

The Chronic Influence of the Lack of Traditional Teaching during COVID-19 on the Academic Motivation of Young Adults

Amulya N^{1*}

ABSTRACT

The Covid-19 pandemic has affected our overall health and its long term effects are yet to be determined. Academic motivation is just another aspect that has faced a backlash due to the pandemic. The emergence of studies related to the effects of the COVID-19 pandemic on academic motivation shows that it is an integral part of a student's life. Deficits in it reflects deficits in the holistic health of a student since academics are a major foundation of how we draw out our lives. This paper focuses on studying the long-term effects of the lack of face-to-face classes on the academic motivation of college-going students aged 18-30 years. A significant difference in academic motivation from before and after the pandemic was found. Further, the paper also discusses the possible factors during or after the pandemic contributing to the reduction in academic motivation so that educational institutions can focus on providing necessary positive support to a student.

Keywords: *Academic Motivation, COVID-19, Online classes, Shift from traditional modes of teaching, Holistic health, Positive support to overcome academic stressors*

Psychologists have always been interested to learn and understand how our mind functions. One cognitive aspect that they have studied and theorized about for many years is motivation. Abraham Maslow's Hierarchy of Needs theory (1943, 1987) says that each individual is motivated to perform a particular task or behaviour based on a tier list of needs that they have. They work to fulfill the primary needs first and then move on to fulfill other esteem needs later. According to this theory, needs can also vary as one moves upward to fulfill their esteem needs. If there is a requirement of fulfillment of the primary needs then the organism strives to fulfill it first, regardless of how high in the tier-list they are.

Clark Hull's Drive Reduction Theory (1943) says that living beings perform actions to reduce their drives and to restore the state of homeostasis in the body. The Arousal Theory of motivation states that we are aroused to do a certain task. There are different levels of arousal and when there is an optimal level of arousal, not too low or too high, our performance is the best (Yerkes-Dodson Law). With respect to these two theories, we are motivated to perform tasks because we want to fulfill certain physiological and psychological needs. Other theories

¹Department of Clinical Psychology, School of Allied Healthcare and Sciences, Jain University, Bangalore

*Corresponding Author

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such as the Instinct Theory also draw similar inferences. These suggest that the desire to learn and grow is innate and therefore, we have academic motivation.

According to Petri (1996), the process with which actions and activities are directed, started, and continued in order to meet the physical and psychological wants and needs is known as motivation. The word comes from the Latin word 'movere', meaning "to move." Motivation is what "moves" people to do everything they do. The need-satisfying ego motivates a person to do better than they normally do. There are many types of motivation, but the major two types are:

1. **Intrinsic motivation**: It is the kind of motivation in which a person does something, or anything because the performing that action or behaviour itself is fun for the individual, challenging, rewarding, or satisfying in some internal manner. For example, a person might go to a theme park to try new and seemingly dangerous rides or might do activities that look life-threatening to others, like bungee jumping or paragliding. The person does these activities only because they enjoy it.
2. **Extrinsic motivation**: When the motivation leads to an outcome that is outside of the self, it is called extrinsic motivation. In extrinsic motivation, a person acts because they are told to do so and not because they want to. For example, a student doing their homework or studying for an exam or an employee working a particular job just because it offers higher pay than other jobs, even though they don't personally like it.

Similarly, academic motivation can be defined as the desire and drive to engage and partake in academic activities such as attending classes, completing classwork and homework, studying, etc. There are many theories related to the academic motivation of an individual, such as:

1. **Intrinsic and Extrinsic Motivation**: As mentioned earlier, these relate to why a student engages in academics to obtain internal and external rewards.
2. **Goal-Setting Theory**: This theory suggests that people are driven by setting goals that challenge them. This improves their academic performance and keeps them motivated enough to engage in academics. The goals must be just-out-of-reach and must not be impossible for the individual to attain. This works most when students set goals for themselves and not when others set goals for them.
3. **Self-Determination Theory**: This theory suggests that autonomy, competence, and relatedness are three factors that influence a student's academic motivation. Studies have found that when students feel more competent, autonomous, and connected to others, they are highly likely to be motivated to engage in academic activities (e.g., Vansteenkiste et al., 2005)
4. **Achievement Goal Theory**: According to this theory, students are likely to perform better in academics when they have specific goals in mind that they must reach. Each student may have different types of goals that help them progress.

With this background of motivation, this paper focuses on the motivation that students have towards their academics, with a special interest towards the chronic effects on academic motivation among young adult college-going students post the COVID-19 pandemic. Although there are various psychological components that influence student behaviours, motivation is considered to be one of the most important foundations essential for students' academic development (Steinmayr & Spinath, 2009). Research has, time and again, found that academically motivated students tend to perceive school and learning as valuable, like to

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learn, and enjoy learning-related activities (Eccles & Wigfield, 2002; Zimmerman, 2000, 2008).

Lack of motivation leads not only to disengagement with school in general, but to underachievement and dropping out of school (Azzam, 2007; Glass & Rose, 2008; Janosz, Archmbault, Morizot, & Pagani, 2008; Scheel et al., 2009). In light of the COVID-19 pandemic and the sudden shift from face-to-face classes to online classes, everyone involved in the educational sector faced many challenges and took quite some time to adjust to the new mode of education, even as the transition itself was quick.

The adjustment to the new mode was necessary and inevitable, lest someone lost their progress of the entire academic year(s). This may have caused a few maladjustments or maladaptations towards academics in the student masses as a whole, that are yet to be discovered. One way in which this can be done is to study the academic motivation of students in chronic relation to the pandemic, both before (if objectively possible) and after it. Tests of motivation assess the different kinds of motivation in an individual and are usually self-report tests/questionnaires. They ask questions like ‘Why do I do what I do?’ or in the case of the Academic Motivation Scale used in this study, ‘Why do I go to college?’. They can also test in what situations people are motivated to perform or act and how we regulate ourselves based on our motivation levels. They also make use of Likert scales to assess the motivation levels so that we can get a comprehensive idea of our data. Some examples of such scales are the Situational Motivation Scale (Guay, Vallerand, and Blanchard, 2000), the Academic Motivation Scale (Vallerand et. al, 1992), and the Self-Regulation Questionnaire (Brown, Miller, & Lawendowski, 1999).

There has been an emergence in studies related to the effects of the pandemic on academic motivation. Post-pandemic research shows that parental support and new methods introduced by teachers as well as teachers’ efforts during online classes play a significant role in boosting the morale and the overall academic motivation of the students in the context of the pandemic (Christel L T Klootwijk et. al, 2021; Ana Camacho et. al.,2021; Karen Zwanch & Jennifer Cribbs, 2021). The pandemic was an overall negative experience for many. When there is a profound occurrence such as this in our lives, we can become preoccupied with it and forego functioning in all other domains. The above-mentioned studies show just how positive encouragement and support are essential to keep afloat and fulfill the prerequisites of life, in general.

