

THE SELF-EFFICACY AND ACADEMIC MOTIVATION OF THE GRADUATING COLLEGE STUDENTS DURING THE COVID-19 PANDEMIC IN THE PHILIPPINES

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Abstract

Traditional face-to-face learning has changed by online learning to make sure educational continuity amidst the COVID-19 pandemic. However, the teachers and students are lack experience, resources, and Wi-Fi connection towards this setup. This situation significantly affects the graduating batch of this year with their subjects intended to prepare them in the reality of their profession. Furthermore, this study investigates the relationship between self-efficacy and academic motivation of the 532 graduating college students in the Philippines. Based on the data gathered, the participants' level of self-efficacy (\bar{x} = 3.27) and academic motivation (\bar{x} = 5.72) is high. Further, the statistical analysis concluded a relationship between self-efficacy and academic motivation (r =.287, at 0.01 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, Graduating College Students*

1. INTRODUCTION

Traditional face-to-face learning has changed by online learning to make sure educational continuity. Thus, there is an excellent encounter in introducing e-learning classrooms as a quick action to enhance the quarantine situation (Chua, Sibbaluca, Miranda, Palmario, Moreno, & Solon, 2020). However, the teachers and students are lack experience, resources, and Wi-Fi connection towards this setup.

As the Philippines venture into a new learning mode, several factors need to consider. These include teacher capacity, situation and context of the learner, and efficiency of the learning environment (Joaquin, 2020). In support of the study mentioned above, self-efficacy connected with the students' motivation in this pandemic; the student with a higher self-efficacy would be confident enough in doing any task given. This self-efficacy would turn out to be their motivation to perceived more achievement. An increased sense of self-efficacy achieved more dreams in life: Bandura Motivation Theory in 1977 (as cited in McLeod, 2017). On the contrary, if self-efficacy is lesser, then the students' motivation is more secondary since self-efficacy is a crucial internal motivational factor affected by personal or environmental variables. For example, motivation can influence primarily in making a career decision. In addition, self-efficacy influenced fulfilling goals such as mastery, performance, social and extrinsic goals (Bhatt & Bahadur, 2020).

The influence of the students' self-efficacy and motivation is the primary cause of their achievement and eagerness to create accomplishment. Almost all of the students demotivate to study. Some examples are attending classes regularly, completing homework and activities on time, advancing reading, being ready before the discussion, having time management, and lacking the motivation to do their best because of the pandemic. However, several of the students who perceived the importance of education most probably have a higher rate of self-efficacy and motivation, which resulted in a higher chance of deciding for their career and focused on their goals in life (Lumen Learning, 2020).

Also, Kharamah (2018) concludes that students' confidence in their academic performance out of the classroom resulted in student success. Such an account encourages the student to believe in their abilities and self-efficacy and be more academically motivated. The result showed that academic self-efficacy has a significant relationship with academic motivation. Notably, by increasing the self-efficacy score, academic motivation will also increase. Multivariate regression analysis revealed that students' performance out of class is an essential factor predicting academic motivation. Therefore, educational institutions must consider the factors affecting academic motivation and improve students' academic performance by planning and policymaking.

Thus, Mosier (2018) studied students who demonstrated lower academic self-efficacy in their capability to understand rigid course material and choose to complete optional tasks even if it did not guarantee them a good grade. There was no significant relationship between the respondent motivation and academic self-efficacy score. Although not statistically significant, results showed a trend indicating that the higher the cumulative, the higher the academic self-efficacy scores.

Finally, this study investigates the relationship between self-efficacy and academic motivation of the graduating college students during the new normal education and COVID-19 pandemic in the Philippines.

1.1 Research Questions

This study aims to determine the relationship between self-efficacy and academic motivation of graduating college students during the COVID-19 pandemic in the Philippines. Specifically, this sought to answer the following questions:

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

2. REVIEW OF RELATED LITERATURE

2.1 Self-efficacy

Self-efficacy is the ability to produce designated performance levels that influence events that affect their lives. Self-efficacy confidence identifies how people feel, think, motivate them, and behave. Such practices have these different effects through four major processes. It includes cognitive, motivational, affective, and selection processes. Bandura Self-efficacy Theory, 1944 (as cited in Encyclopedia of Human Behavior, 2017)

As stated by Martinez and Maravilla (2020), the basis of human agency is efficacy beliefs. Students' desire to learn was motivated by their beliefs. Self-efficacy beliefs in students can change if one understands the origins of self-efficacy beliefs. Suppose given the student's opportunity and instruction on self-efficacy values. In that case, they will develop as self-efficient individuals and solve challenges they face in school or their future lives.

