

Apathy in Learning after Pandemic COVID-19: Students' Experiences and Perceptions



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Abstract

Apathy has become a burning issue in the present academia. Covid 19 pandemic has disrupted the educational landscape and triggered apathy among students. The current study delved into the causes of apathy and explored the experiences and perceptions of apathetic students in learning after the Pandemic Covid-19 through phenomenological research design. The students who were studying English education at Nilkantha Multiple Campus, Dhading in Bachelor level with apathetic feelings such as lack of interest, low self-efficacy, demotivation, disengagement and frustration towards learning after COVID-19 were selected through purposive sampling procedures. Their perceptions were obtained through in-depth interviews and focused group discussion (FGD). I generated several codes from the verbatim obtained from four respondents and drew themes and sub-themes from them. The respondents shared various sources of apathy categorized into three areas: external, personal, pedagogical factors for promoting apathy in students that contribute for the systematic analysis and discussion of the data. The findings unveiled that the impact of COVID-19 pandemic, peer influence, low self-efficacy and self-determination, traumatic feelings, personality traits, conventional practices, lacking conducive academic culture were the major sources of student apathy. The participants expressed their desires to have proper academic culture, student-friendly practices and treatments from teachers, inspirational and students counseling programmes in college to overcome their apathy that support the creation of a conducive environment of learning.

Keywords: Students' apathy, learning environment, impact of COVID, educational trauma

Introduction

Student apathy is the state of amotivation, lack of interest, disengagement in learning which has made teaching a challenging profession nowadays. The behavioural indicators of student apathy are disengagement, lack of preparation for studies, high absenteeism, avoidance or unwillingness to participate in school life both inside and outside the classroom (Christman, 2014). Similarly, Benders (2011) has also reported some symptoms of apathy such as a lack of motivation to achieve, achievement, lack of engagement in learning activities. Likewise, for (Usher & Kober, 2012) low self-esteem and social adjustment can be the indicators of apathy in high school. We can find several areas of apathy. Academic apathy is expressed as amotivation, lack of interest, goals, or the fortitude to prosper in school life (Fan & Wolters, 2014). If the students are not hopeful to achieve goals, then apathetic feelings appear in their life. Bandura (1977) said that high self-efficacy promotes the achievement of the learners. It helps to build up a positive attitude in the learners that is needed to remove academic apathy.

Apathy is problematic in all levels and grades but according to (Schreiner, 2010) the post-secondary level exhibits the highest level of problematic student apathy in education. The issue of apathy or the lack of student motivation and the severity is obvious to almost everyone within the educational field (Houtz, 1996). The study has shown that the symptoms of apathy are the sole problem of schools and colleges in recent days.

Teachers are facing great problems in the classroom due to students' apathy and their increasing demands and expectations. "Students' apathy towards learning tasks and education in general seems to be an increasingly recognized phenomenon" (Cheon & Reeve, 2015). Even if mass media and technology have made teaching and learning easier, students suffer with the problems of frustration, anxiety and apathy.

Nowadays teachers from schools or colleges are encountering problems such as students' absenteeism, demotivation, class bunking, and indifference in learning and so on. "Teachers in classrooms nationwide have expressed frustration toward the neutrality that students demonstrate toward the academic experience" (Hassel & Lourey, 2005).

So, the teachers need to understand the reasons behind their apathy and improve their learning. “Growing apathy has a great impact on students’ academic achievement in school. They must compete in the 21st century global market that demands fully engaged and creative workers, who possess both the drive and will to navigate complex problems and collaborate effectively with peers” (Pink, 2009). The national educational goal demands that we need to produce such qualified manpower who can compete in global market but due to decreasing rate of interest among students towards learning is obstructing to fulfill the national requirement.

Khanal (2020), online teaching has become a major alternative pedagogical strategy during pandemic COVID 19. ICT based teaching is growing significantly but the anxiety, frustration and apathetic feelings are increasing. Bajracharya & Dangal (2020) found out that the COVID-19 related stressors such as economic stressors and academic delays were positively associated with the anxiety among students, whereas social support was negatively correlated with their anxiety.