Interestingly, research suggests that when children who exhibit symptoms of ADHD are taken outside to play and learn in an outdoor environment, they showcase milder symptomatology (A Faber Taylor & FE Kuo, 2011) and show better leadership skills (Kaitlyn Sobchuk et. al., 2019). These findings indicate that providing education in a closed, grey space is less than ideal to facilitate new learning, especially for young children. They feel suffocated in such an environment and are, therefore, unable to learn anything new. Even if they learn, it may not last for a long time in their memory. This shows that academic performance is also largely dependent on the environment in which we study. Not to mention other factors such as environmental disturbances in studying.

Studies have found that outdoor play and sensory interventions can improve and enhance functional behaviours in children with ADHD (Kumari Sahoo and Senapati, 2014). Children with ADHD are characterized by restless behaviour and inattention, characteristics that are

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inconducive in a typical school setting. In educational institutions, students are expected to sit still for hours and constantly imbibe the knowledge of different subjects, which can certainly hamper the functioning and curiosity of a child who is energetic and outgoing.

During the lockdown, these factors were enhanced, so much so that they became the ‘new norm.’ Sitting in front of a computer or mobile screen to gain knowledge may have appeared as monotonous and without purpose for students, especially in younger children. However, this may not be the case for students pursuing higher education, since, higher education is often pursued out of the individual’s own interest. College students, therefore, tend to have higher levels of intrinsic motivation to partake in academics.

During the COVID-19 pandemic, the home environment was converted into a work and study space and the boundaries between these different aspects of life were severely lacking. A lot of people had no idea how to establish healthy boundaries and didn’t realize that the lack of boundaries was affecting them in many ways before it was too late. The academic motivation of students was also affected in the same way. The rationale of this study includes assessing and understanding the chronic effects of the lockdown on the academic motivation of students.

Further, educational institutions traditionally employ the same kinds of teaching methods, rarely including creative techniques to impart knowledge. Each individual has different kinds of learning styles and interests to learn. They also have different types of intelligence, as per the multiple intelligence theories. This means that everybody learns in a different way, so using the same method to teach everyone can also affect the overall will to study.

During the pandemic, the new way to study was through online classes - something that everyone struggled to adjust to. People took a lot of time adjusting to the online mode of education and then when the lockdown was lifted and everyone returned to the traditional mode, people took even more time to get back to the same mindset of academics as before. This, coupled with the general negative environment and emotionality of the COVID-19 pandemic would have affected academic motivation among pursuers of higher education. The purpose of this study is to determine whether this is the case or not.

The reason why it is important to study academic motivation is that it not only gives us a comprehensive idea about how much students are enjoying or engaged in academics but also tells us what the other factors in an academic setting that makes a student learn and want to learn and participate in other academic activities. We can also determine whether students partake in academics of their own volition because they themselves enjoy it (intrinsic motivation) or whether they do so for external rewards (extrinsic motivation).

LITERATURE REVIEWS

RK Malinauskas and J Pozeriene (2020) in “*Academic motivation among traditional and online university students*” studied the differences in academic motivation among 386 university students, divided on the basis of ones who learn through traditional schooling and ones who learn through online classes before and during the COVID-19 pandemic. They found that the students who learn through online classes have significantly more intrinsic motivation than their other counterparts.

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Christel L T Klootwijk et. al (2021) in their study “*Parental Support and Positive Mood Buffer Adolescents’ Academic Motivation During the COVID-19 Pandemic*” have studied the effects of parental support and positive mood on the academic motivation of adolescents during the COVID-19 pandemic. They researched the academic motivation of 102 adolescents using a daily diary method and found that parental support and positive mood are directly proportional to academic motivation during the COVID-19 pandemic when online and offline classes were in question.

Similarly, Ana Camacho et. al. (2021) in “*Anxiety and Social Support as Predictors of Student Academic Motivation During the COVID-19*” studied the correlation between anxiety, support from both teachers and classmates and the students’ academic motivation, as perceived by the parents, among 394 Portuguese students from grades 1-9 during the COVID-19 pandemic, and found that anxiety had a negative effect on academic motivation while teachers’ support played a huge role in enhancing academic motivation. Classmates’ support, on the other hand, had no significant effect.

Another similar study by Karen Zwanch and Jennifer Cribbs (2021) studied the differences in the levels of academic motivation from the perspective of American students on their teachers’ support during online classes. It was found that with the same teacher, course, and semester, the students greatly benefited from the teachers’ encouragement in academics. However, there were no significant changes in academic motivation, whereas significant changes in social and cognitive presence.

Contrarily, Arghavan Behbahanirad et. al. (2022) in their research paper, studied the influence of teachers’ characteristics on the academic motivation of 200 dentistry students of the Shiraz University of Medical Sciences, Iran, during the COVID-19 pandemic using a cross-sectional research method. They found that despite having online classes, the intrinsic and extrinsic academic motivation of the students had no significant changes because of the characteristics of the teachers. The professional qualifications of the teachers played a huge role in academic motivation in which their assessments were the weakest point for them. It was also found that the intrinsic motivation of the students was higher than that of their extrinsic motivation.

Franz Cedrick Yapo et. al. (2021) in their paper “*The Self-Efficacy and Academic Motivation of Graduating College Students During the COVID-19 Pandemic in the Philippines*” investigated the relationship between the self-efficacy and academic motivation of 532 graduating students in the Philippines and found that these factors were still high, despite the ongoing pandemic. The students did struggle at times and were frustrated because of the sudden switch to online mode, but their overall levels of self-efficacy and academic motivation remained the same. Nevertheless, the authors recommended that teachers must improve their methods to encourage students during online classes.

Alireza Mortezaei Haftador et. al. (2021) in their paper attempted to study the efficiency of regular online classes alongside flipped (learning topics prior to class discussion) and jigsaw (each student learning one piece of a larger topic and then discussing with others to fill the gaps) styles of teaching in increasing academic motivation among 84 students pursuing BSc of two different years in Shiraz University of Medical Sciences, Iran. They found that before and after the intervention, there was no significant change in regular online classes, but there was a significant increase in the academic motivation of the participants in flipped and jigsaw

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styles of teaching. The authors recommend that educational institutions must employ more efficient methods of teaching for effective distance learning.

Rizal Angelo N Grande et. al. (2022) in their paper “*Academic Motivation and self-directed learning Readiness of nursing students during the COVID-19 Pandemic in three countries: A cross-sectional Study*” conducted a cross-sectional study among four nursing colleges in three countries with a total participant number of 1187 nursing students. They tested the correlation between self-directed learning (SDL) and academic motivation and found that those students who had high levels of SDL also had high academic motivation.

Stanislava Stoyanova and Vaitza Giannouli (2022) in “*Online Testing as a Means of Enhancing Student Academic Motivation during the Coronavirus Pandemic*” correlated academic motivation with responses to online testing among 80 Bulgarian university students. They used online tests as a means to keep up academic interest and motivation until the final exams but found that only the students who had high levels of academic motivation would respond to the tests diligently.

Aidos K Bolatov et. al. (2021) in their study “*Online or Blended Learning: the COVID-19 Pandemic and First-Year Medical Students’ Academic Motivation*” conducted a repeated cross-sectional study among first-year medical students two times - the first time (with 273 participants) in March 2020 where all students engaged in only online classes and the second time (with 159 participants) in November 2020 where some students engaged in online classes while others engaged in a hybrid/offline mode of learning. It was found that academic motivation was significantly higher the second time when students has the opportunity to engage in offline classes.

