The purpose of this study was to find out the degree of institutional commitment of science students in Srinakharinwirot University, the factors related and predicted to institutional commitment. Four main factors were selected for studying. The first one was student factors. This factors was consisted of two subfactors; the demographic factors and the psychological factors. The demographic factors compising the following 7 variables: sex; age; birth place; Types of student who were selected for institution, the quota group students and university entrance examination students; selection priority of fields of study and institution; major subjects and campuses. The psychological factors were motivation for studying : educational and occupational expectations, encouragement by other persons and personal reasons and attitude toward science. Secondly, satisfaction with institutional environmental factors comprising satisfaction with peer environment; classroom environment which consisted of curriculum and contents, instructor's attributes in teaching, instructor's personality, teaching aids, instructor-student relationship and learning evaluation; satisfaction with administrative environment and satisfaction with physical environment. Thirdly, academic integration factors, comprising the following 2 variables; academic development and intellectual development. Finally, social integration factors, comprising the following 3 variables; peer-group interaction, interaction with instructors and instructor's responsibility for student development and teaching.

The population were 369 third year science students who were studying in the second semester of the academic year of 1990 from the

six campuses of Srinakharinwirot University; Prasarnmitr, Bangkhen, Bangsaen, Mahasarakam, Songkhla and Pitsanuloke. The Questionnaires composed of 7 sections. The first section was demographic questionnaire. The second one was about motivation for studying. The others were attitude toward science, satisfaction with institutional environment, academic integration, social integration and institutional commitment respectively. The alpha coefficients of reliability of questionniares were .799 - .957. The statistics employed in this study were basic statistics, Z-test, One-Way ANOVA, simple correlation, multiple correlation and stepwise multiple regression analysis.

The findings showed that institutional commitment of science students in Srinakharinwirot University was rather high. The older students (above 21 years of age) have higher level of institutional commitment than younger students (lower than 21 years of age). The quota group students have higher level of institutional commitment than university entrance examination students. The levels of institutional commitment of students at different campuses were statistically significant different. The 4 factors; student factors, satisfaction with institutional environmental factors, academic integration factors and social integration factors were correlated with the institutional commitment of science students significantly. All 4 groups of factors could predict the institutional commitment of science students. Each group had its leading predictors. The leading predictors of student factors were personal reasons, attitude toward science, educational and occupational expectations, selection priority and age. The satisfaction

with institutional environmental factors were the satisfaction with curriculum and contents and satisfaction with peer environment. The academic integration factors were intellectual development and academic development. The social integration factors were peer-group interaction and interaction with instructors. The 8 leading predictors from the total of 25 variables were personal reasons, satisfation with curriculum and contents, peer-group interactions, attitude toward science, selection priority, educational and occupational expectations, age, and intellectual development. The findings showed that the leading predictors in Prasarnmitr campus were educational and occupational expectations, attitude toward science, age and satisfaction with curriculum and contents; in Bangkhen campus were academic development and personal reasons; in Bangsaen campus were personal reasons, academic development, birth place and peer-group interactions; in Mahasarakam campus were satisfaction with peer environment and personal reasons; in Songkhla campus was satisfaction with instructor's attributes in teaching; and in Pitsanuloke campus were satisfaction with curriculum and contents, intellectual development and peer-group interactions.