

Volitional Control an Effective Means for Improved Student Learning

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Abstract—Learning is affected by a students' ability to be disciplined, self-directed and resourceful and sustain effort on academic tasks (Snow 1989a, 1989b). Self-efficacy, value, interest and goal orientation are the motivational factors and offered to explain individual differences in these behaviours in terms of strength of goal commitment. Accordingly, the students are engaging their academic tasks on their high motivation and it required the effort and to persevere on relevant tasks. However, students' experiences distractions to goal directed activity. In the goal striving process, there is plays an important role in volitional control. Volitional control plays an important role in learning process accordance with the theory of action control theory and that are protecting a purpose to learn from interferences threaten to task activity. In schools, provide an appropriate backdrop for exploring some of the interrelationship between learning and performance. The volitional strategy used by the students under their different academic conditions and it essential for discovering helpful methods. In this way, the students are used for maintaining persistence and regulating effort for the attainment of their goals. This is believed in an important goal striving process and involves protecting learning intensions. There are five categories involved in volitional control strategy in Rubicon model (Corno & Kanfer, 1993) and much attention and support is given in the categories of Metacognitive, attention and environmental control and there is link between self-regulatory and students' performance. Here, briefly explains the volitional control strategy for regulating motivation and emotion. It is proposed to influence goal outcome via unique effects on protecting and maintaining an intention to learn.

I. INTRODUCTION

We know that abilities of the acquisition of knowledge, understanding, skills, attitudes, values,

behaviours and preferences are the process of learning. It is affected by student's abilities for the sustained effort of academic tasks. Motivational factors such as self-efficacy, value, and interest and goal orientation are the important factors that explain the individual differences and it leads to the strength of goal commitment. A student is highly engaged with academic tasks leads to the high motivation and it will require high effort and persist on appropriate activities. This high goal commitment such as strong motivation or high motivation based on self-efficacy students may interferences to goal-directed activity. There are some causes leads to the decreased motivation in their attainment of goals. completion of long-term papers or projects, attracting competing goals, task frustration or any personal problems that causes the decreased motivation due to the learning process. In this situation, the volitional control is suggested the influence of goal striving process. In schools, the volitional strategies can be used by varying academic conditions for students for their achievement of learning goals and also used by students discovering the helpful methods for the maintenance of persistence and regulation of effort towards the attainment of goals.

Academically, there are many individual differences in each student for the attainment of their learning outcome or goal. It indicates the critical aspect of positive educational outcomes is extent to which the students are engage in their self-regulatory activities. Zimmerman (1989, pp: 329) defines self-regulation as "the degree to which individuals are meta-cognitively, motivationally and behaviourally active participants in their own learning process". Discipline, self-directedness and effort are the

elements of self-regulatory control by each individual. The impact of such elements mediates the attainment of goal and represents the volitional aspects of goal striving process. It facilitates the protection of intension to the completion of goal in the process of learning. Thus, the volitional actions required for persistence and effort during the goal striving process is important in the understanding of student motivation. In traditional theories of motivation gives major importance of guiding goal choices such as effort, persistence and goal outcomes and it is in the explanation of individual differences.

II. VOLITIONAL CONTROL

Volitional control refers to regulating activities aimed at maintaining efforts in the face of obstacles (Kuhl, 1985, 2000). While some researchers reserve the term volitional control for the control of motivation, emotions, and environment (e.g., Pintrich et al., 2000; see also Wolters, 2003), we follow a broader conceptualization that includes the control of information processing around goals (Corno, 1993; Corno & Kanfer, 1993; Kuhl, 1985). It is an integral part of self-regulated learning and it is an important factor to explaining the individual differences in academic performance of students. Accordingly, it involves the relationship between the actions and outcomes in representation, exploitation and regulation.

Thus, volitional control involves emotions, motivation and cognition in the goal striving process. Motivation is necessarily set the goals and selection of appropriate strategy for the attainment of the goal, volition is necessary to the protection against the goals and serves the maintaining effort and persistence when the completion of goals. According to Corno, distinguish the motivational control strategy and the emotional control strategies. The motivational control strategy involves the enhancement of goal striving effort and persistence. The emotional control strategy involves disruption of performance.