Ghania Yamin and Rabia Muzaffar (2021) in “*Academic Motivation and Psychological Well-Being of University Students Taking Online Classes Amid Covid-19 Pandemic*” explored the impact of online education and psychological well-being among 278 students from different universities in Pakistan. Concerning the items on the scales that they used (Academic Motivation Scale (Vallerrand, et al., 1992), and Psychological Wellbeing Scale (Ryff, 1989)), they found that amotivation and intrinsic motivation were strong indicators of the psychological well-being of the participants who were taking online classes during the COVID-19 pandemic.

Rita Pasion et. al. (2020) in “*Impact of COVID-19 on undergraduate business students: a longitudinal study on academic motivation, engagement and Attachment to university*” studied academic-related variables such as academic motivation, engagement and attachment to university among two groups of undergraduate business students who participated in pre-test and post-test in the beginning and the end of the semester. The first group (with 126 participants) attended only offline classes during the 2018-19 academic year while the second group (with 99 participants) transitioned to online classes during the 2019-20 academic year of the pandemic. Contrary to all prior mentioned literature, it was found that there was no significant difference between the intrinsic and extrinsic academic motivation between both the groups. There was, however, a slight decrease in university engagement in the second group when compared to the first.

Similarly, Oğuz Duran N et. al. (2021) in “*Examination of the Academic Motivation Level of Music Education Senior Students during the Covid-19 Pandemic*” tested the academic

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motivation of senior students pursuing Music in 7 state-funded universities in Turkey during the academic year of 2020-21 and found that there were no significant changes in academic motivation during the COVID-19 pandemic between genders, or whether they were infected and/or affected directly by the coronavirus. The difference between online and offline classes and their correlation with academic motivation was not identified since most students were engaged only in online classes.

Ade Nurhopipah et. al. (2021) in “*Exploring Indirect Aspects in Motivation and Academic Achievement During the Pandemic*” conducted a study that tested the influence of indirect aspects such as social interactions, habits, and health and economic conditions on the academic motivation and achievement of Indonesian high school students during the COVID-19 pandemic. They found that before the pandemic, the GPA of the students was influenced by their academic motivation and that was not the case during the pandemic. It was also shown that there were significant changes in the academic motivation, economic and health conditions, and social and religious interactions of the students from before the pandemic to during it.

Jonathan Smith et. al. (2021) in studied the changes in the academic motivation of 90 grade 9 and 10 French-Canadian high school students in Canada using a pre-test and post-test method from a few weeks prior to the outbreak of the COVID-19 pandemic to the end of the first wave. It was found that students are sensitive to social support and educational opportunities and their academic motivation improved as they were prepared to enter offline classes once again, with extroverted students having more interest in learning after their return to offline classes.

Interestingly, in a follow-up study by the same authors (2022), in “*The effects of the COVID-19 pandemic on French-Canadian adolescents' academic motivation: A follow-up study*” they found that most of the dimensions relating to academics were stable during the first study. The authors opine that the increase in academic interest after the first wave might have been due to the excitement of returning to a ‘normal life’ after the first wave. However, they found that there was a decline in academic motivation in the same sample post-pandemic, indicating that there may be severe chronic effects of the pandemic on the academic motivation of students.

METHODOLOGY

Aim

To study the effect of the shift from physical classes to the lack of it during the COVID-19 pandemic on academic motivation among young adult college-going students.

Research Questions

1. What is the effect of the shift from face-to-face classes to the lack of them during the COVID-19 pandemic on academic motivation among young adult college-going students?
2. Does the shift from physical to online classes have a chronic effect on academic motivation amongst young adult college-going students?

Hypothesis

- *Null Hypothesis:* There would be no significant effect of the sudden shift from physical to online classes on academic motivation in college-going young adults.

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- *Alternative Hypothesis:* There is a significant effect of the sudden shift from physical to online classes on academic motivation in college-going young adults.

Variables

- a. Academic Motivation
- b. The sudden shift from physical classes to the lack of them

Operational Definitions

1. **Motivation:** According to Petri (1996), the process with which actions and activities are directed, started, and continued in order to meet the physical and psychological wants and needs is known as motivation. It is an internal state of the organism in which behaviour that is directed towards the attainment of a goal or an incentive, begins with a psychological or physiological feeling of wantedness, deficiency or a need is activated.
2. **Academic Motivation:** Academic Motivation refers to the motivation exhibited by students or others who are pursuing any form of education, to study and partake in academic activities. How much are they motivated to partake in academic activities?
3. **Intrinsic motivation:** Intrinsic motivation is the type of motivation in which a person acts because the act itself is fun, rewarding, challenging, or satisfying in some internal manner. The person does these activities only because they enjoy it.
4. **Extrinsic motivation:** When the motivation leads to an outcome that is outside of the self, it is called extrinsic motivation. In extrinsic motivation, a person acts because they are told to do so and not because they want to.

Research Design

This is a Correlational study which made use of descriptive design and a Survey method to collect data.

Sampling Method

The sampling methods used were probability sampling, purposive sampling, snowball sampling, and convenience sampling.

Sample Size

133 participants between the age of 18-30 years partook in this study. They were all college-going students from various educational backgrounds, pursuing their bachelor's or master's degrees.

Procedure and Administration

The screening and data collection was done using the Academic Motivation Scale by RJ Vallerand et. al. (1992) - College Form, which is a direct translation of the French Echelle de Motivation en Education (Vallerand et al., 1989). The scale contains a total of 28 questions that in turn are a part of 7 subscales (4 questions each). Each of the seven subscales measures a different type of academic motivation.

An online (google) form was created that contained the AMS-C 28 questionnaire and the participants were instructed to answer the questions about their current academic interest, which was the post-pandemic period. They had to rate the likeliness of their answers for each question on a Likert scale from 1-7, 1 being 'strongly disagree' and 7 being 'strongly agree'.

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All the participants will be informed about the study and consent will be taken from each participant before the conduction of the study.

Further, two additional questions were asked that are not a part of the AMS-C 28. These were asked for the purpose of a better understanding of the differences in academic motivation before and after the pandemic. The first question asked how the participant's academic motivation was before the pandemic on a Likert scale of 1-7 (1- I was not interested in academics at all, 7- I was deeply interested in academics). The second question was a checklist asking what factors influenced the participant's academic motivation after the pandemic. The checklist contained 9 options that the participants could mark if that particular factor had influenced them.

Answering the whole form would take around 10-15 minutes. The data was collected and analyzed.

Tools for Assessment

The Academic Motivation Scale by Vallerand et. al. (1992) - College edition was used to collect the data. The scale contains 28 questions which are divided into 7 subscales with 4 questions each. Each subscale measures a type of motivation that is directly correlated with academic motivation. The scale is answered under the pretext of 'Why do you go to college?.' By answering these 28 questions, the participants self-report their reasons for being motivated to go to college. The 7 subscales are as follows:

The first three subscales measure intrinsic motivation - intrinsic motivation to know, intrinsic motivation to experience stimulation and intrinsic motivation toward accomplishment. Higher scores in these scales indicate that they are internally motivated to pursue their education and are likely to partake in academics out of sheer interest and desire to gain knowledge.

