

AMIDST COVID-19 PANDEMIC: THE SELF-EFFICACY AND ACADEMIC MOTIVATION OF THE COLLEGE STUDENTS FROM THE PRIVATE HIGHER EDUCATION INSTITUTIONS IN THE PHILIPPINES

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Abstract

Due to the COVID-19 pandemic, the academe was introduced to online education, which is complicated. The sudden shift of traditional face-to-face classes to digital learning impacted every student's self-efficacy and motivation towards their studies. This study investigates the relationship between the self-efficacy and academic motivation of the 304 freshmen college students from private higher education institutions in the Philippines. Based on the data gathered, the participants' level of self-efficacy ($\bar{x}= 3.27$) and academic motivation ($\bar{x}= 5.93$) is high. Further, the statistical analysis concluded a relationship between self-efficacy and academic motivation ($r=.002$, at 0.05 level) among the graduating college students. Implications of the study were discussed, and recommendations for future research were suggested.

Keywords: *Self-efficacy, Academic motivation, Online learning, Freshmen College Students*

1. INTRODUCTION

Pandemic stopped almost everything in the world today. Every household faced challenges. Adjustments were also needed to be applied. Due to the COVID-19 pandemic, the world was introduced to online education, which is complicated. The sudden shift of traditional face-to-face classes to digital learning impacted every student's self-efficacy and motivation towards their studies. Kaplan-Rakowski (2020) explained that the students' mental wellness had been diminished because of the adjustment that they have to do due to online learning. Also, it can increase their level of anxiety and depression.

Even before the pandemic starts, some students doubt themselves about their academic potential. According to Alvarez (2020), students can voice their thoughts about shifting from traditional learning to online learning: and according to the answers, it is considered problematic and suicidal. They cannot learn from online platforms, but the needed devices are too much for them.

Arik (2019) explained that academic self-efficacy and academic motivation are crucial factors in gaining academic achievement. Based on their findings, academic self-efficacy is related to academic motivation and is essential for attaining academic achievement. Thus, Mosier (2018) discovered that students with low self-efficacy lack motivation to strive for academic achievements. The findings of his study unveil that there was no significant difference between motivation and academic self-efficacy score. Also, the environment does not cause a lack of motivation. Although statistically significant, results showed that a higher cumulative grade point average (GPA) resulted in a higher academic self-efficacy score.

On the contrary, Kola, Jaafar, and Ahmad (2017) investigate the level of academic self-efficacy beliefs with students' academic performance. The results showed a significant relationship between academic-self efficacy beliefs and the students' academic performance. Hence, the student's ambition increases their level of academic motivation.

Moreover, this study investigates the relationship between self-efficacy and academic motivation of freshmen college students from private higher education institutions in the Philippines.

1.1 Research Questions

This study investigates the relationship between self-efficacy and academic motivation of freshmen college students from private higher education institutions amidst the COVID-19 pandemic in the Philippines. Moreover, this study sought to answer the following questions:

1. What is the level of self-efficacy of the respondents?
2. What is the profile of academic motivation of the respondents in terms of:
 - 2.1 intrinsic;
 - 2.2 extrinsic?
3. Is there a significant relationship between the respondent's self-efficacy and academic motivation?

2. REVIEW OF RELATED LITERATURE

2.1 Self-Efficacy

Self-efficacy is associated with a particular activity for solving a problem rather than an overall evaluation of one's competence (Marsh, Pekrun, Parker, Murayama, Guo, & Dicke, 2018). Thus, people having a solid efficacy increases human accomplishments in many ways.

Herpen (2017) explained the importance of recognizing early predictors of first-year academic achievement by investigating how academic self-efficacy affects 1st-year students' retention at university. However, it also contributed to transitioning literature from secondary to soaring education and the academic self-efficacy for going to a university. Nonetheless, the study presented that having pre-university academic self-efficacy is not a proven predictor. Also, academic self-efficacy does not affect the first-year student's retention.