As the COVID-19 pandemic arises, it influenced the public education system to adapt educational delivery methods, school operations, and policies. With this new paradigm change, self-efficacy in the student crisis and dedication to the school are essential to study (Baloran & Hernan, 2020).

According to Lowery (2018), students have higher self-efficacy. They are more likely to have perseverance than when facing challenges and overcome it more comfortably than those with low self-efficacy. (Deer, Gohn, Kanaya, 2018) It is significantly essential for US College students to have higher self-efficacy levels than their anxiety levels. Receiving positive feedback also helps them have higher levels of job search objectives for their career preparation. (Lopez-Mcgee, 2018) Using the Self-Efficacy in Study Abroad Scale (SESAS) to validate the analysis is significant. Students gained more confidence who are studying abroad to interact with locals and overcome language barriers.

In support study above, Bhatt's (2020) study showed a correlation between self-esteem and self-efficacy. The study highlights that higher self-esteem leads to higher self-efficacy. The student is confident that they feel competent to any task, and it turns to motivating them and working hard to achieve high performance. If the essential psychological aspect is neglect, it can lead to severe repercussions for the individuals. However, Bensley (2018) concluded that the self-efficacy scales and persistence between enrolled students in Aggie Pathway Program had no difference between those who are not enrolled. Students still wanted to finish their studies from two-year college to baccalaureate degree.

Beek (2019) shows that College Level Examination Program (CLEP) significantly influences testing and increases students' self-efficacy, mindset, and aspirations in considering getting a post-secondary degree. In the

study of Mabalay, Gaboy, & Soledad (2020), a high sense of self-efficacy achieved more dreams in life. In addition, self-efficacy influenced achievement goals such as mastery, performance, social and extrinsic goals.

Nipaz, Belecina, and Garvida (2017) analyze that by comparing the students' mathematics anxiety, self-efficacy, and performance, they determined the effect of encouraging and praising language on mathematics anxiety self-efficacy and performance. The results showed significant results in all outcome variables, which reveals that encouragement can reduce mathematics anxiety, increase self-efficacy, and improve students' performance.

Hence, Yazon's (2018) study discovered that how students plan to excel at a behavior has a statistically significant association with their academic results. As a result, the University's Office of Students Affairs provides self-esteem-enhancing services to help students maintain their self-efficacy. These would encourage students to explore their thoughts and feelings in a more in-depth manner.

The scale of self-efficacy beliefs these variables can provide administrators with information about learners' effectiveness and self-efficacy. Recognizing the Instructor education programs may benefit from self-efficacy values to improve student outcomes. The significance of training and students' beliefs in the educational system. (Prado, Tan, & Pabualan, 2017)

However, taking remedial reading courses to the students is suggested because it will benefit them regardless of whether remedial reading community students have higher self-efficacy than those who are not. (Wilson, 2017) Writing anxiety is scientifically significant, with self-efficacy that stands as a predictor but not emotional intelligence (Huerta, Goodson, Beigi, & Chlup, 2017)

Thus, Blanco (2020) indicated that Results revealed that both self-confidence and self-efficacy are high. Furthermore, Pearson's r correlation was significant 95% confidence that there is a moderately high positive correlation between self-confidence and self-efficacy among the students while engaging in online learning.

Rafiola, Setyosari, Radjah, and Ramli (2020) analyzed learning motivation, self-efficacy and blended learning on students' achievement. The results showed that Learning Motivation had a positive and significant effect on student achievement. Self-Efficacy had no significant impact on students' achievement. Blended learning had a positive and significant impact on achievement learning, and last learning motivation, self-Efficacy, and blended learning substantially impacted the students' achievement.

