

PSIHOLOGIE GENERALĂ

THE MANIFESTATION OF WILLPOWER IN PUPILS BASED ON ACADEMIC ACHIEVEMENT AND TYPE OF EXTRACURRICULAR ACTIVITIES MANIFESTAREA VOINȚEI LA ELEVI ÎN FUNCȚIE DE REUȘITA ACADEMICĂ ȘI TIPUL DE ACTIVITĂȚI EXTRAȘCOLARE

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Abstract

This article presents the quantitative and qualitative results of a study on pupils' willpower in relation to academic achievement and the types of extracurricular activities they engage in. The study involved 304 pupils, aged 12 to 19, from four secondary education institutions in the Republic of Moldova.

The results revealed statistically significant differences in several areas: self-assessment of willpower based on academic achievement; the general index of volitional self-control and self-mastery based on the type of extracurricular activities; the volitional qualities of responsibility, initiative, and independence based on academic achievement; and the qualities of initiative, determination, persistence, energy, attention, and perseverance based on the type of extracurricular activities (such as sports, music, dance, painting, volunteering).

Keywords: willpower, self-assessment of willpower, self-control, volitional qualities, academic achievement, extracurricular activities, students

Rezumat

Acest articol prezintă analiza rezultatelor cantitative și calitative ale unui studiu asupra puterii de voință a elevilor în raport cu rezultatele academice și tipurile de activități extracurriculare în care ei se angajează. Studiul a fost efectuat pe eșantionul de 304 elevi, cu vârste cuprinse între 12 și 19 ani, de la patru instituții de învățământ secundar din Republica Moldova.

Rezultatele au evidențiat diferențe semnificative statistic în mai multe domenii: autoevaluarea puterii de voință bazată pe rezultate academice; indicele general al autocontrolului volitiv și stăpânirea de sine, în funcție de tipul activităților extrașcolare: calitățile volitive, de responsabilitate, inițiativă și independență bazate pe rezultatele academice; iar calitățile de inițiativă, determinare, persistență, energie, atenție și perseverență pe baza tipului de activități extracurriculare (cum ar fi sport, muzică, dans, pictură, voluntariat).

Cuvinte-cheie: voință, autoaprecierea voinței, autocontrol, calități volitive, reușită academică, activități extrașcolare, elevi.

Introduction. A review of educational policy documents and specialized literature highlights numerous arguments and explanations supporting the role of willpower, as a higher mental process, which plays a crucial role in the learning process. According to Article 6 of the Education Code, the educational ideal of schools in the Republic of Moldova is to form individuals with a spirit of initiative, capable of self-development, who possess not only a system of knowledge and skills required for the labour market but also independence of thought and action, and openness to intercultural dialogue, rooted in both national and universal values [2]. Given the demanding nature of learning activities, the energy provided by emotional processes and motivational structures is often insufficient for pupils for optimal academic performance. Consequently, willpower takes on the task of setting clear learning objectives and supporting the actions necessary to achieve these goals. The findings of studies dedicated to the examination of willpower are indisputable. As a result, willpower is presented as a regulatory mental process that manifests through conscious actions toward achieving established goals. Prominent theorists such as Popescu-Neveanu, Roșca, Tucicov-Bogdan, and Zlate, describe willpower as more than merely an “executive component of character,” a “level of self-organization and superior psychological regulation,” or a “triggering capacity for attitudes and actions,” but also as one of the most effective prerequisites for successful learning activity [4; 8; 10]. Furthermore, appropriately adjusting the degree of complexity and difficulty of tasks objectively contributes to the optimal development of willpower. However, A. Tomlinson, in his research, elucidates that raising academic standards for pupils does not necessarily increase their effort. Ultimately, higher standards

must be accompanied by increased levels of support for pupils, as stated by Battistich, Roderick, and Camburn.

In a school context, the educational institution, at all levels of education, plays a major role in developing pupils’ willpower. Through curricular and extracurricular activities, schools stimulate independence, perseverance, tenacity, self-expression, and, implicitly, the well-being of pupils. According to Covington and Beery, the school is responsible for fostering the will to learn, and “the teacher’s role is to encourage pupils’ confidence and high achievements.” The teaching staff should understand the reasons behind a lack of persistence or effort, identify strategies that could help pupils succeed, and grasp their own causal beliefs about success and failure, as these beliefs influence pupils’ motivation.