Thus, Cho and Jung (2018) conducted a study to find general and social self-efficacy in peer collaboration subjects of first-year nursing students. The analyzed data concluded that communication was higher for extroverts. Females' social self-efficacy was more elevated than males', but the general social self-efficacy of the introverted and middle groups was higher than extroverts. It is also presented that those with average grades have higher social self-efficacy than those with grades.

Previous research has compared the impacts of academic self-efficacy on college students (Highhouse, 2019). Results demonstrate that academic self-efficacy is not the cause of Academic success or persistence. Additional exploratory analysis, chi-square tests, found no significant associations between the impact of gender, having a pell grant, Minority status, or belonging to an Academic Support Program on Academic success and persistence.

Likewise, Girelli, Alivernini, Lucidi, Cozzolino, Savarese, Sibilio, and Salvatore (2018) explored a better understanding of the students' academic adjustment in the first year of education by testing a diagnostic model based on self-determination theory with the inclusion of self-efficacy. According to our findings, to promote a higher degree of academic adjustment in first-year students, interventions should encourage autonomous motivation and self-efficacy through independent supportive behavior from the university and the family contexts.

Furthermore, Pasana, Badua, Manaois, Retuya, Bernardo, and Camara (2020), determines the college student's self-efficacy in chosen Philippine Higher Education Institution and the complete execution of the K to 12 primary education and differentiate it from the student's self-efficacy outcomes in secondary schools to render a new perception. Also, students in the three universities in the Philippines. They were K-12 BEC graduates. However, the graduates of secondary schools should have higher self-efficacy to continue their tertiary education program. The college students who were graduates of K-12 stated that they are very assured of self-efficacy areas' measured study. Therefore, it intended to consider and determine the students' way to improve their self-efficacy.

According to Cardullo and Lin (2018), English language proficiency is a significant challenge for students that affects their academic success. Previous research indicates self-efficacy positively English language proficiency and academic achievement. The structural equation model shows that English self-efficacy indirectly influenced international students by using English to learn self-efficacy.

According to Tian, Yan, and Wang (2018), Self-efficacy increased academic performance. This study investigates the effects of Synder's theory-based group hope therapy in first-year students. First-year students are randomly recruited and assigned into two groups: the intervention and control groups. The intervention group showed improvements in their academic self-efficacy beliefs, benefitted from Synder's theory-based group hope therapy.

Pondang and Paterno's (2020) examined the mathematics enrichment program's influence on college students' self-efficacy in a Philippine university. It was conducted to implement the said programs to allow students to participate in workshops, extended learning time, and review classes and tutorials to those who have very low self-efficacy. As a result, the students admit the significance of Mathematics, which supports them, and they are willing to go deeper in studying it and how can they apply it in their life.

Meanwhile, Castles (2019) proposes that self-efficacy can influence student's choice of activities; effort expended, persistence, interest, and achievement. The research then shows that male students and low-SES are those who usually have low self-efficacy. The study's purpose was to find out the difference between general self-efficacy and self-efficacy in online learning. There was no significant outcome of gender on general self-efficacy. This research also includes implications for future researchers for this research and has limitations.

Ramnarain and Ramaila (2018) investigated the self-efficacy of first-year chemistry students at a South African university. This study's findings indicate that students scored more intensely on the self-efficacy constructs of cognitive and psychomotor skills than on daily application. An exploratory factor analysis tells a three-factor structure consistent with the dimensions of cognitive skills, psychomotor skills, and every day.

Thus, Bergey, Deacon, Laroche, and Parrila (2019) suggest the peer-led study strategies program holds promise as a cost-effective approach to hold up the study strategy development of university students with and without reading struggling. Moreover, how participation in peer-led study strategies training for first-year university students was associated with changes in academic self-efficacy and support services, academic achievement, and persistence.

According to Alipio (2020), this study validated the relatedness between psychological factors, expectancy-value beliefs, and academic performance. It conducted a cross-sectional survey, and it revealed that self-efficacy positively influences expectancy-value beliefs and academic performance. Moreover, the path analysis appeared that academic overload and perceived stress negatively impacted expectancy-value beliefs and academic performance. In contrast, expectancy-value beliefs had a positive influence on academic performance.

