



**ORIGINAL RESEARCH PAPER**

**Education**

**ACHIEVEMENT MOTIVATION OF SCHOOL-GOING ADOLESCENTS DURING SCHOOL CLOSURE IN THE CONTEXT OF COVID-19 PANDEMIC: A CASE STUDY**

**KEY WORDS:** Achievement Motivation, School Closure

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**ABSTRACT**

The schools were closed for the 2020-2021 academic sessions due to the COVID-19 pandemic. The objective of the present study was to explore the effects of school closure on the achievement motivation of school-going adolescents. This case study involved 67 no. of students (54 from 10th grade and 13 from 9th grade) in the age group of 14-15 years. The researcher conducted several students' self-reporting sessions and performed an 'content analysis' process for data analysis. The results represent that they didn't set their achievement goal to attain a high standard of excellence and due to this lack of achievement goals, those students had been neglecting their studies throughout two academic sessions. They had no drive for learning in their mind so they didn't put effort to learn and refrained from working hard. Those school-going adolescents were not involved to accomplish their learning goals. Most of the students couldn't understand the lesson alone at home and also face difficulties going through the online classes properly. So, they were not interested to study at home and it was not an enjoyable mode of study for them. In a word, those school-going adolescents had no achievement motivation, so they lost the desire to study.

**INTRODUCTION**

The global spread of COVID-19 has forced millions of school-going students worldwide to study at home. Several educational research (Mak, 2021; Smith et al., 2021) showed that this situation had a negative impact on students' motivation to learn during the COVID-19 pandemic. Specifically, younger students' motivation was more affected than older students' for school closing (Svaleryd & Vlachos, 2022). In pandemic situations, students and teachers were forced to conduct the teaching-learning process from face-to-face mode into online mode. Marzuki and Wardi (2021) showed that online learning had a positive effect on students' achievement motivation during school closure. Gustiani (2020) revealed that the intrinsic motivation of the students toward their online learning was aroused by their ambition to learn new knowledge and enjoyment in the new learning methods. Besides, amotivation also happened due to poor external supporting facilities. The present case study was conducted to explore the effects of school closure on the academic achievement motivation of school-going adolescents. Motivation is the desire that directs the student to be involved in the learning process to achieve their individual academic goals. School-going adolescents have some achievement goals like perceived competence in school work daily and good performance in the examination. Achievement motivation is a disposition to strive for success in competition with others with some standard of excellence, set by the individual (McClelland et al., 1953). It refers to the motive or desire of individuals to accomplish a unique goal and to attain a high standard of excellence (McClelland, 1958) and it plays an impact on the academic field (McClelland, 1961). There are achievement motives, needs, and desires for achievement which produce drive in school-going adolescents. That drive involves them studying for success in competition with a high standard of excellence. Hence the behaviours of adolescents become achievement goal-directed when they put effort to reach the desired goal, after that their drive is reduced.

Atkinson (1964) defines "achievement motivation as the striving to increase one's capacity or activities in which a stand of excellence is to apply and where the execution of such activities can either succeed or fail". Intrinsic motivation is an inner drive that arouses interest in a student to pursue an activity to get fun, enjoyment (Deci & Ryan, 1985). According to the achievement goal theory (AGT) of motivation by Dweck (1986), both mastery or learning goal and performance goal exist among the students. Smith et al. (2022) found that students' mastery goal orientation had been decreased in the context of the COVID-19 pandemic. In opposition to another study conducted by Bajaj and Ahmed (2021), in which the majority of the students displayed high achievement motivation despite various hurdles in between their goals.

**Research Question-**

1. Were the school-going adolescents able to set the achievement goal to attain a high standard of excellence during school closure due to the COVID-19 pandemic?
2. Were the school-going adolescents involved in study all by own efforts during school closure due to the COVID-19 pandemic?
3. Were school-going adolescents interested to study at home during school closure due to the COVID-19 pandemic & was it an enjoyable mode of study for them?

**Method**

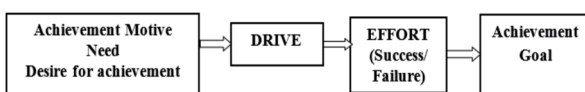
**Participants**

This study was conducted on 67 school-going adolescents (54 from 10<sup>th</sup> grade and 13 from 9<sup>th</sup> grade) in the age group of 14-15 years. These students were from Durgapur K.C. High school as the researcher selected them purposively for better observation and conduction for the case study.

**Measures**

The researcher conducted several students' self-reporting sessions providing the following descriptive question-  
Q: Write honestly about how you have studied during the school closure for two academic sessions (2020-2021) due to the COVID-19.

