

Academic Task Commitment among the Students of Jawahar Navodaya Vidyalayas (JNVs) and Kendriya Vidyalayas (KVs)

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ABSTRACT

In the present study, the researchers have attempted to assess the Academic Task Commitment among 770 students of JNV and KV comprising 320 from JNVs and 450 from KVs. There was a significant difference between the students of JNV's and KV's on Academic Task Commitment in favor on JNV' students. While boys and girls of JNV's do not differ and they are alike on Academic Task Commitment. The same was true of KVs, students. Finally, on the whole, it was found that gender had no role to play in Academic Task Commitment. The implications of nurturing Academic Task Commitment among students are discussed.

Keywords: *Academic Task, Commitment, Jawahar Navodaya Vidyalayas (JNVs), Kendriya Vidyalayas (KVs)*

Jawahar Navodaya Vidyalayas and Kendriya Vidyalayas are managed by the Government of India. The former is a residential school set up, while the latter is a non-residential set up. The Navodaya Vidyalaya Scheme was started during the year 1985-86 and is managed by Navodaya Vidyalaya Samiti which is fully financed by the Government of India. These schools were started to identify and nurture the rural talent of the country. While, the Kendriya Vidyalayas aim is to cater to the educational needs of the children of Central Government Employees, which predominantly is located in urban centers.

There are 596 Navodaya Vidyalayas all over the country, while there are 978 Kendriya Vidyalayas in the country. The admission process for JNV is through a selection test at the district level, where only 80 students are selected for class VI. While, in Kendriya Vidyalaya students are given admission only to the children of Central Government employees. Students get selected based on computerized lottery system. Getting admission to either JNV or KV is a matter of prestige for children as it is generally considered by the public. They both are affiliated to CBSE. The teachers of both the schools are selected rigorously and they are

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transferable throughout the country. The teacher training programmes are also given importance and they both get quality facilities and they are paid as per the norms of the Government of India. Since JNVs and KVs have the best teachers, it is worthwhile studying their influence on the manifestation of Academic Task Commitment potential among their students.

REVIEW OF LITERATURE

One of the important dimensions of learners who hold promise in education task commitment. Task commitment for academic activities is Academic task commitments. The first step in addressing the definitions of Task commitment is a worldwide concern and although there is no internationally accepted definition of Task commitment. However According to Renzulli, (1978) Task Commitment is 'the ability of an individual to focus on a task for an extended period of time without distraction'. It includes capacity for high levels of interest, perseverance, enthusiasm, endurance, self-determination, hard work, and dedicated practice, Self-confidence, a strong ego fascination and a belief in one's ability to carry out important work, freedom from inferiority feelings, drive to achieve. Renzulli argues that without task commitment high achievement is simply not possible. Further, task commitment is a necessary student variable to perform well in the process-product curriculum model. While, Rena, (2011, pp.3-54) holds that 'Task commitment is best thought of as the constellation of psycho-social variables that translates ability and potential into outstanding performance and there are few studies showing that task commitment contributes to outstanding performance'.

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'In a study predicting third grade enrollment in gifted programs based on kindergarten social-competence levels by going further Konold (2008) demonstrated that those kindergarten pupils most likely to be identified as gifted in third grade exhibited not only high cognitive ability but early task orientation as well. Yet in another study by Ericsson *et al.* (1993) conducted seminal work showing how the amount of deliberate practice differentiated among three tiers of talented violin players and this study's findings highlight the importance of task commitment.

In the context of attempting to define academic task commitment, Kiran & Murthy, (2016) have defined it as the ability comprising, Endurance, Strong Ego Fascination & Perseverance, Self Confidence, Interest & Enthusiasm, Self Determination, Hard work and Dedicated Practice. Each of the components has been defined as follows.

1. **Endurance:** Refers to the ability to be on high psychological energy levels which facilitates completion of the academic tasks. Its various components include; Memory,

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Thinking and Reasoning, Problem solving, Language Competence, Planning ability, Ability to evaluate and reflect.