Purpose of the research. In light of these aspects, we conducted a study to identify the relationships between self-assessment of willpower, self-control, and volitional qualities in pupils, based on various psychosocial factors. The research focused on two primary factors: academic achievement and the type of extracurricular activities.

Sample of subjects. The study included 304 pupils (both male and female) aged 12 to 19 years, drawn from four primary and secondary schools in Chișinău municipality and Drochia district. The sample was selected to include homogeneous groups of pupils of representing different age ranges and academic performance.

To measure differences in self-assessment of willpower, the volitional self-control index, and volitional qualities in pupils based on factors such as academic achievement and type of extracurricular activities, we used the following psychometric instruments: the Psychosocial Survey, the Willpower Self-Assessment Questionnaire

Table 1

Differences Between Means for Self-Esteem in Terms of Academic Success

Variable	Academic Success	Number of Subjects	Arithmetic Mean	Standard Deviation	Standard Error Mean
Self-Appreciation of Willpower	9-10	67	20,54	3,345	0,409
	8-8,99	119	20,24	3,831	0,351
	7-7,99	80	19,00	3,721	0,416
	6-6,99	29	18,93	3,936	0,731
	5-5,99	9	17,44	3,167	1,056

(E.V. Rudensky), the Volitional Self-Control Diagnostic Questionnaire (A.G. Zverkov & E.V. Eidman), and the Volitional Qualities Questionnaire (M.V. Chumakov) [7; 11].

Hypothesis of the experimental study. We suppose that there are differences in the manifestation of willpower self-assessment, self-control, and volitional qualities in pupils, depending on psychosocial factors such as academic achievement and involvement in extracurricular activities.

Results and Discussions. It is a universally recognized reality that the way pupils define and express themselves about their self-assessment of willpower plays a significant role in achieving the desired performance. Typically, when referring to self-assessment of willpower, it is taken into considering a specific scale of self-evaluation in the context of a particular activity or action, whether it be learning, work, or certain personal tendencies and impulses, based on one's beliefs, qualities, values, and personal resources. The way a pupil sets realistic goals and believes in what they can achieve assumes responsibility, shows initiative and persistence in completing a task, puts in the effort, and sees the activity through to the end are some of the indicators used to evaluate a person's level of willpower. In this regard, we aimed to identify the relationship between willpower self-assessment and psychoso-

cial factors such as academic achievement and type of extracurricular activities. Supporting our focus, prior research by Michel (2015), Hagger, Wood, Stiff (2010), and Ridder, Lensvelt-Mulders, and Finkenauer (2012), has shown that high levels of willpower are often associated with success and efficiency in daily life, while lower levels of willpower are linked to various social and personal problems [1].

Below, we present the results obtained from the Willpower Self-Assessment test, based on the academic achievement factor (grades 9-10 vs. 5-6). The differences in means are illustrated in Table 1.

Based on the data presented in Table 1, it was observed that for self-assessed willpower, subjects with academic performance ranging from grades 9-10 (20.54), compared to subjects with academic performance between grades 5-6 (17.44), recorded higher averages. Likewise, subjects with grades 8-8.99 (20.24) also achieved high averages. It is worth noting that subjects with academic performance between grades 6-6.99 (18.93) and those with grades 7-7.99 (19.00) had similar averages. Analyzing the statistical results using the ANOVA test, we identified significant differences in self-assessed willpower based on academic performance ($F=3.348$, $p=0.011$).

Furthermore, we aimed to identify the relationships between self-assessed

Table 2

Differences in Averages for Self-Assessed Willpower Based on the Type of Extracurricular Activities

Variable	Type of Extracurricular Activities	Number of Subjects	Arithmetic Mean	Standard Deviation	Standard Error Mean
Self-Appreciation of Willpower	Sports	145	20,14	3,850	0,320
	Music	34	20,24	3,830	0,657
	Dance	18	19,67	3,941	0,929
	Other	77	19,38	3,587	0,409
	None	30	18,53	3,298	0,602

willpower and the type of extracurricular activities. The differences in the obtained averages can be seen in Table 2.