Morado and Varela (2020) assessed the profile of the graduating students in the mathematical disposition in terms of the self-efficacy component. The students' learning in calculus subjects was significantly connected to mathematical nature. It is concluded that most students are more productive, sensible, and more persevering towards mathematics.

According to Hyytinen, Postareff and Toom, (2018), self-efficacy notions and access to learning amongst educational science first-year students. The outcomes presented the denoted high self-efficacy notions associated with the learning of new students in the majority. Besides, critical thinking and other variables such as self-efficacy notions and access to learning can be progress factors while studying. The recent studies proved that the students applied these crucial factors to progress in their learnings and studies.

Nalipay and Alfonso (2020) mentioned that the study's purpose was to clearly understand the importance of expanding students' careers and talent to boost their capabilities in developing their abilities to become successful one day with their designated and chosen profession. Therefore, the present study investigates a career and talent development self-efficacy model forecasted by self-compassion through hope in an illustrative of Filipino college students. The result revealed that the model has high compatibility with the data and that self-compassion has a significant indirect outcome on career and talent development self-efficacy through hope.

According to Muhammad, Sutarmanto, and Wicaksono (2018), increasing academic self-efficacy can be influenced by increasing mastery, increasing motivation, mind-setting, increasing religiosity, and preparation. Some data analysis themes can be a new finding in self-efficacy and other variables, such as religiosity. Javanese first-year students show a collective way to increase their academic self-efficacy, such as remembering their family and encouraging close people.

Kamel (2018) investigates whether there are correlations and examine the relative contribution of self-efficacy to academic adjustment among first-year university students. A significant negative relationship between academic adjustment and academic overload. Multiple regression was performed where the relative contribution of the independent variables to the predictions observe.

Finally, Huffman (2017) explained that many students leave college who did not overcome the barriers. The theory is their intelligence mindset. Studies showed that total views of intelligence are more likely to strive through challenges and succeed academically. Also, the students with completed measures of academic self-efficacy participated in the intervention. Students assigned in the intervention group learned about brain abilities, grow and make connections when challenged. In addition, students in the control group learned multiple intelligence at the end of the semester's grade point. The intervention for the students did not affect their academic self-efficacy. White students received higher grades than the Black students in the numerous intelligence group. Black students benefit academically from an intelligence mindset intervention.

2.2 Academic Motivation

Nisrutha (2018) studies the factors that cause academic motivation. Due to the students different perspectives, the researchers created a personal profile called the AMS (Academic Motivation Scale), an instrument

that measures different sub-theories of self-determination theories. The outcome of this study can be helpful for the students and their teachers. This study presents various types of perspective that motivates a student.

In the research conducted by Toliao (2017), student preparation and adjustment for college are still critical issues. The result of this study contains implications for students, educators, administrators, and policymakers. It would benefit future college students if they had preparation or pre-college entry by their instructors' efforts before college. It would result in increasing their motivation academically. This academic motivation increased the awareness of students of their potential to achieve a higher degree.

Roksa and Whitley (2017) discussed motivation as genuinely crucial for accomplishing academics in higher education. Meanwhile, African-American students have restrained profits from their environment, particularly in faculties. They were not being committed to their learning progress as they profit the least from being motivated.

A study conducted by Schreglmann (2018) analyzed the university students' extrinsic and intrinsic academic motivation studying Information technology. The participant was asked the same question: "What is your motivation for learning information technologies?" was later examined by four academicians. The results show that the final state of the scale included 15 items in two sub-dimensions. The sub-dimensions were named as "Intrinsic-Occupational Motivation" and "Amotivation." It is understood from the analysis that the results derived from the scale have high reliability.

The study of Lucey (2018) explored the effect of motivation on students focused on students registered in an online class at a great public university in the mid-Atlantic region. The findings then present and confirmed that motivation is a critical component in the persistence of online learners. Thus, Villarino (2020) assessed the connectivity of motivational characteristics to an academic learner. It has concluded that there is a connection of motivational attributes clearly shown because it is attached with academic performances.