2.2 Academic Motivation

Motivation is essential in almost every aspect of human behavior (Muraya, 2018). According to Priest and Yandell (2019), motivation remains a strong influence on guiding human behavior. Students often experience motivation in their desires to learn or to get a grade. These learning-oriented and grade-oriented interpretations of motivation help orchestrate student behavior. With college courses' strong emphasis on group work, students rarely demonstrate these academic motivations independently. One study subsequently explored the connection of academic motivations to group dynamics.

Thus, Eisenkraft (2017) explained that students know who like them but not who competes against them. It was also found that students have difficulty perceiving what motivates their peers, be it learning or grades. Results indicated that arrangements of what motivated group members connected to the respondents, but not performance. These studies collectively suggest that even though students may not know what motivates their peers, those motivations relate to how enjoyable the group experience.

Furthermore, intrinsic motivation serves as a possible mechanism through which academic buoyancy is associated with the perceived literary award. Findings emphasize the educational benefits of cultivating students' capability to deal with daily academic hassles (Bernardo, 2017).

In support of the study above, Allen & Kern (2017) suggests that academic motivation influences a sense of belonging, and belonging influences student motivation. Researchers show various evidence-based strategies to increase academic motivation, with the flow-on effects for school belonging. These individual-based plans include perceived academic ability, future aspirations, goal pursuit, embracing failure, motivation, meaningful learning, and self-regulation.

Thus, in her study, Lucey (2018) found that when motivation is present in adult online learners, they are most likely to attend class and complete their activities. However, lack of motivation is the primary cause of student dropout. But when reason is present, students are more likely to continue and persist with their studies. Nevertheless, Staumont (2017) claims that having a process will help collaborate with best ideas, self-efficacy, and effective leadership, influencing students' behavior and motivation from a clearer vision of a leader.

David (2018) studied how students detect and address motivational deficits using current motivational regulatory models (e.g., not enough motivation or not the correct type of inspiration). We recommend that metamotivational mechanisms play an essential role in students' motivation by combining views from the achievement motivation, metacognition, and emotion regulation literature.

The study Balaskova (2018) investigates motivation in higher education and connects it to the idea of sustainability. It comprises a theoretical examination of the terms 'sustainable motivation' and 'academic motivation' and specifically postulates and explains 'sustainable academic motivation.' Results also emphasized a discrepancy between the opinions of respondents. Based on the outcome, and with the support of other views, sustainable academic motivation is subsequently defined from five perspectives: (a) As an essential component of conscious action; (b) as the starting place of behavior; (c) as the control of behavior and development; (d) as the process; and (e) as the conclusion level of all motivational efforts and powers at higher-education institutions.

Using the academic motivation scale researcher examines the motivation of undergraduate business students. The researcher looks into the difference in motivation between business majors and a variety of non-business majors. There were contrasts in the motivation patterns, but business majors were not less motivated than non-business students. As anticipated, business students reveal an overall robust extrinsic orientation. Nevertheless, they scored significantly high on the intrinsic desire with regard accomplishment subscale (Scifres, 2021).

The study Berestova, Kolosov, Tsvetkova, Grib (2021) deals with developing critical thinking among university students, its connection with motivation for learning, and student's academic achievements. The basis of the study is to elaborate on the relationship linking academic motivation and critical thinking. The study implies a survey based on the academic motivation scale. Results of the analysis of the questionnaires showed that among the students surveyed, the types of motivation contributing to self-development and research predominate. The hypothesis of the study that there was no contrasting between academic motivation that contributes to critical thinking was rejected. Few ways have been proposed to track and help students with low academic motivation: regular testing, student identification with Motivation and solid extrinsic Motivation, and psychological support.

2.3 Self-efficacy and Academic Motivation

Self-efficacy is the root of an individual's belief in their capability to achieve. Nevertheless, motivation is based on the individual's wants to achieve. Therefore, those with higher self-efficacy most have higher motivation and vice versa (Ackerman, 2020).

Thus, Weda, Sukardi and Abdul Samad, Iskandar and Patak, Andi Anto and Fitriani, Siti and Sarah (2018) examine whether self-efficacy, motivation, and learning strategies correlate to students' academic performance. One hundred and twenty-five undergraduates participated in this study. Students were administered a questionnaire consisting of three critical key topics: self-efficacy belief, motivation, and learning strategies. The study shows a significant relationship between self-efficacy and academic performance, motivation learning strategies.