2. ***Strong Ego Fascination & Perseverance***: Is the ability to intrinsically feel driven uninterruptedly towards studies and education irrespective of the difficulty levels of the learning tasks. Its various components are Interest, Academic and Intellectual Curiosity, Excitement and Self Drive towards academic activities.
3. ***Self Confidence***: Is a belief in one's own ability to carry out academic tasks. Its different components are Self-esteem, Courage and Imaginability.
4. ***Interest and Enthusiasm***: Is the ability of the learner to feel, show and demonstrate high energy levels to be engaged in academic tasks. Its components are, Interest towards academic tasks, Thinking constantly about academic activities, Demonstration of interest towards academic tasks, and Pursuing higher levels of academic activities constantly.
5. ***Self Determination, Hard work and Dedicated Practice***: Is the ability to plan and implement one's own study habits, with long hours of engagement in learning situations. Its components are Realistic Planning of studies, Effective time management, Focused Attention to the planned activities, Self-discipline, and Accomplishment of planned activities.

The above conceptualization would help in understanding academic task commitment with its dimensions and components. In the present study, the researchers have attempted to study the academic task commitment among the JNV and KV students.

METHODOLOGY

The researchers have raised the following research questions which have been answered in the present study.

Research Questions

1. Do students of JNV's and KV's differ on Academic Task Commitment?
2. Do boys and girls of JNV's differ significantly on Academic Task Commitment?
3. Do boys and girls of KV's differ significantly on Academic Task Commitment?
4. Do boys and Girls do not differ significantly on Academic Task Commitment?

In order to answer the above research questions, the following objectives have been developed and achieved in the present study.

Objectives

1. To study whether students of JNV's and KV's differ significantly on Academic Task Commitment.
2. To study whether boys and girls of JNV's differ significantly on Academic Task Commitment.
3. To study whether boys and girls of KV's differ significantly on Academic Task Commitment.
4. To study whether boys and Girls differ significantly on Academic Task Commitment.

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In order to achieve the above objective, the following hypothesis has been generated and tested in the study.

Hypotheses

- H1:** There is no significant difference between the students of JNV's and KV's on Academic Task Commitment.
- H2:** There is no significant difference between the boys and girls of JNVs on Academic Task Commitment.
- H3:** There is no significant difference between the boys and the girls of KVs on Academic Task Commitment.
- H4:** Boys and Girls do not differ significantly on Academic Task Commitment.

Design of the Study

The present study has used descriptive survey method aiming at finding out whether students of JNVs and KVs differ on Academic Task Commitment.

Sample

The sample of the study comprised 770 students, boys and girls studying at 8th standard of Navodaya Vidyalaya and Kendriya Vidyalaya in Karnataka selected using stratified random sampling technique.

Sampling Framework

Karnataka State JNV's and KV's students of 8th Standard			
KV's Schools - 9		JNV's Schools - 8	
North Karnataka Schools - 4	South Karnataka Schools - 5	North Karnataka Schools - 5	South Karnataka Schools - 3
Students - 200	Students - 250	Students - 200	Students - 120
Total Students - 450		Total Students - 320	
Students Total - 770			

Tools and Techniques used

Variables	Tool	Developer
Academic Task Commitment	Academic Task Commitment (ATC) checklist	C. G. Venkatesha Murthy & Kiran NC (2016)
Personal Data Sheet	Developed by the Researchers	

RESULTS & DISCUSSION

The collected data were scored, tabulated and their descriptive statistics were calculated. Further, the results were treated hypothesis wise with inferential statistics. The obtained results are presented and discussed as follows.

Hypothesis 1. There is no significant difference between the students of JNV's and KV' on Academic Task Commitment.

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In order to test the above hypothesis the mean scores obtained by the students of JNV and KV on Academic Task Commitment test was computed apart from the computation of SD and SE. Further, the significance of the difference between means scores of the two schools was computed using “*t*” test which yielded the following.

Table 1. Significance of the difference between the students of JNV and KV on Academic Task Commitment.

Independent sample test								
Schools	N	Mean	SD	SE	df	t-value	Sig.	Inference
KV	450	65.41	12.61	.594	768	3.99	.000	Significant
JNV	320	69.48	15.62	.873				

An analysis of the above table indicates that there were 450 students of KVs and 320 students of JNVs. The mean score of the students of KVs is 65.41, while that of JNVs is 69.48. Apparently, students of JNVs have an edge over the KV students. While, in terms of the standard deviation, KVs have 12.61, while that of JNVs have 15.62. It means, the spread of scores away from the mean is apparently more among JNV students suggesting that the variation is more among the JNV students as compared to the students of KVs. In order to see whether the obtained mean difference is true of the population also, the scores were subjected to “*t*” test, which was 3.99, which is statistically significant at 0.01 levels. This statistically significant difference is in favor of JNV Students. Therefore, the null hypothesis is rejected. It means the students of JNVs and KVs have differed significantly on Academic Task Commitment in favor of JNV students as their mean scores are higher than the students of KVs. It means the students of JNVs are significantly more Academic Task Committed than the students of KVs. This could be because, the students selected for the JNVs are selected at the district level and are provided education in a residential set up, while it is not so with KV students. As JNVs are opened with the objective of identifying the rural talents and to nurture them, perhaps the present study is validating the expectations of opening the JNVs. So partially, the above finding is corroborated by this study.