The data in Table 2 shows predominantly higher averages for subjects involved in music activities (20.24) and those practising sports (20.14). We also observe that pupils who engage in dance (19.67), compared to subjects participating in other types of activities (e.g., painting, volunteering, intellectual games, literature, theatre, design, foreign languages) (19.38), have similar averages. It is worth mentioning that the lowest averages for this factor are observed in subjects not involved in any type of activity (18.53). The results obtained through one-way ANOVA and the application of Levene's test to verify the homogeneity of variances exceed the 0.05 threshold, indicating that there are no statistically significant differences in self-assessed willpower among pupils based on the type of extracurricular activities ($F=1.534$, $p=0.192$).

At another stage of the research, it was interesting to study the relationship between volitional self-control in pupils, academic performance, and the type of extracurricular activities. Regarding self-control, it is often associated with willpower, which lies in a person's ability to regulate

their functioning on cognitive, emotional, and behavioural levels. For some authors, self-control equates to self-discipline, rigour, and perseverance. Thus, it involves a person's ability to curb momentary impulses, control emotional reactions, delay gratification, and persist in less enjoyable tasks.

Research shows that pupils with higher levels of self-control tend to achieve better academic results compared to other pupils, and are less inclined toward risky behaviours (such as drug and alcohol use, sexual promiscuity, and violence), including a significantly lower risk of dropping out of school. It is important to note that low self-control is a significant risk factor for a wide range of personal and interpersonal problems. In this regard, the findings of researchers Baumeister, Heatherton, and Tice (1994), Duckworth and Seligman (2005), Mischel, Shoda, & Peake (1988), Shoda, Mischel, & Peake (1990), Tangney, Baumeister, & Boone (2004), and Wolfe & Johnson (1995) are noteworthy. These studies have demonstrated that self-control offers benefits both to the individual and to society as a whole. Ultimately, good self-regulation ensures the achievement of desirable behaviours and positively influences school and social adaptation,

academic performance, professional success, mental health, and interpersonal relationships.

In the view of R. Baumeister and his collaborators, most personal and social problems are centred around failures of self-control [1; 5]. According to T.A. Falkovich, the maximum effectiveness of self-control consists of several essential elements: a well-defined goal, the manner

and sequence of task completion, and the use of special exercises aimed at developing control abilities, along with learning actions and strategies to regulate them [8; 9].

Our research also focused on highlighting differences in volitional self-control among pupils (*the general index of volitional self-control, self-regulation, and perseverance*), based on the criterion of academic performance (9-10/5-6). Table 3

Table 3

Differences in Averages for Volitional Self-Control in Pupils
(General Index of Volitional Self-Control, Self-Regulation, Perseverance)
Based on Academic Performance

Variable	Academic Performance	Number of Subjects	Arithmetic Mean	Standard Deviation
General Index of Volitional Self-Control	9-10	67	13,28	4,130
	8-8,99	119	13,12	3,876
	7-7,99	80	12,60	3,957
	6-6,99	29	13,34	3,165
	5-5,99	9	13,33	2,500
Self-Regulation	9-10	67	9,07	2,920
	8-8,99	119	8,78	3,000
	7-7,99	80	8,54	3,253
	6-6,99	29	9,38	2,441
	5-5,99	9	8,89	2,369
Perseverance	9-10	67	6,87	2,399
	8-8,99	119	7,08	2,206
	7-7,99	80	6,65	2,273
	6-6,99	29	6,76	1,683
	5-5,99	9	7,00	1,581

presents the differences in the averages obtained.

From the values presented in Table 3, it is evident that for the general index of volitional self-control, the highest averages were recorded by subjects with academic performance between 6-6.99 (13.34) and those with grades between 5-5.99 (13.33). Similar averages are observed for subjects with academic performance of 9-10 (13.28) and those with performance of 8-8.99 (13.28). Lower averages are

noted for subjects with academic performance between 7-7.99, indicating a value of 12.60. Regarding self-regulation, the results show that among the total number of subjects, high averages were achieved by pupils with academic performance of 6-6.99 (9.38) and those with performance of 9-10 (9.07). Subjects with performance of 7-7.99 (8.54) and 8-8.99 (8.78) had lower averages. In the case of perseverance, the data allow us to deduce that subjects with academic performance of

8-8.99 (7.08) and those with performance between 5-5.99 (7.00) have higher averages compared to other subjects. The lowest values are present in subjects with academic performance between 7-7.99 (6.65). The statistical study using ANOVA test results for volitional self-control highlights insignificant differences based on academic performance. The data show the following situation: general index of volitional self-control ($F=0.396$, $p=0.812$); self-regulation ($F=0.556$, $p=0.695$); and perseverance ($F=0.478$, $p=0.752$).