According to Ahmad (2019), there is a significant relationship between self-efficacy and academic motivation. Therefore, to improve self-esteem, self-regulation, and academic motivation among students, there is essential that teachers must do so in their style of teaching when exposing in the classroom to make sure delivering are more successful towards students.

In support of the study mentioned above study of Rhew, Piro, Goolkasian, Cosentino (2018) showed that having the broad mindset intervention had a significant difference in the academic motivation but not adolescent select education's participant in self-efficacy. The more they have developed in thinking, it can highly affect in motivations academically.

Gallagher (2017) eloquently stated that self-efficacy has a significant connection to their careers and studies. Therefore, having relatedness to this may conclude that it can affect their academic motivation and career goals. However, lack of guidance is the cause of their low confidence in their performance. But when their parents are here in the Philippines, their self-efficacy increases and motivates them to do their studies (Campos, 2020).

Triasanti's (2019) study shows that interest and motivation significantly influenced students' learning outcomes, as demonstrated by their final exam grades in the subject. It concludes that that high level of interest and motivation determined learning outcomes. On the side of Steinmayr (2019), domain-specific ability self-concept, motives, task values, and learning goals but not performance goals prove a significant amount of variance in grades above all other predictors of which ability self-concept was the strongest predictor.

As Malkoc (2018) mentioned, his study concludes that there is a relationship between self-efficacy, academic motivation, self-regulated learning, and students' academic achievement. Students with high self-efficacy, academic motivation, and self-regulated learning can improve their academic achievement. Regarding the relationship between self-efficacy, academic motivation, and self-regulated learning, students with high self-efficacy and academic motivation can manage self-regulated learning. However, a negative relationship is observed between self-efficacy and academic achievement. This relationship can occur because students are overconfident and underconfident in their abilities. On the other hand, the association between academic motivation and academic achievement is significantly positive, signifying that high academic motivation can encourage students to become academic achievers.

Nevertheless, Alafgani's (2019) proves a relationship between self-efficacy, academic motivation, self-regulated learning, and academic achievement. Moreover, empirically proved the mediating role of self-regulated learning on self-efficacy, academic motivation, and student achievement. Results found a relationship between self-efficacy, academic motivation, self-regulated learning, and academic achievement.

3. METHODOLOGY

3.1 Research Design

In this study, the researchers used descriptive correlational research design, precisely a quantitative research method, to collect and analyze numerical data. It can be utilized to find patterns and averages, make predictions, causal test relationships, and generalize results to broader populations. Researchers mainly use the quantitative method to identify the variables used in research work and aid with the data collection. (Bhandari, 2020).

3.2 Study Participants

The participants were the graduating college students from public and private Higher Educational Institutions (HEI) in the Philippines who were currently enrolled during the pandemic. Thus, the following criteria were (1) college graduating students, (2) and a college student enrolled in the school year 2020-2021. The sampling technique employed in this study was the convenience sampling method, and the total number of respondents was 532.

3.3 Study 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 part 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 revealed that the respondents obtain a total mean score ranging from 3.20 to 3.38. Self-efficacy data resulted in very high, with the total mean of 3.27 and verbal interpretation is high. This result concludes that college graduating students' self-efficacy during the COVID-19 pandemic was still high, and they still do their best to complete school tasks. According to Lowery 2018, students with higher self-efficacy are more likely to persevere when facing challenges and overcome them more comfortably than those with low self-efficacy.

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.	3.36	High
2.	If someone opposes me, I can find the means and ways to get what I want.	3.20	High
3.	It is easy for me to stick to my aims and accomplish my goals.	3.25	High
4.	I am confident that I could deal efficiently with unexpected events.	3.25	High
5.	Thanks to my resourcefulness, I know how to handle unforeseen situations.	3.23	High
6.	I can solve most problems if I invest the necessary effort.	3.38	High
7.	I can remain calm when facing difficulties because I can rely on my coping abilities.	3.20	High
8.	When I am confronted with a problem, I can usually find several solutions.	3.28	High
9.	If I am in trouble, I can usually think of a solution.	3.28	High
10.	I can usually handle whatever comes my way.	3.29	High
		3.27	High

Thus, Deer et al. (2018), suggest it is significantly essential for college graduating students to have very high self-efficacy levels. It may influence their future career preparation. Mabalay et al. (2020) revealed that a high sense of self-efficacy achieved more dreams in life. In addition, self-efficacy influenced achievement goals such as mastery performance and goals.