According to studies conducted by Collins & Amabile, (1999, p. 299) only few students have high levels’ motivation, or task commitment. Many school children have strong interests in creative IT use, demonstrate high immersion and little interest in possible rewards. This motivation “to engage in an activity primarily for its own sake” therefore this commitment towards is close to the notion of flow: one feels absorbed with the problem, loses sense of the outer world, and experiences a state of being pleased or happy. At the same time, flow is not just fun, it accompanies hard and productive work (Csikszentmihalyi *et al.*, 1993).

Using Renzulli Scale teachers selected four children from each classroom with the highest scores in their peer group. Of these four subjects per class, three were the ones who had obtained the highest score in their class on the Renzulli scale completed by the subjects themselves, and the other was selected by the teacher; all four were assessed by each teacher

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using the Renzulli scale for teachers; from the 24 selected classes then, 96 subjects were pre-identified. Of these 96, a selection was made of those who showed high/very high General Cognitive Maturity (BADYG), a high level of motivation, in other words task commitment and a high level of Creativity (Reis, S. M., Neu, T., & McGuire, J. 1995).

In their meta-analysis of over 150 studies that examined the relationship between interest and performance, Schiefele, Krapp, & Winteler (1992) found that individual interest was correlated with both academic and laboratory performance. From this perspective, interest appears to play a very important role in learning and academic achievement. Some researchers suggest interest is an important outcome, it is a crucial component of success in academics, sports, or other areas of our lives as held by Harackiewicz, Durik, & Barron (2005), Hidi & Harackiewicz (2000), Maehr (1989) and Nicholls (1979) which also becomes a necessary variable for task commitment among students.

According to few researchers children are intrinsically motivated to achieve mastery, they derive pleasure from work, and they often have high self-esteem about their intellectual capacities (Bloom, 1985; Csikszentmihalyi *et al.*, 1993; Gross, 1993; and Janos & Robinson, 1985). There are studies which highlight some children who are underachievers are not motivated, and they develop low self-esteem about their intellectual capacities (Butler-Por, 1987 as cited by Ellen, 1997).

Hypothesis 2. There is no significant difference between the boys and girls of JNVs on Academic Task Commitment.

In order to test the above hypothesis the mean scores obtained by the boys and girls of JNV's on Academic Task Commitment test was computed apart from the computation of SD and SE. Further, the significance of the difference between means scores of the two groups were computed using "t" test which yielded the following.

Table 2. Significance of the difference between the boys and girls of JNVs on Academic Task Commitment

		Independent sample test						
		Mean	SD	SE	df	t-value	Sig.	Inference
Boys	176	70.23	15.16	1.14	318	.955	.342	Not Significant
Girls	144	68.56	16.17	1.34				

An analysis of the above table indicates that among the JNV school students, there were 176 boys and 144 girls taking the total to 320 students. In terms of their mean scores, the boys have scored 70.23 while the girls have scored 68.56 indicating a small difference, apparently in favor of girls. In terms of the SD the boys have 15.16 while the girls have 16.17 suggesting very little difference. In order to see whether the obtained mean difference is statistically significant, they were subjected to "t" test and found that two groups of boys and girls have not been found to differ significantly. So the null hypothesis is accepted. It means

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the boys and the girls of JNVs are alike on their Academic Task Commitment and they do not differ. It means, gender has nothing to do with academic task commitment. Academic task commitment is not the monopoly of either the boys or girls. This further validates that the selection of students to JNVs has not found any variation in terms of the Academic Task Commitment powers of boys and girls who are alike.

Hypothesis 3. There is no significant difference between the boys and the girls of KVs on Academic Task Commitment.

In order to test the above hypothesis the mean scores obtained by the boys and girls of KVs on Academic Task Commitment test was computed apart from the computation of SD and SE. Further, the significance of the difference between the means scores of the two groups were computed using “t” test which yielded the following.