Next, we will reflect on the results for volitional self-control in pupils (*general index of volitional self-control, self-regulation, and perseverance*) based on the type of extracurricular activities. The differences in the obtained averages are presented in Table 4.

The results reflected in Table 4 show that for the general index of volition-

al self-control, the highest averages are observed in subjects engaged in sports (13.92) compared to those involved in other types of activity. It is noted that subjects participating in other activities (e.g., painting, volunteering, intellectual games, literature, theatre, design, foreign languages) (12.62) and those engaged in dance (12.17) have similar averages. The lowest averages are found among subjects not involved in any type of activity (11.73). Analysing the results for the self-regulation variable, we observe that subjects involved in sports (9.72) show higher averages compared to those engaged in other types of activities. It is noted that pupils participating in other activities (e.g., painting, volunteering, intellectual games, literature, theatre, design, foreign languages) (8.45) and those engaged in dance (8.22) have similar averages. The lowest averages are identified among subjects practising music (7.41).

Table 4

Differences in Averages for Volitional Self-Control in Pupils Based on the Type of Extracurricular Activities

Variable	Type of Extracurricular Activities	Number of Subjects	Arithmetic Mean	Standard Deviation
General Index of Volitional Self-Control	sports	145	13,92	3,827
	music	34	11,91	3,528
	dance	18	12,17	3,930
	other	77	12,62	3,558
	none	30	11,73	4,201
Self-Regulation	sport	145	9,72	2,737
	music	34	7,41	2,709
	dance	18	8,22	2,798
	other	77	8,45	3,127
	none	30	7,57	2,909
Perseverance	sport	145	7,21	2,283
	music	34	6,41	1,987
	dance	18	6,22	2,691
	other	77	6,88	1,919
	none	30	6,23	2,223

From Table 4, we deduce that for the perseverance variable, subjects involved in sports (7.21) demonstrate the highest values. Additionally, the lowest values are noted both among pupils not engaged in any type of activity (6.23) and among pupils practising dance (6.22). According to the ANOVA test results, significant statistical differences were obtained for the variables: general index of volitional self-control ($F=4.095$, $p=0.003$) and self-regulation ($F=7.639$, $p=0.001$) based on the type of extracurricular activities. For the perseverance variable ($F=2.301$, $p=0.059$), the results are not significant based on this factor. Research has demonstrated that extracurricular activities play an essential role in the development of self-control, as they impose a structure and routine requiring commitment, planning, time management skills, concentration, perseverance, and emotional control.

When referring to the development of willpower, it must also be taken into

consideration the importance of volitional qualities, which, according to K. N. Kornilov, consist of a person's ability to significantly overcome the difficulties encountered in achieving a goal. In this sense, the author refers to the following volitional qualities: resilience and self-control, perseverance and determination, independence and discipline. Generally, the interest in studying the volitional qualities of pupils in the educational process is approached in the works of authors such as N.I. Gutkina, V.A. Ivannikov, E.P. Ilyin, O.A. Konopkin, V.A. Kruzhetsky, A.M. Prikhozhan, V.I. Selivanov, N.N. Tolstykh, T.I. Shulgi, and B.C. Yurkevich [3; 6; 8]. In the specialized literature, the following volitional qualities are frequently analysed: firmness, willpower, perseverance, independence, initiative, promptness in decision-making, self-regulation, consistency in pursuing goals, and the ability to work in a planned manner [3; 6; 7; 10]. The following table (Table 5) presents the

Table 5

Differences in Averages for Volitional Qualities in Pupils Based on Academic Performance

Volitional Qualities	Academic Performance	Number of Subjects	Arithmetic Mean	Standard Deviation	Standard Error Mean
Responsibility	9-10	67	17,43	3,652	0,446
	8-8,99	119	16,46	3,471	0,318
	7-7,99	80	15,81	3,269	0,365
	6-6,99	29	16,55	3,214	0,597
	5-5,99	9	14,67	4,975	1,658
Initiative	9-10	67	17,78	4,555	0,557
	8-8,99	119	16,65	4,547	0,417
	7-7,99	80	15,01	4,482	0,501
	6-6,99	29	15,21	4,057	0,753
	5-5,99	9	14,22	3,232	1,077
Determination	9-10	67	11,40	3,977	0,486
	8-8,99	119	12,61	3,981	0,365
	7-7,99	80	11,34	3,795	0,424
	6-6,99	29	11,34	3,558	0,661
	5-5,99	9	12,11	3,983	1,328