4.2. Respondents' Academic Motivation-Intrinsic

As seen on Table 2, a total average mean score for intrinsic academic motivation was computed at 5.57, which is found and interpreted as high. However, the reading experience of college graduating students was resulted to above average. A study by (Zarei, Nafiseh, My, Joseph, & Radio, 2019) demonstrated that the students were willing to improve writing skills, grammar, and English vocabulary via reading books in their free time.

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.	5.88	High
2.	For the intense feeling, I experience when I am communicating my own ideas to others.	5.53	High
3.	For the pleasure, I experience while surpassing myself in my studies.	5.67	High
4.	For the pleasure, I experience when I discover new things never seen before.	5.83	High
5.	For the pleasure that I experience when I read interesting authors.	6.10	High
6.	For the pleasure that I experience while I am surpassing myself in one of my personal accomplishments.	5.75	High
7.	For the pleasure that I experience in broadening my knowledge about subjects which appeal to me.	5.80	High
8.	For the pleasure that I experience when I feel completely absorbed by what certain authors have written.	5.56	High
9.	For the satisfaction, I feel when I am in the process of accomplishing difficult academic activities.	5.66	High
10.	Because my studies allow me to continue to learn about many things that interest me.	5.87	High
11.	For the "high" feeling that I experience while reading about various interesting subjects.	5.47	Above Average
12.	Because college allows me to experience a personal satisfaction in my	5.86	High

quest for excellence in my studies.

5.57

High

However, their reading motivation in this pandemic is not high. Just like before the pandemic, some factors significantly affect the reading motivation of college graduating students. However, this indicates that intrinsic motivation can be a way for students to continue their studies despite pandemics except for reading. According to Bernardo (2017), intrinsic motivation serves as a possible mechanism through which academic happiness. Findings emphasize high intrinsic motivation can be applied to all aspects of your life and is an effective way to enhance performance by changing the focus to the internal rewards of a task such as satisfaction and enjoyment. As a result, you can better motivate yourself and others.

4.3. Respondents' Academic Motivation-Extrinsic

Table 3 indicated that the respondent's level of motivation extrinsic, the academic Motivation extrinsic college graduating students ranging from 4.77 to 5.84 with the resulted verbal interpretation of high. Nevertheless, their answer in number 9 with the mean of 4.77 and verbal interpretation of above-average still inclined above average.

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.	5.70	High
2.	Because I think that a college education will help me better prepare for the career I have chosen.	5.94	High
3.	To prove to myself that I can complete my college degree.	5.98	High
4.	In order to obtain a more prestigious job later.	6.20	High
5.	Because eventually, it will enable me to enter the job market in a field that I like.	5.90	High
6.	Because when I succeed in college, I feel important.	5.69	High
7.	Because I want to have "the good life" later.	6.13	High
8.	Because this will help me make a better choice regarding my career orientation.	5.90	High
9.	To show myself that I am an intelligent person.	4.77	Above Average
10.	In order to have a better salary later.	5.75	High
11.	Because I believe that a few additional years of education will improve my competence as a worker.	5.92	High
12.	Because I want to show myself that I can succeed in my studies.	6.14	High
		5.84	High

According to Gardner's Theory of Multiple Intelligence 1983 (as cited in Marenus, 2020) suggest that people are not born with all of the intelligence they will ever have. Each student has unique and diverse multiple intelligences and different ways to learn. In other words, not every person learns best from a single teaching approach. Therefore, researchers conclude that their academic motivation extrinsic was high; however, their confidence and belief in themselves are above average. According to Legg (2018), high extrinsic motivation can help persuade someone to complete a task and valuable tool to help children learn new skills when used in moderation.

4.4. Correlation of Self-Efficacy and Academic Motivation

This study's main objective is to determine the relationship between self-efficacy and academic motivation of college graduating students in both public and private institutions. The statistical analysis of data in Table 4 revealed a significant relationship between self-efficacy and academic motivation ($r=.287$) with associated probability value of 0.01 alpha level of significance. Thus, the null hypothesis is rejected.