- a) **Intrinsic Motivation to know:** Motivation to gain more knowledge and pursue the subjects that they are genuinely interested in.
- b) **Intrinsic Motivation to experience stimulation:** They enjoy the stimulation they receive when they learn something new.
- c) **Intrinsic Motivation toward accomplishment:** They want to partake in academics because accomplishing academic goals brings them pleasure and satisfaction.

The next three subscales measure extrinsic motivation. These types of motivation encourage students to participate in academics because they will receive external rewards and not because they want to partake in these activities out of their own personal interest for their own satisfaction.

- a) **Extrinsic Motivation - Identified:** Higher scores in this indicate that the participants have internal identification towards a particular goal and that is what makes them want to partake in academics. This kind of motivation is still internal, even though it is less internal than intrinsic motivation. It can be considered autonomous.
- b) **Extrinsic Motivation - Introjected:** High scores in this scale show that participants are motivated to partake in academics because they want to avoid negative consequences or feelings such as shame and guilt.
- c) **Extrinsic Motivation - External Regulation:** High scores in this scale indicate that participants are motivated by external rewards such as teachers' approval or their scores in an exam.

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The final subscale is Amotivation.

- d) **Amotivation:** Higher scores in this scale show that participants are not motivated to partake in academics and they have no interest in any academic activities.

All the above subscales must be answered using a 7-point Likert scale, in which:

- 1- Does not correspond at all
- 2 - 3 - Corresponds a little
- 4 - Corresponds moderately
- 5 - 6 - Corresponds a lot
- 7 - Corresponds exactly

The SPSS data analysis software by IBM was used to further calculate statistics for the data collected.

Analysis of the result

SPSS was used to analyze the data collected. The Academic Motivation Scale - for college students was scored as per the scoring key given by Vellerand et. al. All the seven sub-scales were scored and the means of all the scales were calculated along with the overall mean. This mean was compared to the score on the question 'How was your Academic Motivation before COVID-19?' using the Wilcoxon Signed Ranked Test.

There were 9 (+'Other') options on the checklist provided to select based on what factors affected the participants' academic motivation after the COVID-19 pandemic. These factors were scored individually and an overall score was taken. This data was then correlated (overall and individually) with the overall Mean motivation score using Spearman's Correlation.

This data was interpreted as per the results obtained.

Inclusion Criteria

1. College-going students aged between 18 - 30 years pursuing either their Bachelor's degree or Master's degree
2. All genders - Male, Female, LGBTQ+, Prefer not to say
3. Rural or urban background
4. Students of any socio-economic or cultural backgrounds

Exclusion Criteria

1. College-going students aged below 18 or above 30
2. Students pursuing any degree other than Bachelor's or Master's

Ethical Consideration

1. Informed consent was taken before the participants were assessed.
2. The participants were informed of their rights to withdraw from the study at any point of the time during the course of the study if they so wish to.
3. The data and responses of each participant were treated with confidentiality as informed to the participants.
4. The responses and data provided were strictly only for the purpose of the research study.

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Rationale

Educational institutions and the general educational and academic requirements of all academic fields these days require a major amount of effort to be put in by the students pursuing academics. To put in these efforts, they must be motivated by some means in order to perform well and fulfill the academic prerequisites in each stage of academic advancement. Infants and toddlers have a natural, innate desire to learn and understand more about their environment and their surroundings so that they can adapt to them better and function as individuals that are integrated into society. However, this desire and excitement to learn are often curbed by the social need to earn more marks in academic settings. Students often find that they have no interest in studying, even if they exhibit interest in learning the concepts of the syllabus outside school settings.

This shows that educational institutions and educational systems have a major influence on how students view academics and knowledge in general. During the COVID-19 pandemic, the whole structure of education was turned upside-down. The mode of education was different, there was a different level of engagement from both the students' and teachers' sides. Naturally, this would impact the way students viewed academics and there may be significant changes from how they viewed it before the pandemic.

The COVID-19 pandemic has altered various aspects of our lives. It is crucial for us to understand the long-term effects of its negative effects and aid in improving intervention planning for the same. This study focuses on studying the chronic effects of the pandemic, or more specifically, the lockdown and the lack of face-to-face teaching, on academic motivation among young adult college-going students.

RESULTS

The main aim of the research was to find whether the lockdown and its resultant lack of physical academic classes has had any effect on the academic motivation of college-going students. Before performing statistical tests, the data was tested for normality. The results are as follows:

Table 1.01: Showing a summary of tests of normality for each subscale on the AMS-C Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
MeanIntrinsic1	.126	132	.000	.925	132	.000
MeanIntrinsic2	.086	132	.019	.975	132	.017
MeanIntrinsic3	.081	132	.033	.967	132	.003
MeanExtrinsic1	.142	132	.000	.911	132	.000
MeanExtrinsic2	.091	132	.010	.965	132	.002
MeanExtrinsic3	.098	132	.004	.934	132	.000
MeanAmotivation	.494	132	.000	.473	132	.000

a. Lilliefors Significance Correction

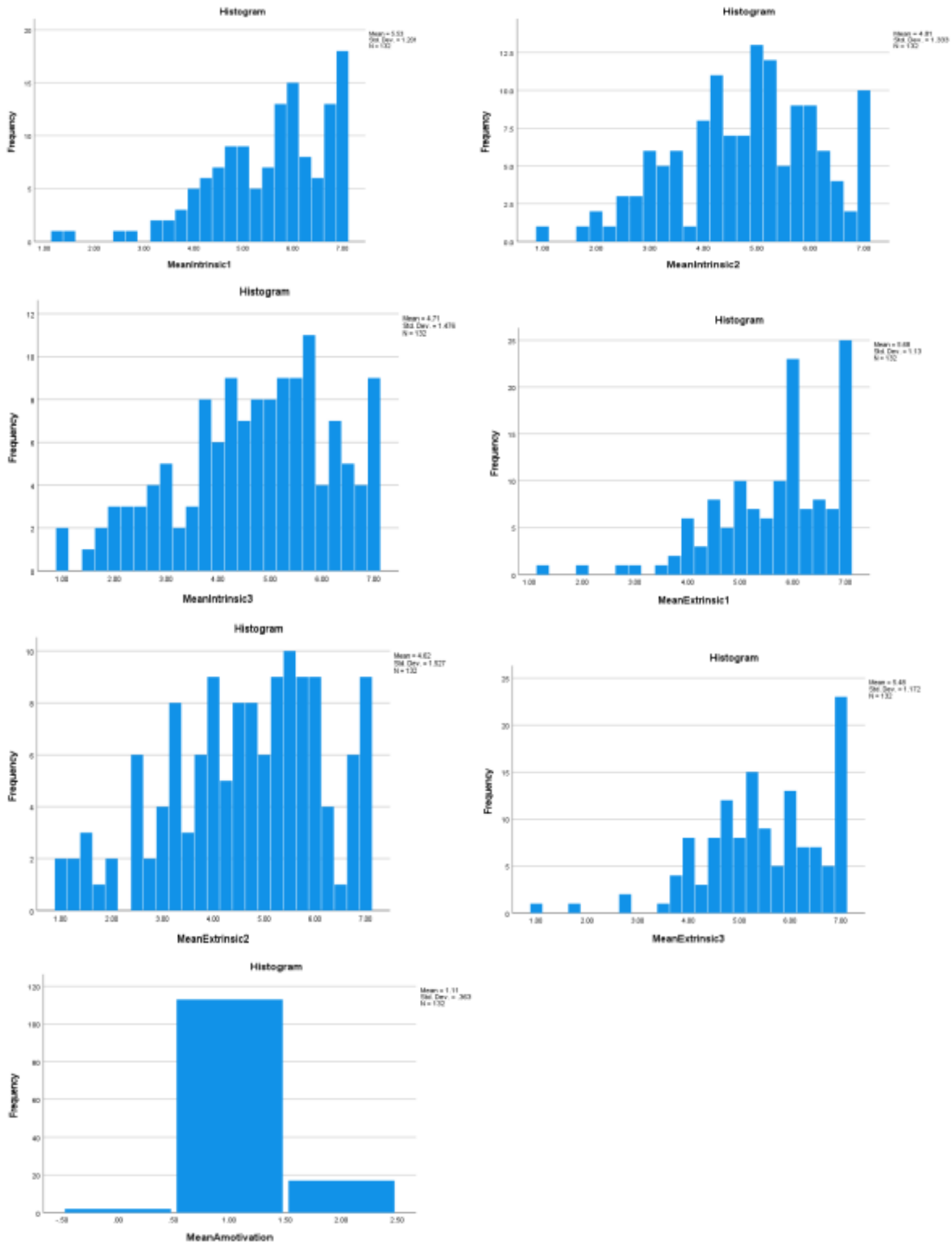
Table 1.01 shows that the data is not normally distributed, and hence, non-parametric tests were performed to analyze the data. Here, Mean Intrinsic 1, 2, 3 and Extrinsic 1, 2, 3 scores are Intrinsic to know, Intrinsic Motivation to experience stimulation, Intrinsic Motivation