Independence	9-10	67	14,51	3,641	0,445
	8-8,99	119	13,96	3,573	0,328
	7-7,99	80	12,49	3,416	0,382
	6-6,99	29	12,59	3,459	0,642
	5-5,99	9	12,33	3,464	1,155
Resilience	9-10	67	17,55	4,470	0,546
	8-8,99	119	17,40	4,555	0,418
	7-7,99	80	17,26	4,589	0,513
	6-6,99	29	17,07	4,884	0,907
	5-5,99	9	18,22	5,142	1,714
Persistence	9-10	67	11,10	3,075	0,376
	8-8,99	119	11,12	3,139	0,288
	7-7,99	80	10,18	3,093	0,346
	6-6,99	29	11,59	3,042	0,565
	5-5,99	9	10,22	2,728	0,909
Energy	9-10	67	17,46	4,251	0,519
	8-8,99	119	17,70	4,498	0,412
	7-7,99	80	16,38	4,120	0,461
	6-6,99	29	17,62	4,280	0,795
	5-5,99	9	17,56	4,362	1,454
Attention	9-10	67	14,12	3,902	0,477
	8-8,99	119	13,39	3,864	0,354
	7-7,99	80	13,29	3,826	0,428
	6-6,99	29	13,34	2,729	0,507
	5-5,99	9	11,67	2,550	0,850
Perseverance	9-10	67	17,85	4,662	0,570
	8-8,99	119	17,20	4,539	0,416
	7-7,99	80	16,01	4,560	0,510
	6-6,99	29	16,28	3,595	0,668
	5-5,99	9	15,11	4,314	1,438

differences in the averages obtained for volitional qualities based on academic performance (9-10/5-6).

The results indicate that subjects with academic performance between 9-10 recorded higher averages for the following volitional qualities compared to other subjects: responsibility (17.43), initiative (17.78), independence (14.51), attention (14.12), and perseverance (17.85). When comparing the averages of subjects with academic performance of 5-5.99 with other subjects involved in the research, higher average values are observed for the

quality of resilience (18.22). Additionally, high averages are noted for subjects with performance between 8-8.99 for all volitional qualities: initiative (16.65), determination (12.61), independence (13.96), resilience (17.40), persistence (11.12), energy (17.70), attention (13.39), and perseverance (17.20). According to the results obtained from the ANOVA test, statistically significant differences are found in volitional qualities: responsibility ($F=2.595$, $p=0.037$); initiative ($F=4.604$, $p=0.001$); and independence ($F=4.231$, $p=0.002$), based on academic performance.

In the same vein, we present the results obtained by establishing the relationships between volitional qualities and the type of extracurricular activities. The differences in the obtained averages are reflected in Table 6.

The results presented demonstrate that subjects who participate in sports record higher averages in the following volitional qualities: energy (18.37), endurance

(18.13), perseverance (17.64), responsibility (16.90), and initiative (16.90). Additionally, it was found that subjects involved in musical activities have higher averages in the qualities of initiative (16.50), endurance (16.35), perseverance (16.24), and responsibility (16.00). It was observed that pupils engaged in dance have higher averages in the following qualities: initiative (17.78), energy (17.78), responsibility

Table 6

Differences in Averages for Volitional Qualities in Pupils Based
on the Type of Extracurricular Activities

