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THE ROLE OF VOLITION IN WEB BASED INSTRUCTION; THE RELATIONSHIP
OF PERSISTENCE AND COURSE COMPLETION (324
PP.)

Director of Dissertation: Drew Tiene, Ph.D.

The purpose of this study was to examine the variables of volition, including style and process, that differentiate students who complete and those who do not complete non-instructor led self regulated Internet courses. Students were evaluated in terms of feedback on the 25 variables on the Metavolition Inventory and through interviews. The participants in this study were 47 self selected subscribers of fee based online courses offered through a regional Internet Service Provider. An ex-post facto research design was used to measure statistical differences between the groups. The results revealed five variables of significance. Completers were more likely to finish 'hard' or difficult courses, to monitor and adjust effort and to finish the course even if they lost interest. Non-completers were more likely to assess task difficulty before commencing a course and to attribute success to 'luck'. The remaining educational theory based variables showed no significant differences.