

Academic Volition Among Student Teachers at Graduate Level

Sabitha V.P¹, Dr. Jaya Jaise²

¹*Research Scholar, School of Pedagogical Sciences, Mahatma Gandhi University, Kottayam*

²*Professor, School of Pedagogical Sciences, Mahatma Gandhi University, Kottayam*

Abstract- Willpower is the most powerful instrument to evaluate a human behaviour and also relevant term in an educational setting. But the process of will power is not an easy way of thinking. The term volition and willpower are scientific terms. Thus, volition is a process of cognition and it simply means that our willpower. In educational settings, students need volition to the achievement of their learning outcomes and also different state of consciousness. There are certain factors depend on to develop volitional power such as positive work habits, motivation, determination of goals, decision making or choice, responsibility etc. The presents study is an attempt to examine the academic volition among student teachers at graduate level. The sample of the survey includes 133 B.Ed. student teachers from five teacher education institutions of Kottayam and Ernakulum district of Kerala using convenient sampling method. The academic volition of the student teachers is measured by collecting data using Academic Volition Strategy Inventory (AVSI) developed by Maccan & Turner (2004). It consist 20 items based on three components (1) self-efficacy enhancement, (2) Negative based incentives (3) Stress reducing actions. The study result reveals that academic volition s needed for mastery experience and it leads successful outcome of targeted goal of teaching and learning process.

Key words: *willpower, Volition, Motivation*

INTRODUCTION

Since a teacher teaches change in students through methods like helping them acquire particular skills, altering some of their attitudes, or comprehending a particular scientific law underlying a learning environment, learning can be seen as a change that is permanent in nature (Sequeira, 2012). To be an active learner in higher education, however, each student expects to be treated as an adult learner with some control over the learning environment, including the ability to pose questions and get their questions answered. (Michael & Modell, 2003). In other words, they anticipate taking charge of the educational experience (Mitra, 2008; Pond & Rehan,

1997). Additionally, students want an instructor who is cooperative, humorous, and who would clearly explain the material being covered in class and frequently use relevant examples to make it easier to comprehend that are becoming more and more important in today's classrooms (Becker et al., 1990). Thus, focus is the main factor of learning and the targeted goal that leads to the increasing chances of mastery. At present, the research strongly indicates that the clean plan of the targeted goal. So, anyone who wants to learn must choose precisely what they want to acquire. If a goal is too big or too large, it is difficult to achieving. If the goal fails, it is too much far away from the future of learner.

Accordingly, there are many individual differences in each student in a classroom. If students take high effort to the attainment of targeted goal which leads to high motivation and fully engaged in that activity and vice-versa. A student needed will power to the achievement of learning outcome and it tell about two important goals such as long-term and short-term. Will power is the ability to delay gratification and resist short-term temptations in order to meet long-term goal. So, will power is termed as our volition. It is the process of choosing or determination and it simply means that strength of will power.

NEEDS AND SIGNIFICANCE OF THE STUDY

Volition is taken in strength of will. There are various characteristics that re attributed to individuals who apply themselves attentively to almost anything they do. Discipline, self-direction, resource and determination etc are the example. To do something need one's own resources and constant effort to complete it. In educational research, the study of volition is not a relevant one and it has a long history in 19th century European will psychology treated as both John Dewey (1895-1964) and William James (1904). In education, volition can be viewed in several key conative

aptitudes. Volition is measurable for potential for responsibility, dependability or consciousness in educational settings (Snow 1992). Students meet their established goals in their academic situations or academic works. They are performing these goals that are set by teachers, or by parents. In such situation they are required more desirable thoughts and behaviour. The meta-motivation is one of the most important functions of volition that directs and control the intellectual, emotional and behavioural energy towards academic goals. There are certain difficult situations are facing students in their classroom. Class assignments' are the one of the example. Each student thinks about his or her assignment completion. They are responding with questions, to clarify their doubts, criticize about the task and also worry about the completion of their assignments on time or to meet the expectation of teacher. In this conditions, that is first one the students is in pre-decisional process and the second is the post-decisional process. The pre-decisional process, there is interaction between teacher and students serves to modify the goal in minute but observable and develop means of attainment. In post-decisional process, students meet their resources, to tell one another what I can do, to watch the clock and re-join their peers whose behaviour is bothersome (Panagiotopolous 1986).

Thus, the ability of individual take initiate and tolerate goal-directed actions towards academic achievement is termed academic volition. They are also taken challenges and difficulties that involve their motivation, self-regulation, metacognition and self-control, which are essential success in their academic completion or to the attainment of targeted goals. Accordingly, the term academic volition is important in educators and students. in this study highlighted academic volition promote academic success.

OBJECTIVES OF THE STUDY

1. To find out there exist any significant difference in the Academic Volition among student teachers at graduate level for the components of Self-efficacy enhancement, Negative based incentives and Stress reducing actions.
2. To find out there exist any significant difference in the Academic Volition among student teachers at graduate level for the types of institution based on Aided institution, Unaided institution and CPAS.

Hypothesis of the study

1. There is significant difference between Academic Volition among student teachers at graduate level for the components of Self-efficacy enhancement, Negative based incentives and Stress reducing actions.
2. There is significant difference between the Academic Volition among student teachers at graduate level for the types of institution based on Aided institution, Unaided institution and CPAS.