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toward accomplishment, Extrinsic Motivation - Identified, Extrinsic Motivation - Introjected, and Extrinsic Motivation - External Regulation, respectively.

Figure 1.02 are a cluster of figures that show the bar graph distribution for all the subscales on AMS-C. The order of the subscales is the same as in the normality test given above.

The figures are indicative of non-normally distributed data among all the subscales.



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The overall mean on the AMS-C was compared with the mean of the self-reported level of academic motivation before the pandemic using a Wilcoxon Signed Rank Test. The results of this analysis are as follows:

Table 2.01: Showing the Hypothesis Test summary of Wilcoxon Signed Rank

Hypothesis Test Summary				
	Null Hypothesis	Test	Sig.^{a,b}	Decision
1	The median of differences between MeanMotivation and How was your academic motivation before COVID-19? equals 0.	Related-Samples Wilcoxon Signed Rank Test	.000	Reject the null hypothesis.

- a. The significance level is .050.
- b. Asymptotic significance is displayed.

Table 2.02: Showing the Wilcoxon Signed Rank Test of 133 participants that compares pre-Covid (self-reported) and post-Covid (data collected) scores of Academic Motivation

Related-Samples Wilcoxon Signed Rank Test
Mean Motivation, How was your academic motivation before COVID-19?

Related-Samples Wilcoxon Signed Rank Test Summary	
Total N	133
Test Statistic	6831.000
Standard Error	440.254
Standardized Test Statistic	5.547
Asymptotic Sig.(2-sided test)	.000

Table 2.01 and 2.02 represent the scores of the overall mean computed using the data collected as ‘Mean Motivation’ and the self-reported scores of Academic Motivation on a Likert scale of 1-7 (1- I was not interested in academics at all, 7- I was deeply interested in academics) as ‘How was your academic motivation before COVID-19?’. It is important to note that the pre-Covid scores were collected by asking only the above question and NOT by collecting answers using the AMS-C or any other standardized question. Only the current (post-pandemic) scores of academic motivation were collected using the AMS-C.

Secondly, each of the factors on the checklist provided by the researcher was compared to check how much percentage of each factor is marked by all the participants as a whole. The results are as follows:

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Table 3.01: Showing the weightage of each factor influencing the participants' academic motivation post-pandemic

Factors	Total number of responses (out of 133)	Percentage
Connectivity issues during online classes	64	48.60
Lack of face-to-face interaction	88	66.16
General negative/depressive environment during the pandemic	58	43.60
Affected by personal setbacks during or due to the pandemic	45	33.83
Having to sit in one place all day has reduced my interest in academics	73	54.88
Lack of boundaries between personal and professional/academic environment	51	38.34
Personal interest in academics	33	24.81
Added interest in academics after being cut-off from regular mode of learning	24	18.04
Access to unlimited knowledge online has increased my interest in various subjects	31	23.30
Other	6	4.5

Table 3.01 shows the percentage of how much each factor on the checklist has been answered by the participants. 'Other' responses have been discussed in the discussion.

The next analysis was to compare the overall score of the factors with the Mean motivation using Spearman Rho Correlation. The result obtained is as follows:

Table 4.01: Showing the correlation between overall mean motivation and overall factors influenced of all participants

Correlations

			Mean Motivation	Factors
Spearman's rho	Mean Motivation	Correlation Coefficient	1.000	-.019
		Sig. (2-tailed)	.	.830
		N	133	133
	Factors	Correlation Coefficient	-.019	1.000
		Sig. (2-tailed)	.830	.
		N	133	133

Table 4.01 shows that the correlation between the Mean motivation and the overall factors on the checklist are not significant, and that there is no significant correlation.

Further, each of the factors on the checklist was correlated with the Mean Motivation scores of all the participants to analyze which factor has influenced the current level of academic motivation the most and the least. These results are as follows:

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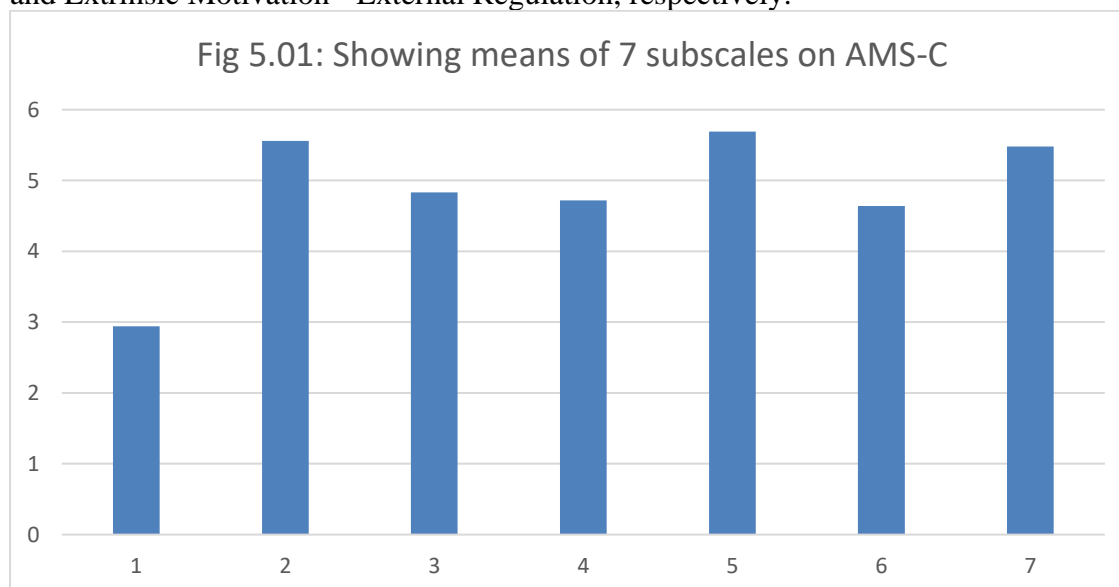
Table 4.02: Showing the correlations of each factor on the checklist with the overall mean motivation