Table 3. Significance of the difference between the boys and girls of KVs on Academic Task Commitment

Independent sample test								
		Mean	SD	SE	df	t-value	Sig.	Inference
Boys	226	64.38	13.16	.875	448	1.74	.405	Not Significant
Girls	224	66.45	11.97	.800				

An analysis of the above table indicates that there are 226 boys and 224 girls in the KVs taking the total to 450 students, who are a part of the study. The mean scores of the boys on Academic Task Commitment test is 64.38 and that of girls is 66.45. There is a marginal apparent difference of mean scores in favor of girls. In terms of the standard deviation, the boys have 13.16, while the girls have 11.97 suggesting that the scores of boys are spread more away from the mean scores than that of the of the girls. In order to test the obtained mean difference for their statistical significance, the scores were subjected to “t” test and found to be 1.74, which is not significant at both the levels. So the null hypothesis is accepted. It means, the boys and girls of KVs do not differ significantly on Academic Task Commitment. It means, gender has nothing to do with academic task commitment. Academic task commitment is not the monopoly of either the boys or girls. This further validates that the selection of boys and girls to KVs has not found any variation in terms of the Academic Task Commitment.

Hypothesis 4. Boys and Girls do not differ significantly on Academic Task Commitment.

In order to test the above hypothesis the mean scores obtained by all the boys and girls on Academic Task Commitment test was computed apart from the computation of SD and SE. Further, the significance of the difference between means scores of the two groups were computed using “t” test which yielded the following.

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Table 4. Significance of the difference between all the boys and girls on Academic Task Commitment

		Independent sample test						
		Mean	SD	SE	df	t-value	Sig.	Inference
Boys	402	66.94	14.35	.715	768	.327	.586	Not Significant
Girls	368	67.27	13.78	.718				

An analysis of the above table indicates in total there are 402 boys and 368 girls taking the total to 770 in the study. In terms of the mean scores, the boys have 66.94 while the girls have 67.27, which leave a small difference apparently in favor the girls. On the issue of the standard deviation, the boys have 14.35, while the girls have 13.78 suggesting that the spread of scores away from the mean is more among the girls in comparison to the boys. The obtained “t” value is .327, which is not statistically significant. So the null hypothesis is accepted. It means, the boys and girls irrespective of whether they belong to JNVs or KVs do not differ on Academic Task Commitment and they are the same. It goes to say that gender has no role to play when students of JNVs and KVs are taken together. Academic task commitment is not the monopoly of either the boys or girls.

Finally, there are few studies which support the above results. According to Bettinger and Slonim, (2007) and Castillo, *et al.* (2011) there is no gender difference for commitment to tasks. Children who are more patient in the time tasks are more likely to take-up the commitment device. In terms of dynamic consistency, children who can be identified as "increasingly impatient" (children who behave less patiently in decisions that are further into the future) are less likely to take up commitment (Sule,2014).

CONCLUSIONS

1. The students of JNV’s are more Academic Task Committed than the students of KV’s.
2. Gender has nothing to do with academic task commitment among the students of JNV’s as well as KVs.
3. Gender and Academic Task Commitment are disjointed and one has nothing to do with the other.

Implications

Academic Task Commitment is a great asset and a virtue among children which needs to be assessed and nurtured by schools and community. Teachers in schools are to be aware of these potentialities and work towards nurturing the same. Since the students of JNVs are found to is more Academic Task Committed than the students of KVs. It suggests that JNV students are better than KV students on this virtue. It has implication for both JNVs and KVs. They both need to work towards furthering this ability to newer heights. Further, within the JNVS and KVs, boys and girls do not differ indicating that gender has no particular role in academic task commitment among learners. Which means, all learners can be encouraged alike to develop task commitment to their best. On the whole also, it was found that gender -- irrespective of whether learners belonging to JNVs or KVs – do not differ on academic task

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commitment, which implies and reinforces the earlier finding that gender has nothing to do with academic task commitment. Therefore, teachers of both JNVS and KVS need to understand the importance of academic task commitment of learners and work towards enhancing their differing levels to their best. The role of a teacher becomes seminal in understanding the Academic Task Commitment potentials of their students and nurtures them. It is desirable that the takeaways of these studies reach the attention of teachers in the interest of their students and their self-actualization.

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