Dawadi, Giri and Simkhada (2020) have shown that the pandemic has had serious impacts on students' learning and well-being, and that it potentially widens the gaps between advantaged and disadvantaged children in their equitable access to quality education. The research has talked about the problem of digital divide but not directly talked about the problem of apathy. While talking about the causes of apathy, two factors: socio-economic background and parental engagement contribute to a high degree of apathy in school (Boutte,2012; Sheppard, 2010). These findings clearly show that the causes mentioned above affect the teaching and learning process directly and indirectly.

Statement of the Problem

Student apathy has become a major problem in education everywhere in the world. According to an American educational study, National Center for Education Statistics (NCES, 2007), apathy is the largest barrier facing education that is the primary focus of the research. Schools and campuses are grappling with the problem. After Pandemic COVID-19, the use of technology has grown significantly in teaching. It should have increased motivation and interest in learning. Unfortunately, the teachers have found great apathy in students after COVID-19. This has become a matter of headache and obstacles for the teachers who want to provide quality education.

When I started my teaching physically after lockdown at Nilkantha Multiple Campus in Dhading, some of the students of bachelor in English education shared their pessimistic and boredom feelings that struck my mind. Most of the students would attend the class irregularly. Among attendees too, they lacked interest in teaching learning activities. They were not paying attention to my lectures. They even did not show interest in participating in classroom activities. They were not curious enough to learn the subject matter. So, I engaged them in discussion about their apathy in learning.

First, I shared my experience frankly with them to discuss to be close with them and inspired to express real feelings towards the teaching and learning process. They also became ready to share their feelings openly. Many of the students expressed frustration about their study and said they had spent over eighteen months in their first year due to the impact of COVID -19. According to them, they were pessimistic about their future. They said that they did not like to attend the class and study any subject matter. They even did not like to attend the terminal tests administered by the campus.

I started following them. I observed their day-to-day actions and found out that some of the students were bunking the classes too. They even did not pay attention in motivational presentation. This became a headache for me. They hardly engaged in learning activities. Most of the students who appeared in the internal exam seemed to have poor results. So, I decided to study about the matter and capture their feelings and perceptions along with the causes and nature of apathy in learning.

Research Questions

How do apathetic students feel and perceive learning? How can we deal with unmotivated learners? How do we increase students' engagement and motivation?

Rationale of the Study

The trend of academic apathy has been increasing significantly. As a result, teaching learning activities have been immensely affected and it is hard to achieve the expected outcome. Especially, right after the Lockdown of COVID- 19, the students of bachelor level expressed their apathetic feelings and started neglecting regular classes. In one hand, their interests at study have been decreased and on the other hand, the teachers are compelled to ensure quality education with improved results by the school and campus authorities.

For this, it is needed to find out the nature and sources of academic apathy and ways to deal with the unmotivated learners because without exploring the root and

sources of the students' apathy, we cannot improve the achievement of the learners and fulfil the aims and objectives set by the national curriculum. So, the issue compelled me to engage in this research, and it must be studied and explored the ways to minimize them in time. It is the compulsion of any teachers to deal with students' apathy these days. The problem of student apathy is evident in my college too. It is a major barrier to student success and quality enhancement.

Theoretical Perspectives of the Study

Student apathy is related to the lack of motivation, lack of self- efficacy, lack of self-regulation. Several theories are in practice to deal with the problems. The theories behind them can be so useful to find out the real causes and obtain the ways for reformation. Maslow's Human Motivation Theory, Bandura's Self-Efficacy and Freire's Theory of Learning are mentioned below:

When we discuss education, students make decisions about their learning that help them to achieve academic success. For this, students must possess the belief of self-efficacy. Bandura (1977) argues the role of self-efficacy supports a person to execute a plan of action in imminent situation. Lacking self-efficacy brings them frustration and laziness, in-depth study is not possible. 'Positive and negative experiences can influence the ability of an individual to perform the assigned task. If one has performed well at a task previously, he or she is more likely to feel competent and perform well at a similarly associated task' (Bandura, 1977). It has vividly shown that a person's prior experience determines his/her motivation to work in the present that contributes a great role in achieving success in life.