Lin (2017) conducted a study to understand the opinions of students about digital learning. Results show that digital learning has a better impact on a student's learning motivation than traditional teaching. Learning motivation shows positive results on learning effect and learning gain in learning outcome. It is also suggested that to utilize the advantages of digital learning to develop practical teaching strategies.

Tasgin and Coskun (2018) examined the relationship between students' insight towards their academic motivation. The sample is composed of university students that are studying at a state university. The results were examined using the "Academic Motivation Scale." The results then showed a moderately positive relationship between attitude towards learning and their academic motivation. In addition, it is also proved that there was no significant difference in academic motivation according to school type.

Gustiani's (2020) study tends to illuminate students' academic motivation towards online learning amidst the COVID-19 pandemic era. The sample is composed of students that are currently studying at the English Department of Sriwijaya Polytechnic. The study then proved that the student's intrinsic and extrinsic motivation was affected by the sudden shift from the traditional face-to-face class to digital learning. The results also that their ambition drives their intrinsic motivation to learn new knowledge and enjoyment in experiencing new learning.

Finally, Ryan (2020), indicates self-determination theory (SDT) as a comprehensive underlying structure to perceive the factors that facilitate the extrinsic and intrinsic motivation to educational settings. SDT demonstrates that extrinsic and intrinsic motivation anticipated the favorable alignment of results all over the different cultural context and levels of education and heightened by basic psychological needs, competence, needs for autonomy, and connectedness. Also, the teacher and motivation of the student have been associated actively.

2.3 Self-Efficacy and Academic Motivation

Arik (2019), mentioned that self-management, academic motivation, and academic self-efficacy are the key factors that affect academic achievement. There is much literature about such but never studied together in one study. That is why this study investigates the relationship between self-control and self-management, academic motivation, and self-efficacy in this study. The researchers made a personal profile form that contains the "Academic motivation" scale, "Academic Self-efficacy" scale, "Self-control and Self-management" scale. It is then proved that there is a significant relationship between academic self-efficacy and academic motivation. Furthermore, academic self-efficacy is related to self-control and self-management, but academic motivation does not relate to self-control and self-management.

Hence, Catedrilla, de la Cuesta, & Caguiat (2019), the application of the K-12 program in the Philippines, including the secondary schools in senior high, was intended to enable the student's preparation for tertiary education, entrepreneurship, and work. It has appeared that there is a significant relationship of self-efficacy in computers, which enormously impacts their academic goals. The importance of improving and enhancing the students' motivation in terms of academic achievements should investigate previous performances, outcome

expectations, and self-efficacy to give the best manifestation of development. So, there is a significant relationship between self-efficacy and the students' motivation for improvement and development.

Ferguson (2017) examined that every student's achievement sometimes depends on the attainment that they will get, measured through the grade point average (GPA). According to this study, undergraduate students in communication sciences and disorders who are "average to higher than average" in their academic performance are more extrinsically motivated. They present with almost no motivation and generally have high self-efficacy. Self-efficacy is correlated to academic achievement. Therefore, there is no significant relationship between self-efficacy and academic motivation, negatively correlated to academic achievement.

In the study of van Rooij, Jansen, & van de Grift (2018), the investigation of this empirical study focuses on intrinsic motivation & academic self-efficacy with the selected degree program. It has concluded that the motivational factor did not act upon credits and GPA directly but only by academic adjustment. Also, there is self-efficacy that is significant to correspond with student's achievement. So, there is no significant relationship between self-efficacy and motivation because motivation does not influence GPA, credits, and achievement.

