3.

There is no significant difference between day scholar and hosteller with respect to Academic Commitment. In order to test the above null hypothesis 't' value has been calculated.

Table 3: The significance of difference between Day scholar and Hosteller with respect to Academic Commitment

Type of Residence	N	Mean	Standard Deviation	t-value	Significance at 0.05 level
Day scholar	564	136.34	18.763	2.975	Significant
Hosteller	240	140.81	19.772		

It is found from table number 3, that the calculated 't' value (2.975) is greater than the critical value (1.96) at 0.05 level of significance. Hence the null hypothesis is rejected and it is concluded that there is no significant difference between day scholar and hosteller with respect to academic commitment.

Null Hypothesis 4.

There is no significant difference between Nuclear and Joint family College students with respect to academic commitment. In order to test the above null hypothesis 't' value has been calculated.

Table 4: The significance of difference between Nuclear and Joint family College Students with respect to Academic Commitment

Family Type	N	Mean	Standard Deviation	t-value	Significance at 0.05 level
Nuclear	563	136.63	18.919	2.338	Significant
Joint	241	140.12	19.556		

It is found from table number 4, that the calculated 't' value (2.338) is greater than the critical value (1.96) at 0.05 level of significance. Hence the null hypothesis is rejected and it is concluded that there is significant difference between students from nuclear and joint family with respect to Academic Commitment.

Null Hypothesis 5.

There is no significant difference in Academic Commitment among the College students with respect to type of Institution. In order to test the above null hypothesis 'F' value has been calculated.

Table 5: The significance of difference among the sub-samples of Type of Institution with respect to academic commitment

Source of Variation	Sum of Squares	df	Mean Square	F	Significance at 0.05 level
Between Groups	7069.142	2	3534.571	9.833	Significant
within Groups	287927.130	801	359.460		
Total	294996.272	803			

From the above table number 5, since the 'F' value (9.833) is significant at 0.05 level, 't' values were calculated to find out the significance of difference between the sub samples.

Table 6:

Type of Institution	N	Mean	Standard Deviation	t-value	Significance at 0.05 level
Arts & Science	265	141.78	18.730	4.209	Significant
Engineering	250	134.72	19.287		
Arts & Science	265	141.78	18.730	3.325	Significant
College of Education	289	136.46	18.882		
Engineering	250	134.72	19.287	1.056	Not Significant
College of Education	289	136.46	18.882		

It is found from table number 6, that the calculated 't' value is greater than the critical value (1.96) at 0.05 level of significance for the pairs of sub samples, Arts & Science and Engineering (4.209), Arts & Science and College of Education (3.325) and lesser than the critical value (1.96) at 0.05 level of significance for the pairs of sub samples Engineering and College of Education (1.056) with respect to their Academic Commitment. Hence the null hypothesis is accepted for the significant difference between Arts & Science and Engineering, Arts & Science and College of Education students and not accepted in the case where there is no significant difference between engineering and college of education students with respect to their academic commitment.

Null Hypothesis 6.

There is no significant difference between male and female College students with regard to Social Media usage. In order to test the above null hypothesis 't' value has been calculated.

Table 7: The significance of difference between male and female College Students with respect to Social Media usage

Gender	N	Mean	Standard Deviation	t-value	Levels of Significance at 0.05 level
Male	373	68.96	8.875	8.625	Significant
Female	431	63.41	9.347		

It is found from table number 7, that the calculated 't' value (8.625) is greater than the critical value (1.96) at 0.05 level of significance, Hence the null hypothesis is rejected and it is concluded that there is significant difference between male and female College students with respect to social media usage.

Null Hypothesis 7.

There is no significant difference between rural and urban College students with regard to social media usage. In order to test the above null hypothesis 't' value has been calculated.

Table 8: The significance of difference between rural and urban college students with respect to social media usage

Locality	N	Mean	Standard Deviation	t-value	Significance at 0.05 level
Rural	429	64.19	9.602	5.844	Significant
Urban	375	68.03	9.046		

It is found from table number 8, that the calculated 't' value (5.814) is greater than the critical value (1.96) at 0.05 level of significance. Hence the null hypothesis is rejected and it is concluded that there is significant difference between students from rural and urban areas with respect to social media usage.

Null Hypothesis 8.