Students' apathy is directly connected with the motivation that a person possesses to accomplish any task and motivation is intertwined with human needs. Maslow's Human Motivation Theory (1943) claims that there is a hierarchy of human needs. When a person achieves basic needs then he moves to love and belongingness and then the need for self-esteem and finally self-actualization. Fulfillment of the hierarchy of needs brings motivation to humans. Maslow (1943) develops self-determination theory while justifying the higher needs.

According to him, there are three major components: autonomy, competence feedback and relatedness directly linked with the theory of motivation needed to omit apathy of any individual. It is concerned with supporting our natural or intrinsic tendencies to behave in effective and healthy ways" (Deci & Ryan, 2000b). Various types of motivations are included under self-determination theory. Self-determination

theorists suggested that as long as students decide to succeed and teachers offer the proper support, there is no reason a student should not find academic success (Garne & Deci, 2005). Curiosity in learners about learning helps them to increase engagement. (Powell, 2011) stated, “self- determination theory posits that autonomous environments promote increased engagement through increased cognitive involvement, increased effort, and decreased boredom” (p. 251). The concept provides teachers with a useful understanding of what motivates students to learn.

Freire's theory of learning (1970) claimed that the students need to be active in learning instead of passive to obtain knowledge deposited by the teachers. The learning can't be effective if the students are not active participants. Dewey (1938) also emphasized transforming learners from passive to active and hands-on learners. Freire focused on how the learners are supposed to be responsible and gain problem solving skills necessary to bring change in society. According to him, powerlessness equals apathy, despondence, and despair. If the learners become responsible and active and the problem of apathy can be minimized, academic success can be achieved.

Methodology

The current study investigated feelings and experiences of apathetic students in learning after pandemic COVID 19. It adopted phenomenological research design in which participants were taken from a community campus located at semi- urban area of Dhading. I selected the participants purposively according to the nature of my subject matter to study but before choosing them I had a short discussion with teachers and students of that level. The responses were captured from the participants who were studying English at bachelor level and had shown apathetic behaviors such as a motivation, lack of interest in study, having irregularity, frustrated feelings, showing negligence in assignments in class through in-depth interview.

The commonality of a lived experience felt by the students in the classrooms was emphasized and described them with evidence because the common goal of this design is to describe the phenomenon (Creswell, 2013). Meanings hidden in their verbatim were focused and interpreted logically. Creswell (1994) claims that researchers generally focus more on meanings and have direct contact with those having experiences and try to understand a phenomenon. Because of having in-depth interview, it is needed to take consent and stay in prolonged engagement to get feelings.

In-depth interviews and focused group discussion (FGD) were carried out among the students who felt apathetic experiences in learning. According to Akturan &

Esen (2008), in phenomenological study, lived experiences and feelings are very important from which a researcher obtains data to be analyzed. I took responses from those students who had great frustration, pessimism and negative self-efficacy. Informal discussions helped me to identify the targeted participants for my study.

Among the students with apathetic feelings, Participant 1 was regular, more sincere in study before having lockdown from pandemic COVID-19 but later she was irregular, less motivated, frustrated in study was selected. Then, the student chosen as participant 2 was faithful and dedicated to studying earlier but later she showed her pessimism, stopped participating in any programme and became absent most of the time. Similarly, a student from bachelor second year selected as Participant 3 had job and was sincere in her study in the past but after COVID, she had a habit of bunking class, disengagement in teaching learning activities and another student from bachelor second year was chosen as Participant 4 who used to be regular and were interested in study but later started neglecting the study. Before having interviews, I took oral consent with them to record the data before appearing in in-depth interviews and FGD which were handled separately time and again.

The collected data were analyzed and interpreted by using content analysis procedure. The responses were first transcribed descriptively to gain basic understanding of them. Then, I condensed the descriptions into smaller points to develop codes without losing their core meaning. I organized the codes into a category that belong to each other. Such codes were grouped into certain categories. Then I developed themes and sub-themes including similar categories that express an underlying meaning. Finally, I reviewed them properly and developed their relationships to the literature.

Results and Discussion

While analyzing data, several codes were generated, and those codes were grouped into some categories. I generated the themes to deduce hidden meaning from the raw data which were broadly incorporated into three broad themes: external factors promoting apathy in students, personal sources and pedagogical sources.