According to Normaan and schallice (1985) proposed a cognitive-psychological volitional control and draws an 'lamesian notion of will' as the direction of action by deliberate conscious control. They explain

Supervisory Attention System (SAS) among mature adults. SAS is the representation of activation or inhibition of various actions schemas according to perceived demands.

A successful achievement of learner outcome which depend upon the utilization of volitional strategies and the association between the volitional strategies cognitive self-regulated learning.

III. IMPORTANCE OF SELF-REGULATION OF LEARNING IN VOLITIONAL PROCESS

The students are engaged in self-regulation of learning by enacting volitional control and delaying gratification and they are the successful persons in their learning outcomes. They exercise behavioural control and to maintaining motivation and intension. Students are actively in their personal, behavioural, motivational and cognitive endeavours to the attainment of academic goals called the process of self-regulation of learning. There is tendency to maintain focus and effort goals in spite of potential distractions are called the term volition and it is an important action to put in established goals. In an academic setting, volitional control is associated with the protection of learners' intentions and motivation to pursue academic goals. Here, volition plays important role of academic achievement by helping learners to maintain intentions and they pursue academic goals. Thus, volition is related to self-regulation as well as it is a dimension of self-regulation. Accordingly, the volitional control includes the activation of motivation, cognitive and behavioural process. the enhancement of self-efficacy beliefs, reduction of stress related tasks, activation of positive or negative thoughts, when the situation of difficult tasks seeking help a friend or a teacher, thinking about positive and negative consequences etc are the situations in the use of volitional strategies.

Accordingly, the role of metacognition, meta-motivation and volitional control is important in the self-regulated learning process. In a classroom, there is important in the acquisition of knowledge. It is in self-regulated learning process.

IV. PHASES OR STRUCTURE OF SELF-REGULATION

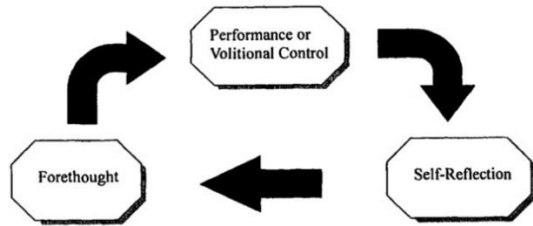


TABLE 1 Phase Structure and Subprocesses of Self-Regulation

Cyclical self-regulatory phases		
Forethought	Performance/volitional control	Self-reflection
Task analysis	Self-control	Self-judgment
Goal setting	Self-instruction	Self-evaluation
Strategic planning	Imagery	Causal attribution
Self-motivation beliefs	Attention focusing	Self-reaction
Self-efficacy	Task strategies	Self-satisfaction/affect
Outcome expectations	Self-observation	Adaptive-defensive
Intrinsic interest/value	Self-recording	
Goal orientation	Self-experimentation	

Cyclical phases model (1st version). Adapted from Zimmerman (2000).

V. VOLITIONAL STRATEGIES

Corno and Kanfer (1993) have designed five categories of volitional control strategies within their proposed framework of the Rubicon model. Three of these categories, metacognitive, attentional and environmental control have received much attention and supportive evidence suggesting a connection between self-regulatory behaviour and student performance (Alwxander & Judy, 1988; Eccles, 1983; Pintrich & Scrauben, 1992; pintrich, Cross, Kozma, & Mc Keachie, 1986).

VI. EMOTIONAL EFFECTS ON LEARNING

In the process of learning, there are interconnections among the students' emotions and motivation. Here, students' experiences the wide range of emotions that are completing their academic tasks. These emotions are related to extent to which students believe they have control their learning and the values that are related to their learning. According to perkrun, shows that his study about the students experience emotions based on their learning tasks and how these emotions that influences their approach succeeding learning tasks.