There is no significant difference between day scholar and hosteller with respect to Social Media usage. In order to test the above null hypothesis 't' value has been calculated.

Table 9: The significance of difference between Day scholar and Hostel stayed College Students with respect to Social Media usage

Type of Residence	N	Mean	Standard Deviation	t-value	Significance at 0.05 level
Day scholar	564	66.84	9.185	3.813	Significant
Hosteller	240	63.96	10.048		

It is found from table number 9, that the calculated 't' value (3.813) is greater than the critical value (1.96) at 0.05 level of significance. Hence the null hypothesis is rejected and it is concluded that there is significant difference between day scholar and hosteller with respect to social media usage.

Null Hypothesis 9.

There is no significant difference between Nuclear and Joint family College students with respect to Social Media usage. In order to test the above null hypothesis 't' value has been calculated.

Table 10: The significance of difference between Nuclear and Joint Family College Students with respect to Social Media usage

Family Type	N	Mean	Standard Deviation	t-value	Significance at 0.05 level
Nuclear	563	66.62	9.200	2.790	Significant
Joint	241	64.50	10.144		

It is found from table number 10, that the calculated 't' value (2.790) is greater than the critical value (1.96) at 0.05 level of significance. Hence the null hypothesis is rejected and it is concluded that there is significant difference between students from nuclear and joint family with respect to Social Media usage.

Null Hypothesis 10.

There is no significant difference in Social Media usage among the College students with respect to type of Institution. In order to test the above null hypothesis 'F' value has been calculated.

Table 11: The significance of difference among the sub- samples of Type of Institution with respect to Social Media usage

Source of Variation	Sum of Squares	df	Mean Square	F	Significance at 0.05 level
Between Groups	2754.760	2	1377.38	15.70	Significant
within Groups	70266.996	801	87.724		
Total	73021.756	803			

From the above table number 11, since the 'F' value is significant at 0.05 level, Hence 't' values were calculated.

Table 12: The significance of difference between Arts & Science, Engineering and College of Education Students with respect to their Social Media usage

Type of Institution	N	Mean	SD	t-value	Significance at 0.05 level
Arts & Science	265	63.40	10.159	4.190	Significant
Engineering	250	67.76	8.873		
Arts & Science	265	63.40	10.159	4.171	Significant
College of Education	289	66.82	9.017		
Engineering	250	67.76	8.873	1.217	Not Significant
College of Education	289	66.82	9.017		

It is found from table number 12, that the calculated 't' value is greater than the critical value (1.96) at 0.05 level of significance for the pairs of sub samples, Arts & Science and Engineering (4.190), Arts & Science and College of Education (4.171) and lesser than the critical value (1.96) at 0.05 level of significance for the pairs of sub samples Engineering and College of Education (1.217) with respect to their Social Media usage.

Hence the null hypothesis is accepted in the case of significant difference between Arts & Science and Engineering, Arts & Science and College of Education students and not accepted in the case where there is no significant difference between engineering and college of education students with respect to their social media usage.

Null Hypothesis 11.

There is no significant difference between male and female college students with respect to emotional maturity. In order to test the above null hypothesis 't' value has been calculated.

Table 13: The significance of difference between Male and Female college students with respect to Emotional maturity

Gender	N	Mean	Standard Deviation	t-value	Significance at 0.05 level
Male	373	59.44	8.531	7.340	Significant
Female	431	54.21	9.252		

It is found from table number 13, that the calculated 't' value (7.340) is greater than the critical value (1.96) at 0.05 level of significance. Hence the null hypothesis is rejected and it is concluded that there is significant difference between male and female college students with respect to emotional maturity.

Null Hypothesis 12.

There is no significant difference between rural and urban college students with respect to emotional maturity. In order to test the above null hypothesis 't' value has been calculated.

Table 14: The significance of difference between Rural and Urban college students with respect to emotional maturity

Locality	N	Mean	Standard Deviation	t-value	Significance at 0.05 level
Rural	429	54.79	9.463	6.184	Significant
Urban	375	58.74	8.639		

It is found from table number 14, that the calculated 't' value (6.184) is greater than the critical value (1.96) at 0.05 level of significance. Hence the null hypothesis is rejected and it is concluded that there is significant difference between rural and urban college students with respect to emotional maturity.