**Data Analysis Procedure**



The researcher performed an 'content analysis' process for data analysis. The researcher started with 'segmenting and memoing' and then was to go for coding the segment followed by 'categorizing' after selecting and aggregating similar types of 'code'. Final step was interconnection of various categories to describe themes about achievement motivation of participants in this study.

**Results and Interpretation**

The results, shown in table no.1, are important unit of analysis (UoA) identified after segmenting the data of school-going adolescents collecting through self-reports from them.

**Table 1:** Step by step analysis from UoA to code and aggregating similar codes together into a particular category.

Segment/Unit of analysis [UoA] (frequency)	Codes	Category
The West Bengal government announced the cancellation of the ninth and tenth class examinations so I stayed away from my studies. (2) I thought, what else will happen after studying, I will pass the exam just like that. (5) I thought that there would be no 10th class exam as there was no 9th class exam, so I didn't study. (4) I thought there would be no secondary exam in 2021 as there was no secondary exam in 2020 so I used to go out and play mobile games daily without studying. (3) I thought that I would pass the exam like everyone else, eventually, I didn't study. (5)	No Examination's Pressure	Didn't set the Standard of Excellence/Achievement Goal
I didn't attend online classes, I stayed at home all day and I enjoyed playing E-games on my mobile phone. (21) I didn't study, even without having proper meals, I used to play games on my mobile phone all the time. Nothing would have been better without it. (12)	Online game addiction Online game addiction No Involvement in Study Didn't strive for success in learning Didn't willing to put forth effort to attain excellence (Persistence)	No Drive/desire to study to accomplish the unique goal (Mastery/Learning goal or Performance goal)
Days often went by me playing indoor (mobile) or outdoor (football, cricket, etc.) games, sleeping, watching movies or television, fishing without studying. (23) I spent those days lying at home, wandering around the neighborhood, did not study at all. (11) I didn't study enough what I should have done for preparation for the Madhyamik examination. (7) I studied less and played more sports. (13)		

I couldn't go to school, so I didn't enjoy my studies. (18)	Enjoyable	no Intrinsic Motivation
I didn't enjoy learning because I couldn't understand the online classes. (10) I could not understand all the lessons all by myself so I wasn't interested in my studies. (7) I used to sit for studying but I could not pay attention to my books. I just thought when I would go to play outside or play the game on our mobile phone. (12) As I was stuck in my home, I was bored So I couldn't study (5) My parents scolded me for not studying but as it had no fun so I didn't. (6)	Enjoyment Interesting Paying attention Boring Fun	

**Interpretation of the Theme:**

Dweck and Leggett (1988) found that the school climate always exerts pressure on students towards maintaining high achievement goals. The schools were closed for the 2020-2021 academic years due to the COVID-19 pandemic. The pressure i.e., daily home works/school tasks were given by teachers to the students in every subject when the school was open before the pandemic, was greatly reduced during school closure. The school-going adolescents slowed down their studies due to the lack of school pressure. The 9<sup>th</sup> and 10<sup>th</sup> level examinations were also postponed in those two academic sessions. So, there was no pressure to prepare for the examination among them; having no specific target towards the examination. There was also no chance of competition among school friends. They didn't set their achievement goal to attain a high standard of excellence throughout two successive sessions. Due to the lack of achievement goals, the students had neglected their studies as well as learning for a long time.

There was no pressure to go to school and prepare homework as schools were shut for a long time. Most of the students had been playing e-games on their mobile phones at home, even some students used to play all the time and did not bother about studies at all. The students were barely involved in their studies and spent most of their time in various activities like playing indoor or outdoor (football, cricket, etc.) games, lying at home, sleeping, watching movies or television, and wandering around the neighborhoods. They had no drive for learning in their mind so they gave no effort and refrained from working hard. In this scenario, the school-going adolescents didn't strive to accomplish their specific goal i.e., mastery/learning goal and performance goal towards learning.

The teachers of the school help to understand the lesson to the students so that they enjoy the learning. Without this, during school closure, the majority of the students faced difficulties understanding the lessons alone at home and also couldn't understand the online classes properly. So, they were not interested to study at home moreover they were not attentive to the online classes as it was an uneasy mode of study for them. They didn't pay full attention to studying or learning due to a lack of inner enjoyment. This finding is supported by the study conducted by Klootwijk et al. (2021), who found that "adolescents' academic motivation was lower on online compared with physical school days". In a word, those school-going adolescents were not intrinsically motivated, so they lost the desire to study. Apart from studying, they used to spend time in playing e-games or other activities which they found more enjoyable to them.

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