Factors	Spearman's Correlation coefficient	Significance
Connectivity issues during online classes	0.055	0.529
Lack of face-to-face interaction	-0.096	0.270
General negative/depressive environment during the pandemic	0.017	0.848
Affected by personal setbacks during or due to the pandemic	-0.196	0.024
Having to sit in one place all day has reduced my interest in academics	0.086	0.323
Lack of boundaries between personal and professional/academic environment	0.091	0.298
Personal interest in academics	-0.012	0.893
Added interest in academics after being cut off from the regular mode of learning	-0.122	0.162
Access to unlimited knowledge online has increased my interest in various subjects	0.080	0.360
Other	-0.012	0.893

In Table 4.02, the factors a1-a10 are in the same order as the checklist provided. The labels were changed for ease of computation.

The scores of each of the 7 sub-scales on the AMS-C were also compared to analyse which subscale (type of motivation) had the highest scores. The results are as follows:

Figure 5.01 shows the mean scores of the 7 subscales represented in a bar graph. The graphs are numbered 1-7 from left to right and they represent the subscales Amotivation, Intrinsic Motivation to know, Intrinsic Motivation to experience stimulation, Intrinsic Motivation toward accomplishment, Extrinsic Motivation - Identified, Extrinsic Motivation - Introjected, and Extrinsic Motivation - External Regulation, respectively.



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DISCUSSION

The aim of this research study is to study the possible chronic effect of the COVID-19 pandemic and its resultant sudden shift from physical, face-to-face classes to an online, remote mode on academic motivation among college-going students aged 18-30. It is acknowledged that this study is conducted in 2023, merely a year after the lockdowns of the COVID-19 pandemic, and hence, can be too soon to study the true chronic effects of the pandemic on any factor. However, this study does study the immediate post-pandemic effect on academic motivation among the selected population, and can, therefore, expand the knowledge base about the pandemic and about academic motivation.

During the COVID-19 pandemic, educational institutions were forced to take up online classes. Our idea of a school or any educational institution is of a teacher imparting knowledge to many students seated in the same area. Traditionally, this always happened face-to-face, where everyone involved was physically present in the same area. However, when there was a shift to online classes, even though the education was imparted 'face-to-face,' the faces were only seen through a screen, and that too only if participants chose to switch on their videos.

Education, in this scenario, had become somewhat of a joke in the present generation of learners. So much so, that this situation inspired many online content creators to create memes about how useless online classes are, and even how one can escape from them or cheat on them and still manage to get good attendance, marks, and the impression of being in class. These memes became widely popular and were shared among many friend groups and online acquaintances, and even came to the attention of mainstream media.

This in and of itself showcased how much academic motivation had reduced in the pandemic and post-pandemic period. Once the interest to study was gone, it was extremely difficult to get it back. Especially, when lockdowns were lifted, online classes were over, and students were asked to return to educational institutions. Initially, they were excited and happy because they would get their old routine back, they could meet their friends and acquaintances again, and most importantly, they could socialize again. There are students who have increased academic motivation after the pandemic simply because they missed academics and have high intrinsic academic motivation even before the pandemic.

However, slowly it became apparent that individuals were unable to concentrate in classes the same way they used to. There was something amiss in the classes. The studies conducted by Jonathan Smith et. al. (2021), as mentioned in the Review of Literature are very in-line with the current study. They tested a group of French-Canadian high school students and their academic motivation after the lockdowns were lifted. The students had high academic motivation while returning to school after the lockdown because they were more excited to get back to their normal lives.

However, a follow-up study with the same students in the same setting, a semester later, showed a significant drop in academic motivation as the negative effects of the pandemic caught up to them.

Students had become used to eating, sitting in comfortable places and positions at home, wearing loungewear, and even sleeping during online classes, without paying any attention to it. All these factors were slowly beginning to show their impact on students and their interest

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in academics. The present study is conducted precisely for this reason, to study the after-effects or the chronic effects of the pandemic on academic motivation.

Demographic Details: Data was collected from 133 participants who are all college-going students aged between 18-30 years. The participants are students pursuing their higher education, currently enrolled in either their bachelor's degree or master's degree. There were no differences made between the SES and the living situation of the participants. The data was collected using the Academic Motivation Scale - College edition by Vallerand et. al (1992).

With reference to Figure 5.01, the results show that each of the subscales have received different scores. The interpretation for each are as follows:

1) *Amotivation*

As per the graph, the subscale Amotivation has the mean of 2.94 and has the least score out of all the subscales. This shows that the level of amotivation towards academics is less in college students compared to the other types of motivation. Very less students feel like they are not at all motivated to partake and engage in academics. Even though the comparison of the overall score to the pre-Covid score shows that there is a significant reduction in academic motivation from before to after Covid, the level of amotivation as per the current scores are less in relation to the other subscales. This would mean that the students are still dedicated to perform well in academics, despite struggling to do so and facing setbacks.

2) *Intrinsic Motivation to know*

With the overall mean score of 5.55, this subscale has obtained the second highest score. It refers to the intrinsic motivation to pursue academics because the students find that gaining knowledge itself is fun, enjoyable, and rewarding for them. The score shows that students are still pursuing higher education because they are genuinely interested in the subjects that they are reading and want to gain more knowledge in them.

3) *Intrinsic Motivation to experience stimulation*

With the overall mean score of 4.83, this subscale has average levels of motivation. According to this subscale, students enjoy the stimulation they receive when they gain knowledge or accomplish something in academics or in an academical setting. They enjoy being in an educational setting and when they engage in academical activities.

4) *Intrinsic Motivation toward accomplishment*

The mean score of this subscale is 4.7, meaning that there is average level of motivation with reference to this subscale. It says that students are motivated to learn and engage in academics because they really enjoy the sense of accomplishment that they get when they perform well. They are mainly motivated to achieve and accomplish something. This kind of ideology and personality trait may have developed because of parental pressure or any form of childhood influence to achieve or accomplish great things in life.

5) *Extrinsic Motivation - Identified*

With the overall mean score of 5.69, this scale has the highest score among all subscales. It says that students are motivated to reach a particular goal they have in mind and that is why they engage in academics. This goal could be anything from completing an assignment to attaining a certain amount of marks in a test. This motivation is different from Intrinsic Motivation toward Accomplishment because here, students aim just to attain a goal. In

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Intrinsic Motivation toward Accomplishment, students are motivated to achieve as much as possible with respect to anything, including a particular goal. This motivation is however, still internally driven, but less than intrinsic motivation.