According to Campos and Madrigal (2020), self-efficacy and motivation are the primary predictors and explanations for people's performance choices, tenacity, and drive. As a result, high school students in Antique who have parents who work overseas are often practical and academically driven. Their high self-efficacy and academic motivation imply that they are competitive. Their strong self-efficacy and academic drive show that they have the skills and talents to complete and fulfill the tasks that have been allocated to them. There is a significant relationship between self-efficacy and academic motivation because it significantly impacts students' ability and confidence in performing school duties. Both parents and instructors play critical roles in the development of this skill. To achieve complete change, both parents and instructors play critical roles in developing and enhancing the desires and talents of their children.

Furthermore, Chow and Wong (2020) analyzed the data of college students' academic motivation and literacy self-efficacy and distinguished the predictors of information literacy self-efficacy. Academic motivation and self-efficacy are considered essential to nurture student learning in tertiary establishments. Nursing students have lower self-efficacy scores in information literacy than students from other fields. The findings show that there is a significant relationship between the two factors because it has an impact on student learning. Academic motivation and information literacy self-efficacy did not differ significantly between the two age groups of junior and senior students.

3.METHODOLOGY

3.1 Research Design

The study investigates the relationship between the self-efficacy and academic motivation of the freshmen college students from higher education institutions, thus, the researchers utilize a quantitative approach, precisely, descriptive-correlational method. According to Katzukov (2020), a descriptive correlational study is a study in which the researcher is primarily interested in describing relationships among variables without establishing a causal connection. Also, the researchers chose the questionnaire as the source data-gathering tool to find out the relationship between the self-efficacy and motivation of the respondents. The questionnaire was used to extract the data from the respondents of the study.

3.2 Participants

The participants of this study were first-year college students from private higher education in the Philippines that are enrolled during the pandemic, the school year 2020-2021. Thus, the study utilized the convenience sampling method with a total number of 304 participants. Moreover, the criteria were the following: (1) Must be a first-year college student, (2) and from the private higher education.

3.3 Instruments

The study utilized General Self-Efficacy and Academic Motivation Scale to measure the respondent's self-efficacy and academic motivation.

The General Self-Efficacy Scale by Schwarzer and Jerusalem (1995) is a 10-item psychometric scale that is designed to assess optimistic self-beliefs to cope with a variety of difficult demands in life. A higher score indicates good self-efficacy with internal reliability of Cronbach's alpha .80 (Garza & Bain, 2014).

Furthermore, the Academic Motivation Scale measures extrinsic and intrinsic motivation toward education. It consists of twenty-eight (28) questions regarding intrinsic and extrinsic motivation with internal reliability of Cronbach's alpha .767 (Javaeed et al., 2019).

3.3 Procedures

To acquire the necessary data of the study in determining the influence of self-efficacy and academic motivation of the participants, the researcher gathered information through an online survey utilizing Google form

with the participant's consent. The survey was composed of thirty-eight (38) questions that may last for twenty (20) minutes. Following the initial stages, participants were encouraged to raise any clarification, concerns, and unclear questions due to the technical difficulties.

3.4 Ethical Considerations

The research professor assisted the current study for the data gathering process and data-gathering instruments. To ensure that the approval is secured, ethical standards will be strictly observed. Thus, the identified and qualified participants based on the criteria laid out were requested to give explicit consent through informed consent. Further, confidentiality was discussed; the participants were assured that all data gathered in the development of the study would only be used for academic and research purposes. Thus, the survey guide's language used was appropriate to the literacy of the participants.

4.RESULTS

This section presents the findings according to the study's research questions. To compare the mean and determine the significance between variables, the Pearson correlation coefficient was computed using IBM SPSS 26.

4.1 Respondents' Self-Efficacy

Table 1 showed that the participants got a total mean score ranging from 3.19 to 3.49, equivalent to a high level of student self-efficacy. It also showed that a student with a solid and high sense of efficacy could finish and accomplish even challenging tasks in many ways (Marsh et al., 2018).

