



A study of Civic Responsibility of Undergraduate Students of The Maharaja Sayajirao University of Baroda, Vadodara

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ABSTRACT

This exploratory study aimed to study the civic responsibility of the undergraduate students and factors affecting it. A sample of 900 students was taken from faculties of Arts and commerce, Science, Technology, Medicine and Family and Community Sciences of The Maharaja Sayajirao University of Baroda. A tool containing profile of the students and statements related to civic responsibility was prepared and survey was carried out.

Findings revealed that majority of the respondents were highly civic responsible. There was a significant difference in civic responsibility of the students in relation to their faculty, type of family, board of education in school and medium of instruction in school. The students were found having higher level of socially responsible behavior followed by obeying the fundamental duties and believing, thinking and showing concern for the community.

The study implicates that civic education at college level can contribute in enhancement of their civic responsibility.

KEYWORDS : Civic responsibility, Social responsibility, Fundamental duties.

Introduction

Civic Responsibility is defined as the “responsibility of a citizen”. It is comprised of actions and attitudes associated with democratic governance and social participation. Civic responsibility can include participation in government, church, volunteers and memberships of voluntary associations. Actions of civic responsibility can be displayed in advocacy for various causes, such as political, economic, civil, and environmental or quality of life issues (Ojumu, 2016).

Our society gives priority to a set of educational outcomes that all students need from college, outcomes that are associated with the realities of our complex world. Students must possess wide-ranging and cross-disciplinary knowledge, a commitment to excellence, an active sense of personal and social responsibility, and a demonstrated ability to apply knowledge to real-world problems (AAC&U 2009).

Therefore it was planned to study the level of civic responsibility amongst the undergraduate students of The Maharaja Sayajirao University of Baroda.

Keeping above justification in mind, objectives of the study were as follows:

1. To study the level of civic responsibility among the undergraduate students of The Maharaja Sayajirao University of Baroda.
2. To study the difference in civic responsibility among the undergraduate students of The Maharaja Sayajirao University of Baroda in relation to the selected variables.

Methods and Materials:

A structured questionnaire was prepared. The questionnaire consisted of the profile of the undergraduate students such as their faculty, year of study, gender, medium of instruction in school, board of education in school, mother’s education, father’s education, place of residence, family type, family income and mass media exposure and thirty seven statements describing the civic responsibility of the students with three point response systems. The statements of civic responsibilities included statements related to social responsibility, fundamental duties and thinking, belief and concern for the community.

The sample for the study was selected from the faculties of Arts and commerce, Science, Technology, Medicine and Family and Community Sciences of The Maharaja Sayajirao University of Baroda. The sample

of 180 students was selected from each group of faculties. Both boys and girls were selected from first year, second year and third year by convenient sampling method. Thus total sample size was 900 students.

Results and Discussion

Table 1: Overall level of civic responsibility of the respondents N=900

Level of Civic Responsibility	Percentage
Highly Responsible	82.0
Moderately Responsible	18.0

As shown in table 1, a large majority of the respondents were highly civic responsible and only 18 percent were moderately responsible. This is a good indication that our youth is well aware about their responsibilities as a citizen towards the society.

Table 2: ANOVA of civic responsibility of the respondents in relation to their Faculty. N= 900

Faculty	Civic responsibility			F- Value	P- Value
	Mean	SD	No.		
1.Science	2.82	0.38	180	8.99	0.00
2.Technology	2.82	0.38	180		
3.Arts and commerce	2.64	0.48	180		
4.Family and Community sciences	2.67	0.47	180		
5.Medicine	2.83	0.37	180		

As shown in table 2, students from the faculty of Medicine showed highest level of civic responsibility followed by the faculties of Science and Technology and faculty of Family and Community Sciences. ANOVA results indicated that there was a significant difference in the civic responsibility of the students in relation to their faculty which means that type of academic major affects the level of civic responsibility in the students.

Table 3: ANOVA of civic responsibility of the respondents in relation to their year of study.

N= 900

Year of study	Civic responsibility			F- Value	P- Value
	Mean	SD	No.		
1.First Year	2.71	0.45	300	2.72	0.06
2.Second Year	2.77	0.42	300		
3.Third year	2.79	0.40	300		

Table 3 indicates that although, students from third year showed highest level of civic responsibility followed by students from second year and first year, however ANOVA results showed that there was no significant difference in civic responsibility of students in relation to their year of study. This means that year of study does not contribute much in rising level of civic responsibility in students.

Table 4: T-test of civic responsibility of the respondents in relation to their gender.

N= 900

Gender	Civic responsibility			t- Value	P- Value
	Mean	SD	No.		
1. Female	0.43	2.75	532	0.46	0.49
2. Male	0.42	2.76	368		

Table 4 shows that male students showed higher level of civic responsibility as compared to the female students. t- test result indicated that there was no significant difference in the level of civic responsibility of the male and female students which means that gender does not make any difference in development of civic responsibility among students.

Table 5: T- test of civic responsibility of the respondents in relation to their medium of instruction in school.