It makes sense that post-pandemic, students are motivated to reach a goal because the pandemic may have disrupted their sense of academics and achievement. To get over this disruption, students are likely to take some time and ease into it. To get back to their pre-Covid level of academic motivation, students may find it very difficult to proceed in the current scenario, and hence, they hold onto a certain small goal and take it step-by-step to the finish line.

6) *Extrinsic Motivation - Introjected*

This scale has the overall mean score of 4.63 with an average level of motivation. This subscale measures the students' motivation to partake in academics because they want to avoid negative consequences such as punishment or failure. Students are easing into the regular form of education again and they require more time and support to get back to their original self, which may also never happen. They have faced enough negative consequences during the pandemic and do not want to face any more. This score also shows that they have only so much motivation to engage in academics so much as to avoid the negative consequences, and do not engage in academics because they want to do so.

7) *Extrinsic Motivation - External Regulation*

The final subscale, this has received the third highest overall mean, closely related to the first two with the overall mean of 5.48. This shows that students are motivated by external rewards such as praise, good marks, etc. This score can be compared with the previous subscale and said that students are highly motivated to attain tangible goals and rewards and avoid negative consequences. For this reason, they engage in academics.

With reference to Figures 2.01 and 2.02, the pre-Covid and post-Covid scores were compared using a Wilcoxon Signed Rank Test. The results of the test show that the mean on pre-Covid scores (5.53) are higher than the post-Covid scores (4.83) with standard error of 440.254. The scores are statistically significant ($p = 0.000$) and the standardized test statistic is 5.547. This means that these scores are valid and show that the overall academic motivation before the pandemic is significantly higher than the post-pandemic scores. There can be many factors contributing to the reduction in academic motivation from before the pandemic to after it. Some common factors that may have had a significant impact were provided as a checklist to the participants.

With reference to Figure 4.02, the results show the correlations between the 9 (+'Other') factors on the checklist with the mean academic motivation score. With this data, we can analyse which factors influenced the participants in reducing their academic motivation from before the pandemic to after it. The following interpretation is done with reference to Figures 3.01, 4.01 and 4.02.

1) *Connectivity issues during online classes*

This was the first option on the checklist. It received a total of 64 responses with a percentage of 48.60%. The Spearman's correlation value is 0.055 but it is not statistically significant. One of the biggest problems faced during online classes was connectivity issues. Educators and students alike faced connectivity issues, which would cut off the flow and would take more time in engaging everyone, or even just get ready for class.

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Connectivity issues would eat up the time allotted for each class, thereby, reducing the efficiency of teaching and learning, as well as completing the syllabus on time. Students found it difficult to pay attention to class when there was no proper flow, they had to repeat the same thing over and over again, and when there needed to be more communication. These contributed to reduced academic motivation and also influenced and encouraged students to lie about the strength of their internet connection and bandwidth when they had no interest to listen to the class.

By faking connectivity issues, students had a pseudo-excuse to get away from the device and do their own thing, eat, or even sleep during the classes, and not pay any attention to what was happening in class. Many were also encouraged to attend or respond to classes only when attendance was being taken. As per the Hawthorne effect, people perform better when they know someone is watching or supervising them. But, the opposite occurred in online classes. Students knew nobody was watching them and there was nobody to reprimand their bad behaviour or neglect of education. This, coupled with peer encouragement to miss online classes or fake their attendance, resulted in reduced motivation towards academics both during and after the pandemic.

2) *Lack of face-to-face interaction*

88 people have opted for this with a percentage of 66.16% obtaining the option highest opted for. The Spearman's correlation value is -0.096 but it is not statistically significant. With a decrease in the lack of face-to-face interaction, academic motivation will increase. This issue is one of the most significant issues faced during online classes.

Studies indicate that students show better involvement and interest in academics in offline classes than in online ones (Rachmah, 2020; Jonathan Smith et. al., 2021). Bowlby's Attachment Theory states that children learn and cope better when they are given attention and affection by their caregivers when they are young. It is the same here as well. With barely any attention given to individual students or a sense of involvement on behalf of the students that result from a lack of physical offline interaction, students can recognize a drop in their academic motivation.

3) *General negative/depressive environment during the pandemic*

58 people have opted for this with a percentage of 43.60% obtaining the Spearman's correlation value is 0.017 which is not statistically significant.

It is undeniable that the pandemic had a devastating effect on everybody. It was difficult to focus on tasks and what needed to be done when there was news of negativity all the time, regardless of when you turned on the news channels. News of death, sickness, and problems in the health industry caused by corruption would reach people through their multiple devices and their mood was severely affected by this. Grief, bereavement, pain, and loss were rampant and affected every individual, regardless of whether they were directly impacted by COVID-19 or not. These are significant factors among college students (Balk, 2008) and severely impact their academic motivation and performance (MJ Hutchinson, 2004).

4) *Affected by personal setbacks during or due to the pandemic*

45 people have opted for this with a percentage of 33.83% obtaining the Spearman's correlation value is -0.196 which is statistically significant. This indicates a weak negative correlation between the two variables.

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There were many people who were personally and directly affected by the COVID-19 virus and the pandemic. A lot of people lost their loved ones and were separated from them. There were even more who were isolated from everybody else when quarantined and combined with many other factors, they were shaken to their core. People were also forced to stay at home with their families or other members with whom they may have had dysfunctional relationships.

The lockdowns, therefore, saw an increase in domestic violence and disturbances in interpersonal relationships, which may have an added impact on an individual's psyche. Academics, something that was not a primary need during that time, naturally faced a setback as individuals channeled their energy to what immediately demanded their attention, what was usually a matter of life and death.

5) *Having to sit in one place all day has reduced my interest in academics*

73 people have opted for this with a percentage of 54.88% obtaining the option second highest opted for. The Spearman's correlation value is 0.086 but it is not statistically significant.

Our bodies require a certain amount of movement and exercise to function properly. Initiating a lockdown meant that people were restricted from going to parks, gyms, or any other areas that they used to go to, to get some exercise and recreation. The lack of these as well as having to sit in the same place, without movement, or having no other place to go to created a sort of numbness in everyday life and in the minds of individuals.

The place where they sat also mattered quite a lot. People would sit on their beds and lounge on their sofas since not everybody had access to their own desks or study tables/rooms. The places where they used to rest and relax became the same place where they must remain alert, and oftentimes, anxious and stressed. This discrepancy has also affected the academic motivation of individuals.

6) *Lack of boundaries between personal and professional/academic environment*

51 people have opted for this with a percentage of 38.34% obtaining the Spearman's correlation value is 0.091 which is not statistically significant. As mentioned previously, our home environments were converted to a professional or workspace in which we couldn't relax anymore. Studies show that sitting far away from the instructor and using computers negatively impacted the learning interest and motivation of children (Walter F. Bischof and Alan Kingstone, 2020; Fernandes et. al., 2011).

Feelings of relaxation and fear or anxiety cannot coexist (Davison, G. C., 1968). Having no boundaries between a stressful academic environment, where students had to cope with all their existing stressors and a home environment in which they couldn't relax, negatively impacted their academic motivation.