METHODOLOGY

The investigator adopted descriptive survey method for collecting data. This method was concerning with surveying and describing academic volition among student teachers at graduate level in related to variables like Components of Academic Volition and type of institution.

Sample

The sample selected the survey comprised 133 student teachers from Kottayam and Ernakulum district of Kerala through convenient sampling technique.

Tools used

The investigator adopted Academic Volition Strategy Inventory (AVSI) used for collecting data. It was developed by Maccan and Turner (2004) consist three components viz. Self-efficacy Enhancement, Negative based Incentives and Stress Reducing Actions. For the purpose of scoring, the 5 Point Likert Scale responses like Not very true of me, Untrue of me, Neutral, Somewhat true of me and Very true of me. The scoring was done by awarding 1, 2, 3, 4, and 5.

Statistical Techniques Used

Descriptive statistics and ANOVA were used for the study.

RESULTS AND DISCUSSION

To find out the significant difference in the Academic Volition among student teachers at graduate level for the components of Self-efficacy enhancement, Negative based incentives and Stress reducing actions presented in the Table 1.

ANOVA is used to test the significance difference between the mean values of Academic Volition for the three components like Self-efficacy Enhancement, Negative based Incentives and Stress Reducing Actions. Details are in the Table given below:

Table 1: The difference in the Academic volition for the components

<i>Components</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
Self-efficacy Enhancement	132	4576	34.66667	28.80407
Negative based Incentives	132	2958	22.40909	14.53366
Stress Reducing Actions	132	2428	18.39394	7.400879

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	18971.54	2	9485.768	560.8609	7.3E116	3.018684
Within Groups	6646.758	393	16.91287			
Total	25618.29	395				

The calculated 'F' value is 560.86

From the analysis given in Table 1 the F value obtained for Academic Volition among student teachers at graduate level for the components based on total sample is 560.86 and the p value is 7.3116 which is greater than 0.05 level. It indicates that there is significant difference between the mean score of the Academic Volition among student teachers at graduate level for the components such as Self-efficacy Enhancement, Negative based Incentives and Stress Reducing Actions based on total sample.

Hence the first hypothesis 'there exists significant difference in the Academic Volition among student teachers at graduate level for the components such

as self-efficacy enhancement, Negative based incentives and Stress reducing actions based on total sample is accepted.

To find out there exist any significant difference in the Academic Volition among student teachers at graduate level for the types of institution based on Aided institution, Unaided institution and CPAS is preliminary analysis presented in the Table 2.

A preliminary analysis was done to see the data of the Academic volition for types of institution for the total sample. Important descriptive analysis such as Mean and Standard Deviation were calculated for the whole sample.

Table 2: Date and Results of Preliminary Analysis of Total Sample

<i>Types of Institution</i>	<i>N</i>	<i>M</i>	<i>Sd</i>
Aided	54	75.65	8.382
Unaided	52	71.42	10.391
CPAS	49	77.84	11.482

Table 2 reveals that the Academic Volition among student teachers at graduate level for the Aided Institutions has a mean score of 75.65 with the Standard Deviation 8.382; the mean score of the Unaided Institution are 71.42 with the standard deviation 10.391; the mean score of the CPAS Institution are 77.84 with the standard deviation 11.482 respectively.

The major analysis ascertain whether there exists any significant difference in the mean score of

Academic Volition among student teachers at graduate level for the types of institution based on total sample, Analysis of Variance (ANOVA), the one way classification technique was employed.

The result of one way Analysis of Variance (ANOVA) on the mean scores of the Academic Volition among student teachers at graduate level for the types of institution such as Aided, Unaided and CPAS based on total sample is given Table 3.

Table 3: the difference in the Academic Volition for the Types of Institution

<i>Types of Institution</i>	<i>N</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
Aided	52	3934	75.65385	70.26998
Unaided	49	3814	77.83673	131.8478
CPAS	31	2214	71.41935	107.9849

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
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Between Groups	784.8673	2	392.4336	3.849141	0.023786	3.066391
Within Groups	13152.01	129	101.9536			
Total	13936.88	131				

The calculated 'F' value is 3.84

From the analysis given in Table 3 the F value obtained for Academic Volition among student teachers at graduate level for the Types of Institution based on total sample is 3.84 and the p value is 0.02 which is greater than 0.05 level. It indicates that there is significant difference between the mean score of the Academic Volition among student teachers at graduate level for the types of institution such as Aided Institution, Unaided Institution and CPAS based on total sample.

Hence the second hypothesis 'there exists significant difference in the Academic Volition among student teachers at graduate level for the types of institution such as Aided, Unaided and CPAS based on total sample is accepted.

FINDINGS OF THE STUDY

The major findings of the study are

1. Academic Volition among students' teachers at graduate level for the component self-efficacy enhancement showed more academic volition that leads to mastery experiences to successful outcome than the negative based incentives and stress reducing action
2. The types of the institution results shows more academic volition among students teachers at graduate level for the CPAS institution than Aided and Unaided institution.

CONCLUSION

On the basis of this study, it is concluded that mastery experience is needed for student teachers and it is most relevant in successful outcome of teaching-learning process. That is, self-efficacy enhancement is one of the component of Academic Volition and it results the mastery experience that leads to the successful outcome of the targeted goal. Thus, academic volition is an ability of an individual's takes initiate towards academic achievement and it is important for student teachers to enhance teaching and learning strategies.

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