

CHAPTER

10

COVID-19 PANDEMIC AND STUDENTS' MOTIVATION

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10.1 INTRODUCTION

When the Corona Virus Disease of 2019 (COVID-19) pandemic emerged in 2020, educational institutions experienced significant transformations in their teaching and learning methodologies, shifting from traditional face-to-face classrooms to online environments. The implementation of the Movement Control Order (MCO) further intensified the adoption of online teaching methods, leading both instructors and students to encounter challenges related to the effective use of educational technologies. Quarantine measures and social distancing requirements had a substantial impact on students' motivation to learn (Lopez & Tadros, 2023). Motivation can be defined as an internal drive, impulse, or emotion that prompts an individual to take specific actions (Brown, 1994). It serves as the driving force guiding a learner's behaviour, whether independently or as influenced by external factors (Gustiani et al., 2021).

Remote online learning became unavoidable during the COVID-19 pandemic. Students found themselves not only dealing with the challenges brought by the pandemic but also struggling to adjust to online classes and assignments (Lopez & Tadros, 2023). Some of the main obstacles included feelings of isolation, which lowered their motivation to participate in online classes, a lack of emotional and

physical support from both family and educational institutions, limited opportunities for communication with peers and educators, and inadequate online infrastructure and resources at home (Yong Shee Mun & Thi Lip Sam, 2022). Therefore, this paper aims to explore the factors influencing students' intrinsic and extrinsic motivation to learn during the COVID-19 pandemic.

This chapter begins by examining key theories and research on learning motivation in Section 10.2. Section 10.3 outlines the process used to retrieve information and data from relevant sources. In Section 10.4, notable aspects of the results are explored, followed by a discussion in Section 10.5 regarding the factors influencing students' motivation. Section 10.6 offers recommendations for translating these insights into future actions, and Section 10.7 presents the study's conclusions.

10.2 MOTIVATION THEORIES AND RESEARCH

A review of motivation theories and past related research is crucial to justify the selection of theories and concepts relevant to this study and to shed light to the issue of learning motivation during the COVID-19 pandemic.

10.2.1 Concepts on Motivation

Gardner and Lambert (1972) introduced a socio-psychological framework for motivation, categorizing it into integrative orientation and instrumental orientation. Integrative orientation pertains to learners' interpersonal engagement and the pursuit of understanding and integration within the culture of knowledge. Conversely, instrumental orientation focuses on practical achievements such as attaining high academic scores or securing financially rewarding employment. Despite its influence, this theory has attracted criticism, particularly regarding the ambiguous role of motivation—specifically, whether it functions as an instigator or mediator in learners' actions. Dornyei (1990) further observed that the characteristics of integrative

and instrumental motivation tend to overlap, thereby limiting the theoretical advancement of the model.

Subsequently, Ryan and Deci (2000) established a motivation theory emphasizing intrinsic and extrinsic motivation. Intrinsic motivation refers to internal drivers compelling action, such as a learner's genuine interest arising from the inherent qualities of an activity. In contrast, extrinsic motivation is linked to external incentives, for instance, completing assignments to achieve favourable grades. While this framework shares conceptual similarities with Gardner and Lambert's socio-psychological theory, the terminology and delineation between intrinsic and extrinsic motivation are noticeably clearer, avoiding feature overlaps present in the earlier model. In the following theoretical framework (Figure 10.1), motivation is categorised into intrinsic and extrinsic motivation.

Through students' reflective writing (Bennett-Levy, 2006), these two types of motivation are analysed. Using thematic analysis (Dawadi, 2020; Nowell et al., 2017), emerging themes are identified. The themes are similar to the factors that affect students' motivation.

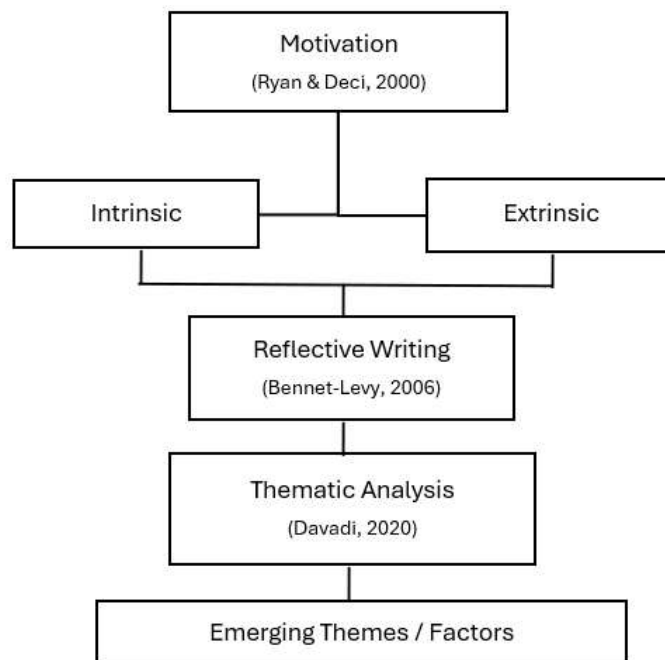


Figure 10.1 Theoretical framework