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EXPLORING EMOTIONAL MOTIVATION IN PANDEMIC-ERA ONLINE EDUCATION: THE CASE OF JAWAHAR NAVODAYA VIDYALAYAS

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ABSTRACT
The historic shift from traditional classroom learning to digital learning during COVID-19 pandemic brought radical changes in students' academic experience. The research paper studies how the transition to digital education motivated the students in learning, particularly in secondary educational institutions like Jawahar Navodaya Vidyalayas (JNVs). Drawing on psychological theory and empirical research, the study explores intrinsic and extrinsic motivation factors, the role of digital tools, challenges to social isolation, and issues related to access and participation problems. It concludes with suggestions to foster motivation in subsequent digital or blended learning environments.
In the paper, the researcher presents an in-depth analysis of contribution of Navodaya Vidyalayas to the society. It reviews existing data and literature on the outputs particularly associated with these institutes contributing in delivering the quality education. Many students aspire to achieve the academic excellence, yet this goal to achieve is quite out of reach for the students of remote poor rural but bright students of India. Established in 1986, Jawahar Navodaya Vidayalaya represents a novel institutional setup by the Government of India. These institutes emerged to provide equitable education to the deserving students of unserved regions. Besides promoting academic excellence, the mission of JNV is to uphold social justice for the students of remote and rural areas and helping them in realizing their potentials and skills, henceforth improving their quality of life.

Keywords: Digital learning, COVID-19 Quality Education, Jawahar Navodaya Vidayalaya, Academic Excellence, Rural Education.

1. Introduction

The COVID-19 pandemic halted education systems globally. As schools were closed to avoid the spread of the virus, there was only one feasible option left, and that was online education. For schools such as Jawahar Navodaya Vidyalayas (JNVs), where the students come from rural and underprivileged backgrounds, the transition was particularly challenging. Apart from the logistical issues, one of the largest issues was maintaining students' academic motivation in an online setting. This article investigated the dynamics of student motivation in digitalized learning during the COVID-19 pandemic, with particular focus on psychological, technological, and environmental determinants.
When the WHO designated COVID-19 a pandemic in India on March 11, in response, the Indian government issued a lockdown order that covered all affected areas containing the virus outbreak by limiting human movement. Infected individuals were isolated; social withdrawal was required, face masks had to be worn at all times, and the numbers of passengers were restricted. As a result, the general Indian population was forced to live in social isolation once more. To maintain education, employees worked from home, and preschools, elementary and high schools, and even higher educational organizations were shuttered. In addition, several types of assessments have replaced conventional exams.
As a result of the pandemic, digitalized learning became the new norm, and there has been a revolution in the teaching & learning methods used in higher education. During this challenging time, online education has been the wisest choice and the only one. On concise notice, the transition to online learning took place. For the disadvantageous group, radio and television were the only source of learning especially in urban areas, there was a huge population in rural areas who have not accessed even the radio and television for their children like in Ethiopia (Amer and Ouhida, 2022). The higher education industry had to confirm that pupils were prepared for digitalized education while simultaneously making every effort to make sure that pedagogy resources & evaluations were

there for the digital transfer of lessons to run smoothly and efficiently **(Dhawan,2020)**.
Online learning made it much more important for students to manage their time, be self-disciplined, and learn independently. Several educational institutions came up and opened new doors to allow online teaching and learning for the students and teachers, keeping in mind the need of the hour **(Singh et al., 2020).** Though, students had trouble with how their laptops work, how to use computers, how to connect to the internet, how much it costs to get better internet access **(Sundarasen *et al.*, 2020)**. The effectiveness, accountability of online education and assessments were other issues that worry students. These elements significantly affected students' mental health and well- being, causing stress and worry **(Son *et al.*, 2020).** Even teachers were also not so confident in using new technology for online teaching **(Singh *et al.*, 2020)**.

JAWAHAR NAVODAYA VIDYALAYA (JNV)

The Central Board of Secondary Education is linked to JNVs. It is the precursor to a consistently top performance in the Central Board of Secondary Education's 10th and 12th-grade exams each year. As a leading institute, JNV significantly contributes to the CBSE by influencing and devising unique approaches to enhancing the curriculum in schools.

Role of JNV Schools' administrations in COVID-19

It is relevant to mention that multiple Jawahar Navodaya Vidyalayas have been utilized as isolation camps. Hence, adequately sterilizing/the in-depth cleaning of all these JNVs prior to re-opening is of supreme significance. Vidyalaya re-opening should be secure & constant as well as coordinated along India's prevailing COVID-19 fitness retort. Also, acceptable steps should be carried out to safeguard pupils, tutors and educators, additional staff, chefs, assistants and servants and all of their relatives. Educators and additional attendants might be provoked to operate Arogya Setu App for the self & protection of others. The Alumni of JNV helped needy people by providing them with food and oxygen cylinder. Administrators also run online medical consultation services for patients to help with the free supply of medicines.
Jawahar Navodaya Vidyalaya Samiti (JNVS), with help from the Ministry of Education, the Ministry of Home Affairs (MHA), and the state administration, gave online training to teachers and held online lessons so that students would stay caught up. However, students needing suitable devices can still get a good education using study materials, AAC, and printed homework. For the students, bridge courses and specialized instruction are offered to close any gaps in their knowledge. In addition, the role of principals has been specified in NEP-2020, emphasizing developing and implementing pedagogical plans based on competency-based education. With two batches of 50 participants each, NVS is holding a five-day online training course in conjunction with NIEPA, New Delhi, to prepare principals to become master trainers who will train other principals in pedagogical leadership. The first batch's training program will begin on February 22, 2021, while the second will begin in April 2021.