Table 4

Pearson Correlation of Self-Efficacy and Academic Motivation**CORRELATIONS**

		Self-Efficacy	Academic Motivation
Self-Efficacy	<i>Pearson Correlation</i>	1	.287**
	<i>Sig. (2-tailed)</i>		.000
	<i>N</i>	532	532
Academic Motivation	<i>Pearson Correlation</i>	.287**	1
	<i>Sig. (2-tailed)</i>	.000	
	<i>N</i>	532	532

** . Correlation is significant at the 0.01 level (2-tailed).

This findings is aligned with the study of Malkoc (2018), where he discussed that students with high self-efficacy, academic motivation can improve their academic achievement. Regarding the relationship between self-efficacy, academic motivation, students with high self-efficacy and academic motivation can manage academic stress. The association variable is strongly positive, signifying that high academic motivation and self-efficacy can encourage students to become academic achievers. Finally, his study concluded that there is a relationship between self-efficacy and academic motivation.

5. DISCUSSION

The study aims to determine the relationship of self-efficacy on the academic motivation of the graduating college students during the COVID-19 pandemic and their level of self-efficacy, and the profile of academic motivation in terms of intrinsic and extrinsic factors. Earlier research suggests that academic self-efficacy is associated with the academic motivation of the students, as the self-efficacy score increase the academic motivation also increase (Kharamah, 2018)

The findings revealed a significant relationship between self-efficacy and academic motivation of graduating college students. Even amidst the COVID-19 pandemic, the level of self-efficacy of the graduating college students was still high. According to Shillingford and Karlin (2017), the effects of external events on intrinsic motivation altered a person's perception of competence and self-determination. Based on the findings, intrinsic motivation on the graduating college students was high, meaning this motivation can be why students are still studying despite the pandemic. The extrinsic motivation was also high based on the result of the study. However, the students' beliefs and confidence were revealed to be above average since extrinsically motivated students tend to focus more on having a higher grade, acquiring rewards, and acceptance from their peers. The student's extrinsic motivational factors and a positive goal in the future can significantly facilitate intrinsic motivation and their present value (Adamma, Ekwutosim, & Unamba, 2018).

In addition, researchers deeply understand that graduating college students, even in this time of the pandemic, are highly motivated. Nevertheless, their self-efficacy to study resulted in high which means that they want to finish college regardless of what happens. According to Baloran and Hernan (2020), as the COVID-19 pandemic arises, it influenced the public and private education system with its teachers and students to adapt educational delivery methods, school operations, and policies. With this new paradigm change, self-efficacy and academic motivation in the student crisis, and dedication to the school are essential to study. Furthermore, according to Lowery (2018), students have higher self-efficacy. They are more likely to have perseverance than when facing challenges and overcome it more comfortably than those with low self-efficacy. Thus, receiving positive feedback also helps them have higher levels of job search objectives for their career preparation.

6. CONCLUSIONS

The COVID-19 pandemic has affected many schools worldwide directly and indirectly. The influence of the self-efficacy and motivation of the students is the primary cause for higher achievement. On the other hand,

nearly everyone is unhappy with their academic performance. Examples are regular classrooms, homework and work on time, advanced reading, preparing before the discussion, time management, and a lack of motivation to do everything possible due to the pandemic.

However, the result has shown that the data for self-efficacy are very high, which concludes that the self-efficacy of college graduates during this pandemic remained high and still do all they can to accomplish school tasks. It has also been found and interpreted as high for intrinsic academic motivation. The reading experience of college graduates was above average, which means reading this new learning mode is not enjoyable for some college students. This suggests that, despite a pandemic, students' motivation and self-efficacy can be a way forward.

In addition, this e-learning environment demonstrates that students' enthusiasm and perseverance remain apparent, perhaps because of the time and pressures they are required to perform. Students should be more convinced and confident of achieving practical goals and achieving their academic and life decisions. They should be more effective. A high degree of self-effectiveness shows that more dreams have been made in life.

Therefore, the researchers recommend that the school and university staff create programs or virtual activities that will enhance the learners' self-efficacy and academic motivation, improving their performance in the class. Thus, the teachers should consistently improve their pedagogy to improve the students' achievement in the school, specifically activities that will keep them actively engaged inside the virtual platform they are using in this new learning environment

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