Volitional Qualities	Type of Extracurricular Activities	Number of Subjects	Arithmetic Mean	Standard Deviation	Standard Error Mean
Responsibility	sports	145	16,90	3,344	0,278
	music	34	16,00	3,124	0,536
	dance	18	16,39	4,272	1,007
	other	77	15,90	3,858	0,440
	none	30	16,33	3,346	0,611
Initiative	sports	145	16,90	4,606	0,382
	music	34	16,50	4,750	0,815
	dance	18	17,78	3,300	0,778
	other	77	15,34	4,291	0,489
	none	30	14,30	4,692	0,857
Determination	sports	145	12,50	4,149	0,345
	music	34	10,56	4,076	0,699
	dance	18	12,72	3,801	0,896
	other	77	11,34	3,500	0,399
	none	30	11,17	3,075	0,561
Independence	sports	145	13,84	3,551	0,295
	music	34	13,94	3,384	0,580
	dance	18	14,00	2,744	0,647
	other	77	13,27	3,999	0,456
	none	30	11,77	3,148	0,575
Endurance	sports	145	18,13	4,694	0,390
	music	34	16,35	4,458	0,765
	dance	18	16,33	3,970	0,936
	other	77	16,91	4,378	0,499
	none	30	16,87	4,577	0,836
Persistence	sports	145	11,62	2,806	0,233
	music	34	9,53	2,788	0,478
	dance	18	11,33	2,849	0,672
	other	77	10,68	3,477	0,396
	none	30	9,13	2,886	0,527

Energy	sports	145	18,37	4,312	0,358
	music	34	15,53	4,294	0,736
	dance	18	17,78	3,557	0,838
	other	77	16,31	3,877	0,442
	none	30	16,27	4,741	0,866
Attention	sports	145	14,18	3,541	0,294
	music	34	13,32	3,198	0,548
	dance	18	13,89	3,428	0,808
	other	77	12,35	4,316	0,492
	none	30	12,80	3,221	0,588
Perseverance	sports	145	17,64	4,082	0,339
	music	34	16,24	5,070	0,869
	dance	18	16,00	4,765	1,123
	other	77	16,68	4,789	0,546
	none	30	15,00	4,533	0,828

(16.39), endurance (16.33), and perseverance (16.00). Subjects involved in other types of activities (painting, volunteering, intellectual games, literature, theatre, design, foreign languages) have obtained high average values in the qualities of endurance (16.91), perseverance (16.68), and energy (16.31). Moreover, it was observed that pupils who are not involved in any type of activity have high averages in the following qualities: endurance (16.87), responsibility (16.33), and energy (16.27). The results of the ANOVA test show that there are statistically significant differences in the volitional qualities: initiative ($F=3.528$, $p=0.008$); determination ($F=2.777$, $p=0.027$); insistence ($F=6.672$, $p=0.000$); energy ($F=5.399$, $p=0.000$); attention ($F=3.440$, $p=0.009$); perseverance ($F=2.771$, $p=0.027$), depending on the type of extracurricular activities. Volitional qualities significantly influence the way pupils participate in and succeed in extracurricular activities. These activities are certainly essential for personal development, offering opportunities for exploring interests, developing skills, and improving academic performance.

In **conclusion**, it should be noted that the present study is part of a series of

studies developed concerning the subject "*Psychosocial Particularities of Pupils' Will*". In this context, it should be taken into consideration that the efforts undertaken and the results obtained contribute to the foundation of the methodology for developing willpower in pupils. The research results demonstrate the relationship between self-appreciation of willpower, self-control, and volitional qualities in pupils, depending on factors such as academic success and type of extracurricular activities. The study indicates that there are statistically significant differences in the manifestation of self-appreciation of willpower among pupils based on academic success. Specifically, pupils with academic success rated between 9-10 compared to pupils with academic success between 5-5.99 recorded higher averages. Additionally, the results showed statistically significant differences in the general index of volitional self-control and self-mastery based on the type of extracurricular activities. In this regard, it should be noted that pupils involved in sports activities, compared to pupils who do not engage in any extracurricular activities, have higher average values for the indices of volitional self-control

and self-mastery. These pupils can control their emotions, impulses, and behaviours to achieve long-term goals. Similarly, it was reported that statistically significant differences in volitional qualities such as responsibility, initiative, and independence based on academic success were noticed. The results indicate statistically significant differences in the volitional qualities of initiative, determination, insistence, energy, attention, and perseverance depending on the type of extracurricular activities. The presented results confirm the hypothesis that there are differences in the manifestation of self-appreciation of willpower,

self-control, and volitional qualities in pupils based on psychosocial factors such as academic success and involvement in extracurricular activities. Considering that willpower is involved in focusing attention and mobilizing all cognitive, affective, and personality resources of pupils to cope with academic demands, it becomes imperative to provide opportunities for pupils to engage in curricular and extracurricular activities aligned with their needs and interests. It highlights the need for further research to explore in more detail the relationship between willpower and psychosocial factors.

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