Emotional Motivational Assessment (EMA), a fundamental learning approach, has been identified as a response to pupils' behaviours, chores, projects, & results. It is described as assisting pupils in understanding where they stand during the education procedure. EMA can benefit students, including improved learning, motivation, emotion, and satisfaction **(Cho & Heron, 2015)**.

Satisfaction of Students with Digital Learning

Fulfilment has been characterized as a pupil's perspective of the worth of their academic encounters and occasions in a learning environment. The most current analysis on Indian pupils' fulfilment regarding the digital-education design, initiated by JNV and backed by the Indian government, concluded that their fulfilment significantly impacted the win of the online education outlet for

students. They figured; the online education outlet enables the education procedure between pupils and delivers socio-emotional aid in a machine-dedicated schooling atmosphere established on aspects like communication with friends, communication and instructor feedback, and lesson structure

2. Theoretical Framework

To understand motivation in digital learning, this research refers to two of the most widely known psychological theories:
Self-Determination Theory (SDT): On the basis of this theory by Deci and Ryan, motivation is fueled by competence, autonomy, and relatedness needs.
Expectancy-Value Theory: It states that motivation among students depends on expectations of success as well as the value of a task.
Quantitative measurement can be made for how digital learning strengthened or debilitated factors of motivation through the pandemic by using these theories.

3. Methodology

This research adopts a qualitative approach by reading recent scholarly literature, education surveys (such as those carried out by NCERT), and teacher and student interviews at JNVs. The sources convey subjective experience and real-life concerns of staying motivated in online learning.
Using a case study of an EMA at a JNV, alums gathered data on the efficacy of emotional motivation in an online learning setting since the study aimed to ascertain how pupils' motivation could enhance their task performance. The study concentrated individually on sentiment in inspirational response and encouragement, irrespective of sentimental scope.

4. Targeted Population

Twenty students participated in the assessment, and 15 signed informed consent forms to participate in the study. There were 15 pupils total, including 10 men and 5 women. Participants completed (Keller's 2010) evaluation at the start of the course, which consisted of thirty-four objects indicating four factors of appeal (engagement, relevancy, faith, and fulfilment). There are potential totals between 34 and 170. The sample's mean score was 133.40 (SD = 18.44), with the lowest score of 102 and the highest of 158. In this small sample, the mean for male students was 130.40 (SD = 21.32), whereas the mean for female students was 139.40 (SD = 10.00). However, this distinction wasn't mathematically important ($t(13) = .884$, $p > .10$).

5. Data Analysis and Findings

The assessment, which gauges attitudes towards information technology, was completed by students at the start of the course **(Keller, 2010)**. There are 24 Likert-type questions in the survey, and responses can be graded from 1 (strongly disagree) to 5 (disagree). It also sent students a questionnaire with 10 open-ended questions to help us learn more about their motivations for learning about technology and their thoughts towards the course. This survey questioned respondents on their preferred colours, typing and font styles, emoticons, and motivating and discouraging words.
Every week of the course, students attended the lectures and answered questions through their homework, discussion board posts, and emails. They reacted to emotional, motivational messages that the teacher had written, utilizing the results of the survey **(Keller's 2010)** attention, relevance, confidence, satisfaction, and volition approach, response techniques and inspirational scope after the instructor had reviewed their contributions each week, identified four tactics that were applied throughout the course: time, amount, mode, and audience. Weekly and following each assignment, feedback messages were sent. They discussed the key points and the degree to which the principal course objectives had been met. The JNV administration delivered individual feedback comments via email or other appropriate tools.

Word Used

The statements that the participants said made them feel good when they heard them were mostly positive. The terms "outstanding," "fantastic," "great," "beautiful," and "perfect" appeared the most frequently. The five most often used negative terms were "bad," "terrible," "horrible," "awful," and "stupid" when we requested them to pick out words that might elicit negative emotions in them when spoken by others.

Font Effects

Participants in the survey said that boldface, italics, and colorful writing might underline how important a text's significance is. However, students had different perspectives on how that priority was conveyed, particularly in relation to colored text. Red was used to symbolize colorful writing as an option on the mini-survey, and one student chose it since it suggested a positive emphasis.

Emotions

The majority of interviewees admitted to using emoticons, with six of them saying they do so occasionally and seven saying they do it frequently. However, 8 out of 15 participants said that using emoticons in educational settings did not make them feel emotionally attached

Instrument Keller's Survey was used to gather quantitative data. Qualitative data were gathered with the different assignments, discussion postings, and emails mentioned above. We used a descriptive analysis approach to analyze the statistical information through polls because of the petite specimen dimensions, identifying differences between participant subgroups while keeping in mind that, due to our purposive sampling strategy, such distinctions wouldn't be generalized to more extensive inhabitants.