Table 1
Respondents' profile in terms of Self-Efficacy

	Indicators	Mean	Verbal Interpretation
1.	I can always manage to solve difficult problems if I try hard enough.	3.41	High
2.	If someone opposes me, I can find the means and ways to get what I want.	3.21	High
3.	It is easy for me to stick to my aims and accomplish my goals.	3.20	High
4.	I am confident that I could deal efficiently with unexpected events.	3.19	High
5.	Thanks to my resourcefulness, I know how to handle unforeseen situations.	3.21	High
6.	I can solve most problems if I invest the necessary effort.	3.49	High
7.	I can remain calm when facing difficulties because I can rely on my coping abilities.	3.21	High
8.	When I am confronted with a problem, I can usually find several solutions.	3.23	High
9.	If I am in trouble, I can usually think of a solution.	3.29	High
10.	I can usually handle whatever comes my way.	3.22	High
		3.27	High

Achieving a high level of self-efficacy revealed that students have confidence in facing challenges and difficult situations to overcome them amidst pandemics. Additionally, setting and attaining goals have gained the level of interpretation of high.

4.2 Respondents' Academic Motivation-Intrinsic

Table 2 presents the data about the college freshmen's answers on the self-assessment profile. The results of the gathered data interpret the level of student's academic motivation intrinsically. The respondents got a total mean score of 5.87.

Table 2
Respondents' profile in terms of Academic Motivation-Intrinsic

	Indicators	Mean	Verbal Interpretation
1.	Because I experience pleasure and satisfaction while learning new things.	6.02	<i>High</i>
2.	For the intense feeling I experience when I am communicating my own ideas to others.	5.62	<i>High</i>
3.	For the pleasure I experience while surpassing myself in my studies.	5.88	<i>High</i>
4.	For the pleasure I experience when I discover new things never seen before.	6.11	<i>High</i>
5.	For the pleasure that I experience when I read interesting authors.	5.45	<i>Above Average</i>
6.	For the pleasure that I experience while I am surpassing myself in one of my personal accomplishments.	5.94	<i>High</i>
7.	For the pleasure that I experience in broadening my knowledge about subjects which appeal to me.	5.97	<i>High</i>
8.	For the pleasure that I experience when I feel completely absorbed by what certain authors have written.	5.81	<i>High</i>
9.	For the satisfaction I feel when I am in the process of accomplishing difficult academic activities.	5.76	<i>High</i>
10.	Because my studies allow me to continue to learn about many things that interest me.	6.12	<i>High</i>
11.	For the "high" feeling that I experience while reading about various interesting subjects.	5.71	<i>High</i>
12.	Because college allows me to experience a personal satisfaction in my quest for excellence in my studies.	5.99	<i>High</i>
		5.87	<i>High</i>

This then proved that the respondents are still eager to get experience, learn new things, and get much satisfaction even amidst the COVID-19 pandemic's sudden shift to online learning. This data is also supported by one of the studies of Anderson (2021), which states that positive character traits like in the given data contribute to student's intrinsic motivation. First-year College students are still eager to develop new skills to surpass their present skills and be better students. Hence, the level of intrinsic motivation of the respondents is High. It was also mentioned that the respondents averaged 5.45 in having pleasure on reading from different authors. A related study by Kirchner and Mostert (2017), which is all about reading motivation, presents that students are more likely to read books for pleasure but less for academic purposes. That then shows that a students' pleasure in reading from a variety of authors is lesser.

4.3 Respondents' Academic Motivation-Extrinsic

Table 3 demonstrated that the participants got a total mean score ranging from 4.71 to 6.33, which is equivalent to a high level of extrinsic motivation of a student. The table also demonstrated that the students above average were not always about to show themselves that they had intelligence. Huffman (2017) stated that intelligence differs for various reasons, and it does not have the same effect with other students. Intelligence can be helpful to some of the students, but it is not always applicable to all of them.