External Factors of Promoting Apathy in Students

Those sources which are associated with the participants' apathy but do not belong to actual classroom pedagogy were categorized under external factors where were mentioned below:

Impact of COVID-19 and Disrupted Learning and Routine

The teaching learning process had been badly impeded due to the impact of pandemic COVID-19. There was no possibility of handling physical classes. 'As the COVID-19 pandemic has affected all sphere of human life and the schools across the country are closed due to the risk of spreading the virus, online teaching has become a major alternative pedagogical strategy among the private schools in particular' (Khanal, 2020). There was no access to online classes for most of the students who were from marginalized communities. The students felt great uncertainty about having regular classes. Participant 1 put forward her experiences of lock-down:

I was so regular before the lockdown by pandemic COVID-19. We stayed at home for a long time in terror. Even if the campus started conducting online classes, I did not like to join. I felt sort of depressed due to the long stay at home. I spent the day thinking about my studies. The tenure of the academic year became so long. I used to stay in a rented room. There was uncertainty of conducting regular class. Due to this I left the room too. After this I felt tense. I was frustrated. I did not like to move anywhere else. Even I became so irregular at college

Dangal & Bajracharya (2020) had done research examining the psychological impacts of COVID-19 among the college students in Nepal. The study indicated that 18.1% of the respondents were experiencing severe anxiety, 22.9% moderate anxiety, and 25.7% mild anxiety. This proves that there was great impact of COVID-19 for the students to bring apathy. Participant 2 also experienced that she was frustrated after lockdown. She said that the long gap in her study brought uncertainty in her career. Similar kinds of experiences were shared by Participant 3 too. The lengthy tenure of the academic year made her desperate. According to her there was great expectation to do better before lockdown but the gap in study made her apathetic. Similarly, Participant 4 stated:

Due to lockdown, I was badly fell in mobile addiction. At first, I used it for time pass but later I could not leave it anytime. I didn't take online class because there was no compulsion for this. I used to stay till midnight. I generally had the problem of short sleep so I could not be regular in college that ran from early in the morning. Even my junior brothers and sisters also started studying with us in same year (B.Ed.1st. Year). I felt apathy after this and became so irregular in class.

Students fell into mobile addiction after the COVID-19 pandemic. The research conducted by Maharjan (2021) revealed that smartphone addiction was significantly associated with increasing amount of time spent on smartphone daily. The use of mobile brings frustration and distraction. That fact was proven in the study by Serra et al. (2021) that there was significant increase of overuse and addiction. This led to many clinical (sleep, ocular and musculoskeletal disorders), psychological (distraction, mood modification, loss of interest) and social (superficial approach to learning, isolation) unfavorable outcomes. It has proved that mobile addiction has brought positive impact in increasing apathy.

Peer Influence for Increasing Irregularity and Laziness

Peer influence plays a vital role in shaping our characters and thinking. It also impacts our educational achievement. In a study of peer effects on standardized achievement scores, for example, Epstein (1983) found that after a year, students with high achieving friends- both those with low starting scores and those with high scores showed greater scores than comparable kids with low scores. Friends can be the source of both success and failure at different times.

Flashman (2012), friends play an important role in the educational process. They provide support and resources and can both encourage and discourage academic achievement.' The participants in my study had shared ample examples of friends' influence in their apathy. Participant 1 and Participant 4 had very similar perception towards this. Participant 1 stated:

The nature, behavior and feelings of friends certainly impact our life. I have also some friends. Most of them are irregular in college like me. We talk on Messenger before we go to college. If one of the friends requested not to go to campus the next day, all of us agreed and then we did not use to attend the next day. If we planned to go on Monday, then another friend felt laziness and canceled the plan to go to college even on Monday. In the case of other activities outside schools, we share, but we don't have much sharing in the case of study. Sometimes we go to college then if anyone feels boredom in class, we all bunk the class. If I had laborious and talent friend, I could be laborious and sincere.

Similar expressions were presented by Participant 4 too. But Participant 2 and 3 had different contexts about friends. They did not have favorite friends with them. According to them, they did not like to attend the class and be sincere due to the lack of heart-touching friends. Participant 2 sadly expressed:

I had some favourite friends while I was studying 10+2. I joined this campus, but my friends went to Kathmandu. After this I even could not make such a type of friend and I missed the past moment. I do not have best friends to share now. If I went to college then I would become alone. I could not get a friend to chat with. There is no one with me to share my feelings. There is no one to suggest me as a friend so I do not like to attend the class regularly.