The baseline data that JNV gathered from the surveys are presented in the findings. In addition, the study group results are presented by particular themes that stood out during our scope study of the lesson textbooks. The base information discussed here provides information on participants' perceptions and experiences with the three main methods for incorporating emotive, inspirational responsive texts into a digital lesson. The results are divided into the following categories: feedback, teachers' roles, motivation, attitudes, and emotional reflection.

6. Discussion

Motivation

The outcomes are shown in Table 1. On all 4 of the attention, relevance, confidence, satisfaction, and volition **(Keller, 2010)** factors, the arithmetic mean was more elevated than the factors mid-point, offering increased motivation between the parties.

Table 1 Survey results with Subcategories

Factor	Average Score	Scale Mid Score	Scale Max Score	Out of 5
Attention	29	24	40	3.60
Relevance	36	27	45	4.00
Confidence	32	24	40	4.00
Satisfaction	36	27	45	4.00
Total	133	102	170	3.99

Attitudes

Since this study was done on a JNV campus, they asked the participants how they felt about the course to see if they liked it. The average score on the student attitude survey was 87.80, which is just above the midpoint of the scale. This suggests that the group of people who took the survey as a whole had a slightly positive mean.

Instructor's Role
In their comments about the emotional and motivational assessment, students talked about what they thought about the test instructor and how they got along with him. The comments show that the students noticed and liked how the assessment instructor tried to inclu
de emotional and motivational content in the feedback messages. The sentimental and inspirational response texts helped the students form a connection with the online teacher that they might not have kept if they had never met him in person.

Emotional Reaction
Throughout the assessment, students expressed their emotions via various practice messages, including e-mails, review reports, and conversation postings. Students primarily employed punctuation, notably exclamation marks, of the specific techniques for adding emotion to texts we studied during study.

Initial Enthusiasm vs. Long-Term Motivation
Students were initially enthusiastic with the application of new devices and platforms for digital learning.
Their motivation soon ceased as the learning environment grew to be
perceived as mundane and dull.

The Role of Intrinsic and Extrinsic Motivation
Intrinsic Motivation was compromised by a lack of personal salience, peer-to-peer interaction, and classroom ethos. Students also became disconnected from the topics and from their teachers.
Extrinsic Motivation in reward or grade forms was found not to induce long-term engagement, particularly in rural regions where connectivity problems made constant evaluation challenging.

Influence of Online Platforms and Tools
While Google Meet, Zoom, and WhatsApp ensured schooling to some extent, they failed to reimagine the motivational classroom. Lousy internet speed, non-digitally literate parents, and the inability to monitor physically led to demotivation from the students' end.

Emotional and Social Impact
The pandemic caused psychological distress and social isolation among rural students.
With few opportunities for peer interactions and extracurricular activities, students typically reported boredom, anxiety, and demotivation.

7. Conclusion and Recommendations
The conclusions of this investigation revealed that EMA helped pupils become more motivated. That demonstrated that during the online course, pupils were motivated. The four subcategories of the assessment were attentiveness, relevance, confidence, and satisfaction. In this investigation, each of them was evaluated independently. The engagement was marginally less when compared to the additional 3e sub-categories, even though all categories were higher than the survey's midpoint. This study found three key ways to grab and hold people's attention. These techniques include inquiry arousal, which involves retaining the pupil to develop queries or an issue to answer. Perceptual arousal involves employing innovative, surprising, incongruous, or unpredictable events, and variety, which involves changing instruction components. Future research should consider how judgments made by online instructors on their teaching roles in online learning environments relate to one another. To motivate students throughout the course, EMA was accompanied by emotional content. Some alumni contributed to this process by doing door-to-door distribution of food and

oxygen cylinders. In addition, some of the doctor alums did treatment through video calling. These alumni are Shwetha Jha, Dr Bipin, Amrandra Kumar, Dr Akhilesh Kumar, Dezy Kumari, Mukesh Singh, Himanshu Kumar, Amit Parmar, Punita Kumari, Brahma Rao Prasad Yadav. Thus, JNV and its alumni took an active part in providing emotional motivation during Covid-19. The pandemic COVID-19 tested the prevailing models of learning and revealed weakness in student motivation while learning online. Despite as much continuity as digitalization provided, it also highlighted the role of psychological, social, and environmental factors in the sustenance of motivation. Schools and universities of the future will have to devise hybrid models that balance scholarly needs against motivational welfare.

Recommendations

For future digital learning, to support and maintain student motivation:

- Blended Learning, popularly known as hybrid learning or mixed method of learning Models must be implemented, blending the flexibility of online learning with the interactions of face-to-face classes.
- Professional Development for Teachers and Students in digital tools and motivational strategies are a priority.
- Mental Health Support and peer interaction time need to be included in online courses.
- Incentive-Based Learning systems rewarding students for frequent participation can aid external motivation of students while fostering internal interest.

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