Table 3
Respondents' profile in terms of Academic Motivation-Extrinsic

	Indicators	Mean	Verbal Interpretation
1.	Because with only a high-school degree I would not find a high-paying job later.	5.88	<i>High</i>
2.	Because I think that college education will help	6.30	<i>High</i>

	me better prepare for the career I have chosen.		
3.	To prove to myself that I can complete my college degree.	6.15	High
4.	In order to obtain a more prestigious job later.	6.27	High
5.	Because eventually it will enable me to enter the job market in a field that I like.	6.26	High
6.	Because when I succeed in college, I feel important.	5.59	High
7.	Because I want to have "the good life" later.	6.33	High
8.	Because this will help me make a better choice regarding my career orientation.	6.16	High
9.	To show myself that I am an intelligent person.	4.71	Above Average
10.	In order to have a better salary later.	5.77	High
11.	Because I believe that a few additional years of education will improve my competence as a worker.	6.09	High
12.	Because I want to show myself that I can succeed in my studies.	6.18	High
		5.98	High

Also, with the high extrinsic motivation, they have the zeal and self-confidence to continue learning to accomplish their ambitions and have a better life despite facing hardships and unusual difficulty induced by the COVID-19 pandemic. Ryan (2020) also stated that extrinsic motivation can have positive results throughout cultural contexts and educational levels and was increased by supporting the student's competence, basic psychological needs, and the like. Therefore, the level of extrinsic motivation of the participants is above average to high.

4.4. Correlation of Self-Efficacy and Academic Motivation

Table 4
Pearson Correlation of Self-Efficacy and Academic Motivation

CORRELATIONS			
		Self-Efficacy	Academic Motivation
Self-Efficacy	<i>Pearson Correlation</i>	1	.002
	<i>Sig. (2-tailed)</i>		.978
	<i>N</i>	304	304
Academic Motivation	<i>Pearson Correlation</i>	.002	1
	<i>Sig. (2-tailed)</i>	.978	
	<i>N</i>	304	304

To determine the relationship between academic motivation and self-efficacy among first-year college students is the study's primary goal. Table 4 revealed no significant relationship between self-efficacy and academic motivation ($r=.002$) with an associated probability value of 0.05 alpha level of significance. Thus, the null hypothesis is accepted. Thus, Ferguson (2017) has a similar study and aims to determine the relationship of the given variables above. This study presents the same results compared to the results given in this table. There is no relationship between academic motivation and academic self-efficacy. However, this study also presents many data that prove students' motivation to learn amidst pandemic and digital learning. Also, the level of self-efficacy is high

despite the struggle of adjusting from traditional face-to-face classes to online classes. There is no significant relationship between the two variables, but this study shows that first-year college students still have motivation and self-efficacy amidst pandemic.

5. DISCUSSION

Few studies believe that students provide a higher goal than students with low self-efficacy and academic motivation. Academic self-efficacy is also a powerful predictor of how a student will carry out a given task functionally. On the other hand, academic motivation is essential to every student because it is the root of their persistence with the barrier. Thus, self-efficacy and academic motivation are vital in every student's learning to be more productive in online learning, especially during this pandemic.

Moreover, the researchers clearly understand that students should work out the significance of having self-efficacy and academic motivation in learning that they needed to enhance. Also, it showed that students were having strong self-efficacy and academic motivation complete and fulfill the tasks that have been allocated to them (Campos and Macapagal, 2020). In general, self-efficacy and academic motivation are essential for students, especially freshmen, to become more outstanding in online learning.

6. CONCLUSIONS

Adjusting from traditional face-to-face classes to online learning was hard for students, especially those new to college students. But the data presents a high level of self-efficacy and motivation among those students who answered the personal assessment form.

The results showed that the students, despite studying online, still excel and are still motivated to pursue their studies even amidst pandemic. That is supported by the data that are gathered which are mostly averaging high or above average. It is also said that they have high extrinsic and extrinsic motivation.

However, this study's primary purpose, which is to study the relationship between academic motivation and self-efficacy of first-year college students, was rejected. It is proven in this paper that there is no significant relationship between the two main variables. Therefore, the null hypothesis is accepted.

To conclude, despite knowing that there is no relationship between self-efficacy and motivation, students still present a high level of self-efficacy. They are still motivated to study amidst pandemic. This paper also recommends that the school teachers or staff present new strategies enhance students' potential. Hence, students and teachers should work together on developing their motivation and self-efficacy.

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