Participant 3 also said that there was no influence of friends in her apathy. She did not have a best friend, so the regularity and irregularity of other friends did not influence her. She also did not find the culture of sharing about study on campus. This shows that relationships with friends have an influence to increase and decrease apathy.

Personal Factors Associated with Academic Apathy

Personal factors play great roles in arousing apathy in learning which can be a source of failure and success that influence the mental state of the learners. Those personal factors, feelings, characters are incorporated under this theme:

Role of Self-efficacy and Self-determination in Learning

Self-efficacy plays a vital role in obtaining success. Low self-efficacy brings apathetic feeling in them. Bandura (1977) asserted that a strong sense of self-efficacy promotes human accomplishment and personal well-being whereas low self-efficacy can be linked to higher levels of stress and depression. According to him, a student with high self-efficacy who does poorly on an exam will likely attribute the failure to the fact that they did not study enough. In my study, I found low self-efficacy in participants that makes them apathetic. Most of the participants expressed their pessimism and were frightened about the uncertain future. Participant 1 remarked:

After Lockdown, I became irregular. My expectation to do better in study had been broken. I found myself incapable. Some of my friends got jobs; I searched but could not get any. It created psychological pressure on me. I did not like to participate in any activities. I could not get favorable environment even from college. The exam of first year was held very late and we waited eleven months for the result. The system of TU was responsible for our apathy and depression.

I could not find hopefulness and optimism in their interviews. They felt a sort of gap in study from which they lost confidence to do better in future. I found a lack of self-determination to do better in their life. For Deci and Ryan (2012), self-determination is something that arouses motivation in humans and helps to develop

personality in social contexts. Self-determination theorists communicated that as long as students decide to succeed and teachers offer the proper support, there is no reason a student should not find academic success (Garne&Deci, 2005). Sometimes the students did not get a chance to study the subject of their interest. Then they lost motivation. Participant 2 conveyed:

Actually, my aim in life was not to be a teacher or study at education faculty but the percentage I obtained in SEE compelled me to study this. I was too poor in mathematics. I had a deep interest in other subjects. Sometimes I wish I could give SEE and change the course of my life. I was not alone in the case. My friends too. Even if I was determined I could not choose the subject of my interest. The other two participants had also the same problem but participant 4 frankly said that she had no clear aim to do. She was better at dancing. She was not determined in her study too.

We can easily guess that even the students of Bachelor level did not have a clear aim. Lack of having an aim brings amotivation in learning which becomes a source of apathy. The major problem with them was their compulsion to study a subject not of interest to them.

Traumatic Experience in Academia

Students had faced so many wounds and pains on campus. COVID-19 and its impact brought an unprecedented loss in the life of students. According to Villani et al. (2021) University students are at risk of psychological distress in the case of traumatic events. The evolution of the pandemic is uncertain and may have long-term effects on mental health. In the study, some of the participants bitterly shared their apathy related to the matter. Participant 2 expressed his experiences:

We really suffered and fell down in vicious circle from where I could not come out up-to now. Due to psychological distress, I could not be regular so I could not concentrate on studying. Because of this I did not attend the internal exam. So, the teacher gave me psychological torture that increased my frustration. Because of frustration, I did not like to be regular. Because of this irregularity, I could not study well. The process repeated.

The responses show that this vicious circle has brought a type of trauma to the students. Participant 4 had also a very interesting experience. She said that she got very good results when her exam was very bad and once her exam was the best, but the result

was the worst. The case gave her pain when she failed the exam even if she did better in exam. All of them expressed uncertainty about their academic future. According to them, the current study could not provide them with a job, so for the job they either had to go to a foreign country or return back to their village for agriculture, in which they had poor knowledge.