N= 900

Medium of the instruction in school	Environmental values			t- Value	P- Value
	Mean	SD	No.		
Vernacular	0.41	2.74	572	6.03	0.01
English	0.43	2.78	328		

As we can see from table 5 that students from the schools having English as medium of instruction, showed higher level of civic responsibility as compared to the students from the vernacular medium schools. The t- value indicates that there was a significant difference in the civic responsibility of the respondents in relation to their medium of instruction in school which means that medium of instruction can affect their learning regarding environment.

Table 6: T-test of civic responsibility of the respondents in relation to their board of education in school.

N= 900

Board of education in school	civic responsibility			t- Value	P- Value
	Mean	SD	No.		
1.State Board	2.75	0.43	0.01	5.53	0.01
2. Central board	2.79	0.40	0.03		

Table 6 indicates that students from central board of education showed higher level of civic responsibility as compared to the students from state board. The t value indicates that there was a significant difference in the civic responsibility of the students in relation to the board of education in school. This means that board of the education is a factor affecting the civic responsibility of the students.

Table 7: ANOVA of civic responsibility of the respondents in relation to their mother's education.

N= 900

Mother's education	Civic responsibility			F- Value	P- Value
	Mean	SD	No.		
1. High education	2.80	0.40	355	2.85	0.058
2. Medium education	2.73	0.44	360		
3. Low education	2.73	0.44	185		

Table 7 indicated that there was no significant difference in level of civic responsibility of students in relation to their mother's education. This means that mother's education does not make much effect on the civic responsibility of the students.

Table 8: ANOVA of civic responsibility of the respondents in relation to their father's education.

N= 900

Father's education	Civic responsibility			F- Value	P- Value
	Mean	SD	No.		
1. High education	2.78	0.41	439	0.84	0.43
2. Medium education	2.74	0.44	385		
3. Low education	2.74	0.44	76		

Table 8 indicates that there was no significant difference in civic responsibility of the students in relation to their father's education.

Table 9: T-test of civic responsibility of the respondents in relation to their place of residence.

N= 900

Place of residence	Civic responsibility			t- Value	P- Value
	Mean	SD	No.		
1.Urban	2.76	0.42	620	0.15	0.69
2. Rural	2.75	0.43	280		

As shown in table 9, the civic responsibility was nearly equal for students living in the urban and rural area. The t test result indicated that there was no significant difference in civic responsibility of students in relation to place of residence which means that place of residence does not make any difference in development of civic responsibility of the students.

Table 10: T-test of civic responsibility of the respondents in relation to their type of family.

N= 900

Family type	Civic Responsibility			t- Value	P- Value
	Mean	SD	No.		
1.Nuclear Family	2.78	0.41	628	15.34	0.00
2. Joint Family	2.71	0.45	272		

Table 10 indicates that students belonging to nuclear family showed higher level of civic responsibility as compared to the students belonging to joint family. T- test result also showed that there was a significant difference in the civic responsibility of students belonging to nuclear and joint families which means that type of family is a factor affecting the student's level of civic responsibility.

Table 11: ANOVA of civic responsibility of the respondents in relation to their monthly family income.

N= 900

Monthly family income	Civic Responsibility			F- Value	P- Value
	Mean	SD	No.		
1. High	2.76	0.43	300	0.09	0.90
2. Medium	2.77	0.42	295		
3. Low	2.75	0.42	305		

Table 11 shows that there was no significant difference in the environmental values of students in relation to their family income which means that family income does not make any difference in development of civic responsible behavior.

Table 12: T-test of civic responsibility of the respondents in relation to their level of mass media exposure.

N= 900

Level of mass media exposure	Civic Responsibility			t- Value	P- Value
	Mean	SD	No.		
More Exposure	2.76	0.42	380	0.10	0.74
Less Exposure	2.76	0.43	520		

Table 12 reveals that there was no significant difference in the civic responsibility of students in relation to their mass media exposure which means that TV, Radio, Newspaper and magazines only does not make any difference in building the civic responsibility of the stu-

dents but many other factors of individual contact and group media also affect civic responsible behavior.

Table 13: Aspect wise Intensity Indices of Civic Responsibility.

N=900

Sr. No.	Aspects of Civic Responsibility	II
	Overall Civic Responsibility	1.53
1	Socially Responsible	1.59
2	Obeying fundamental duties	1.52
3	Believing, thinking and showing concern for community	1.46

It can be seen from table 13 that overall respondent's showed more civic responsibility (II=1.53). Among the categories of statements of civic responsibility, statements showing social responsibility showed highest mean followed by statements showing obeying of fundamental duties and believing, thinking and showing concern for the community.

The civic responsibility statements which showed highest mean were:

- Considering whole country family.
- Not damaging the historical monuments
- Respecting women

Only one item showed less responsibility that was "safeguarding the public property is government responsibility". As it is a negative statement, it can be interpreted that respondents believed that safeguard the public property is their own responsibility too.

Conclusion

It can be concluded from the study that civic responsibility among the undergraduate students of The Maharaja Sayajirao University of Baroda differed significantly in relation to their faculty, type of family, board of education in school and medium of instruction in school. Therefore it can be concluded that educational and academic factors were contributing more to the development of civic responsibility among the students as compared to the familial factors. It can be implied from the study that educational initiatives should strengthen or include the component to make students more responsible citizens. Educational experiences which strengthen students concern for community should be incorporated in the learning process.

Babiliography:

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