Most of the teachers wanted positive and pleasant emotions of their students through their experience

and hope is that will leads to foster motivation, engagement and learning. Thus, students' enjoyment, interest and learning possible through the facilitation of the types of goals and class room structures. In a class room, teachers highlighting mastery goals and it are associated with the higher levels of students' intrinsic interest and positive attitudes about learning tasks. However, teachers can try to build supportive and interesting tasks for students and they have to follow curriculum guidelines and state demands that particular material taught. There are certain topics are wide and difficult to teach and it draws for students' learning. Moreover, when the teachers promoting mastery goals and the students will overcome their difficulties and they struggle to learn challenging material. When the difficulties are come across, it arise negative emotions. When the students are also experience the negative and unpleasant emotions about their conflict among multiple tasks or goals. There is interconnection between the effect of positive emotions and the impact of negative emotions on students' motivation and learning. When the encounter of difficulties and negative emotions the students' are disengaged with their learning activities turn the complex thinking and problem solving for their higher achievement. According to Pekrun, suggest negative emotions that lead to the strengthened behaviour or to the withdrawal of effortful behaviour. It depends on various influences such as future goals, desire to their teachers and parents (Corno, 1993).

There are number of strategies may use students in their academic learning. The major issue of students are the task engagement and the lack of ability to support their motivation. Thus, students need a collection of volitional strategies to the strengthening of their resolving task or the focus of their learning task through motivational process. The strategies are helping students for the attainment or the achievement of their learning activities. Turner and colleagues (Turner, Husman., & Schallert, 2002; Turner & McCann, 2000) found that students who reported using volitional strategies to counter the shame of receiving failure feedback on a test persisted with required course tasks and subsequently improved on following assessments. So, the volitional strategies are helpful for students' improving their academic tasks or the attainment of learning tasks. Here, motivation is an important

factor to the development of critical thinking and problem-solving through emotions

VII. MAINTAINING MOTIVATION

Academically, many students facing difficult throughout their school work. The natural effective work habits are seems to some students and some students are to struggle to get started and keep focus. The noisy class or study environment, more pleasurable activities or assignments cover lengthy time spans in turn distraction of these students. In these situations, there is protected boost needed for students to keep themselves on track through volitional strategies. There are many studies resulted that the volitional strategies are effective in helping students focus on their study. Students are better able to enhance their motivation or to maintain their motivation and engagement on academic tasks and successfully complete their assignments by using the volitional strategies. The ability of students controls their own learning through their positive work habits. They know to strategies for planning, organizing, and learning and guarding against distractions, influence of numerous factors to use those strategies to initiate and maintain needed for the successful completion of their task. Their self-regulatory knowledge into action is the key factor to the success of their learning. Effort and self-determination are involved in these successful learning. Thus, the Academic Volitional Strategy Inventory (AVSI) is an instrument for assessing students' tendencies towards volitional control in academic situations. According to Kuhl, there are variety methods to initiate or strengthen students' focus when struggling to avoid distraction that the efforts of completion of academic tasks. Corno and Kanfer (1993) presented a scheme and categories the methods to arrange five self-regulatory actions such as metacognitive control, environmental control, attentional control, emotional control and motivation control. On this classification, first three categories are shown to affect students' self-regulation for learning and others such as motivation and emotion indicated that the enhancement of students' learning goals. The Academic Volitional Strategy Inventory (AVSI) addresses students' engagement that based on Corno's categories of emotion and motivation. This can be used by teachers also. In good academic

grades, the students' need more concentrated focus on their schoolwork and the teachers to assess the types of strategy their students' use in tackling academic assignments. Sometimes the students may continuously perform poor in their class assignments or homework task and these may cause difficulty initiating study behaviour on students. So, the teachers must produce meaningful learning for their students. We also remember that motivation is a key factor of learning. Academic emotions associated with the learning tasks and it is a fundamental to students' investment of effort in the tasks we set before them.

VIII. CONCLUSION

Volition is an important term and it is continually motivated students with their achievement of learning outcomes. It measures the potential for responsibility, dependability and consciousness for the predictive success in their educational settings. Thus, it is the term that depends on the strength of will. Accordingly, volitional control is a process for emotion, motivation and cognition for the successful achievement of learning outcomes of the learner. It is also the process of goal initiation, goal formation, action control and emotional control. Positive work habits, cultivating motivation, determination of goals, decision of choice or desire, consciousness and responsibility etc are the role of volitional process in learning and performance in school students or in our educational settings.

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