7) *Personal interest in academics*

33 people have opted for this with a percentage of 24.81% obtaining the Spearman's correlation value is -0.012 which is not statistically significant.

Even before the pandemic, students would be highly affected by their own interest in academics. In early schooling life, we would be enrolled in school without asking for our preferences since this level of basic education is necessary for survival in today's world.

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However, it is a different case when it comes to higher education. Students often pursue higher education out of their own sheer will and they pursue subjects that they themselves enjoy.

Students with different personality characteristics have different reasons to attend college and to pursue higher education (M.H. Clark and Christopher A. Schroth, 2010), indicating that they tend to have a higher intrinsic motivation to fulfill the criteria required to complete the higher education course. This is especially the case for those who opt for higher education after taking a break to pursue a job, take care of a family, etc.

Therefore, it is natural that individuals with higher intrinsic motivation paid more attention to online classes and participated more in academics. However, we have discussed before that other factors during the pandemic have adversely affected personal interest in academics.

8) *Added interest in academics after being cut off from the regular mode of learning*

24 people have opted for this with a percentage of 18.04% obtaining the Spearman's correlation value is -0.122 which is not statistically significant.

Prior to the lockdowns, not all students were interested in academics or enjoyed going to college. They may have had several reasons to not enjoy academics such as negative occurrences in a college like bullying, partiality from authorities, being forced to pursue a particular subject, etc. For individuals like this, the educational institution was a factor that was negatively impacting their academic motivation, and when the lockdown was implemented, this factor was removed. Thus, these individuals saw an increase in their academic motivation. It is also possible that individuals with high intrinsic motivation and drive pushed themselves to study harder when the lockdowns were implemented.

On the other hand, recent emerging studies also show that academic motivation increased immediately after the pandemic because students were excited to go back to college. This soon saw a setback after a semester of being back in college, resulting in reduced academic motivation, suggesting adverse chronic effects of the pandemic on the academic motivation of college students (Jonathan Smith et. al., 2021).

9) *Access to unlimited knowledge online has increased my interest in various subjects*

31 people have opted for this with a percentage of 23.30% obtaining the Spearman's correlation value is 0.080 which is not statistically significant.

The advent of the internet and access to unlimited academical resources at the tip of our fingers has certainly had its impact on traditional schooling. Although, the importance of educational institutions still remains due to the development and reliance on interpersonal relationships in learning. However, during the lockdowns and online classes, interpersonal relationships such as peer and teacher-student relationships were hampered, and access to unlimited knowledge still remained intact.

Students found more use in online videos with colorful graphics as opposed to dull and monotonous classes of teachers who were themselves struggling to cope with the changes. Students could access any amount of information at any time and found that there was a lesser need for online classes, thereby, negatively impacting their academic motivation.

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10) *Other*

6 people have opted for this with a percentage of 4.5% obtaining the Spearman's correlation value is -0.012 which is not statistically significant.

The responses to this question included other factors not provided in the checklist that has significantly impacted the participants' academic motivation during or after the pandemic. Participants say that their academic motivation was hampered because of their own laziness, lack of interest, emotional struggles, lack of writing practice during online classes, emotional factors, and distractions during online classes. Each of these has a major significance in impacting the academic motivation of individuals. There were a lot of distractions during online classes since everybody was at home, doing their own thing. This would reduce the attention span and concentration of students.

Lack of writing practice is yet another important factor. Individuals have different learning styles that improve their learning and memory. Students were required to use only online methods to study and do their assignments without having to write anything. While this was a benefit for some, it affected many others and also increased rates of plagiarism in assignments.

These factors have had a profound impact on the academic motivation of college students, which is yet to be accurately measured and analyzed. The chronic effects of these factors must still be studied. Further implications of this study include the formulation of better intervention programmes to restore academic motivation among college students and improve teaching methods in colleges by integrating novel means of teaching. The study allows us to obtain a deeper understanding of how many different variables may have affected just one aspect (academic motivation) in a student's life.

Limitations

1. The checklist that was circulated asks to rate 'I was not interested in academics at all' to 'I was deeply interested in academics'. It is important to note that the pre-Covid scores were collected by asking only the above question and NOT by collecting answers using the AMS-C or any other standardized question. Here, we are assuming that they are objectively answering this question, whereas, in reality, their impression of their own academic motivation might have been distorted because of having to deal with many emotional, practical, environmental, and even academic factors during the pandemic.
2. We are assuming the pre-Covid scores are accurate and objective.
3. We do not know how much each factor on the checklist influenced them, even if we can get an idea of which factor was most influential in the overall statistics.
4. The scores on the checklist were binary (whether the factor influenced them or not), and were, therefore, difficult to correlate with the overall mean motivation. This correlational analysis would have been easier and more accurate if the checklist also used a Likert scale.
5. This research study is only testing one variable - Academic Motivation. Even if researchers want to study the chronic effects of the pandemic, they can do this in conjunction with other variables to determine a clear cause-and-effect relationship.
6. The correlations between the factors on the checklist and the mean motivation are not significant except for one factor. This may be because of issues in obtaining the data (using a checklist, which provides binary data - 'yes' or 'no'). Therefore, the exact impact of each of these factors was not studied.

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Recommendations

1. Researchers can include more factors that can help determine a better cause-and-effect relationship and measure them more accurately. Factors can also be included as one of the main variables of the study.
2. Pre-Covid scores are assumed to be accurate and objective in this study. Researchers are recommended to use better and more reliable means of obtaining pre-Covid scores if possible.

CONCLUSION AND SUMMARY

Conclusion

A correlational study of pre-Covid and post-Covid levels of academic motivation was conducted among 133 college-going students aged 18-30 years. The data was collected using the Academic Motivation Scale - College edition by Vallerand et. al (1992). The results of the T-test of pre-Covid and post-Covid scores show that there is a significant difference between the pre-Covid and post-Covid scores of academic motivation of college-going students aged between 18-30, thereby, accepting the alternative hypothesis of “There is a significant effect of the sudden shift from physical to online classes on academic motivation in college-going young adults.”

The influence of different factors that may have had an effect on the academic motivation of college students was discussed in detail along with the limitations of the study and further recommendations were provided to improve a similar future study. The correlations between the factors on the checklist and the mean motivation are not significant except for one factor. This may be because of issues in obtaining the data (using a checklist, which provides binary data - ‘yes’ or ‘no’). Therefore, the exact impact of each of these factors was not studied.

Summary

A correlational study of pre-Covid and post-Covid levels of academic motivation was conducted among 133 undergraduate and postgraduate students aged 18-30 years. The data was collected using the Academic Motivation Scale - College edition by Vallerand et. al (1992). It was found that there is a significant difference between the means of pre (5.53) and post-Covid (4.83) scores showing that academic motivation before Covid-19 was significantly higher than the post-Covid scores ($p < 0.001$, and the mean difference is 0.69). There were weak correlations between the factors provided on a checklist (most probable factors influencing academic motivation after COVID-19) and the mean motivation, but none of them was statistically significant except for one factor.

The influence of these factors along with the limitations of the study and further recommendations were discussed.

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Conflict of Interest

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