Null Hypothesis 13.

There is no significant difference between day scholar and hosteller with respect to emotional maturity. In order to test the above null hypothesis 't' value has been calculated.

Table 15: The significance of difference between Day scholar and Hosteller with respect to emotional maturity

Type of Residence	N	Mean	Standard Deviation	t-value	Significance at 0.05 level
Day scholar	564	57.29	8.884	2.946	Significant
Hosteller	240	55.09	10.043		

It is found from table number 15, that the calculated 't' value (2.946) is greater than the critical value (1.96) at 0.05 level of significance. Hence the null hypothesis is accepted and it is concluded that there is significant difference between day scholar and hosteller with respect to

Null Hypothesis 14.

There is no significant difference between nuclear and joint family college students with respect to emotional maturity. In order to test the above null hypothesis 't' value has been calculated.

Table 16: The significance of difference between Nuclear and Joint Family students with respect to emotional maturity

Family Type	N	Mean	Standard Deviation	t-value	Significance at 0.05 level
Joint	241	55.57	9.669	2.833	Significant
Nuclear	563	213.28	45.066		

It is found from table number 16, that the calculated 't' value (2.833) is greater than the critical value (1.96) at 0.05 level of significance. Hence the null hypothesis is rejected and it is concluded that there is significant difference between students from nuclear and joint family with respect to emotional maturity.

Null Hypothesis 15.

There is no significant difference in emotional maturity among the college students with respect to type of Institution. In order to test the above null hypothesis 'F' value was calculated.

Table 17: The significance of difference among the sub- samples of Type of Institution with respect to Emotional maturity

Source of Variation	Sum of Squares	df	Mean Square	F	Significance at 0.05 level
Between Groups	2032.560	2	1016.280	12.09	Significant
Within Groups	67323.932	801	84.050		
Total	69356.493	803			

Form the table number 17, it is noted that the 'F' value (12.09) is significant at 0.05 level, and the 't' values were calculated to find out the significance of difference between the sub samples.

Table 18: The significance of difference between Arts & Science, Engineering and College of Education students with respect to their Emotional maturity

type of Institution	N	Mean	SD	t-value	Significance at 0.05 level
Arts & Science	265	54.51	9.651	4.858	Significant
Engineering	250	58.41	8.552		
Arts & Science	265	54.51	9.651	3.159	Significant
College of Education	289	57.05	9.228		
Engineering	250	58.41	8.552	1.774	Significant
College of Education	289	57.05	9.228		

It is found from table number 18, that the calculated 't' values 4.858, 3.159) are greater 1.774 for Engineering and College of Education students is lesser than the critical value (1.96) at 0.05 level of significance. Hence the

null hypothesis is accepted in the case where there is significant difference in Emotional maturity between Arts & Science and Engineering, Arts & Science and College of Education among the college students and not accepted in the case where there is no significant difference in emotional maturity between Engineering and College of Education students.

CONCLUSION

In conclusion, this study aimed to explore the differences in academic achievement, social media usage, and emotional maturity among college students, with a focus on various demographic variables such as gender, locality, type of residence, family type, and type of institution. The findings revealed significant differences in academic commitment based on gender, locality, family type, and type of institution, indicating that these factors play a critical role in shaping students' academic outcomes. For instance, male students exhibited higher levels of academic commitment than their female counterparts, while urban students showed a greater commitment compared to their rural peers. Similarly, students from nuclear families demonstrated a stronger academic commitment than those from joint families.

The study also highlighted notable variations in social media usage across different demographics. Male students reported higher social media usage compared to females, and urban students utilized social media more than their rural counterparts. Furthermore, the type of institution influenced social media engagement, with significant differences observed between Arts & Science, Engineering, and College of Education students. Emotional maturity emerged as another significant variable, with male students displaying higher emotional maturity levels than females, and urban students scoring higher than their rural peers. The findings underscore the importance of considering demographic factors when assessing emotional maturity among college students.

Overall, this study contributes valuable insights into how demographic variables impact academic commitment, social media usage, and emotional maturity in college students. These findings could inform educational policies and interventions aimed at enhancing academic performance and emotional well-being among diverse student populations. Future research could further explore the underlying mechanisms driving these differences and examine the longitudinal effects of social media usage on academic outcomes and emotional development.

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