Apathetic Personality Traits

Feeling indifference, lack of interest in activities, lack of motivation, low energy level, laziness, feeling of disengagement are the personal traits related to apathy. Jassawalla et al. (2009) asserted that other students view apathetic students as lazy, disinterested, and inconsiderate. Such types of individual personalities are associated with apathy. Participant 1 stated that she was easily frustrated due to simple problems too. According to her, after lockdown, she felt laziness and did not like to engage in any activities while Participant 2 experienced feelings, hopelessness and boredom due to the obstruction in her study. Participant 4 had no pressure to earn. According to her, she had a habit of being lazy. She had to go to different places and felt a great problem at the time of menstruation. These sorts of personal problems have also influenced apathy in students.

Pedagogical Factors Triggering Apathy in Learners

I think pedagogical system of a country also push the students into apathy, so the sources related to educational system, pedagogical practices which trigger apathy among learners are included under this category:

Conventional Practices and Apathy in Students

Since the conventional practices are still prevalent in classroom pedagogy, students are bound to experience apathy. The contents to be taught, interest of the learners, demands of the society have been changing day by day but our teaching learning process, contents, teaching style remain the same. They cannot meet the demands and needs of the students, so students are feeling apathy in learning. Participants desired demand-based and job-oriented learning but the universities have been providing traditional education which cannot meet the demands of local people. Participant 2 narrated:

Time changed, context changed but the methods of teachers and contents to be studied are same. I think teachers must be dynamic. The contents must be contemporary, and job oriented, only then can we be curious to study. Even the

exam handling system is the same, and students must wait over one year for the result. We wanted entertainment sometimes in the classroom, but the teachers entered the classroom and requested to copy down the things every day that makes us bored. Teaching theory rather than practice is a major problem in our educational system. I think things must be changed according to the time and context.

The expression shows that teachers have been following the traditional trend and they have become the ghost of their teachers. Only theoretical and traditional contents that the students detested have been practiced. Educational perennialism was found in the ongoing teaching and learning sphere. In contrast, Participant 4 was completely satisfied with the teachers, and she had suggested focusing on the students' individual intelligence.

In a question of teachers' treatment and manners towards the students, the respondents had mixed views. Participant 1 and 2 had shared their experiences that teachers were applying same methods and had not given more emphasis for the good and friendly relationship. According to Participant 1, the teachers created humiliation among those students who were poor in study. Participant 2 stated:

When we joined the class of second year, some teachers became strict and had given unnecessary psychological pressure. From this I was in terror in the initiation. We got friendly behavior from only a few teachers. In one side we are in frustration, on the other side, we are suppressed by the teachers, so I do not like to appear in the class too. I wish the teachers would ask the questions and behave politely even if we cannot reply to the answers. We expect suggestions, guidance and motivations to overcome the apathy.

The expression shows that the teachers need to change their systems of teaching and create a home friendly environment. The students were conscious about the roles of the teachers but still they could not talk about their roles. They shared their expectations with the teachers, but they had forgotten their duties and responsibilities. They wished to have career counselling and motivational programmes from the side of campus.

Lack of Conducive Learning Space and Culture

Academic culture also plays a vital role in learning. According to Brick (2009), academic culture refers to the attitudes, values and ways of behaving that are shared by people who work or study in universities, for example, lecturers, researchers and

students. Sometimes such values, attitudes and behaviours can be the cause of apathy for students in college or schools because better academic culture is needed for better learning. I asked about the academic culture of my participants; they have shared mixed feelings. Participant 4 stated:

I am not completely satisfied with the environment the campus created for learning. At the time of Lockdown, the campus only instructed the students to join the online classes, but the campus did not do any survey whether the students had such access or not. I only saw threatening notices but never tried to search for relief internet package for us. Our friends were absent, but the college authority did not want to know the cause. We had a lot of frustration, anxiety, uncertainty of our future. We knew about it but could not find the way out. We required career counselling and motivational programmes but the campus did not consider it.

Participant 2 had also similar feelings but Participants 3 and 4 had positive responses about the academic culture of the campus. They expressed that the teachers were friendly and inspiring. From FGD, I came to know that there was positive relation between students and teachers except some cases, but the college needs to have focused on the sharing culture among students, students and teachers for minimizing apathy. Freire (1997) claimed in his learning theory that the teachers need to focus on active participation of the learners and on the other hand, there must be academic freedom for the students which inspires them to feel free from boredom. Likewise, Bandura (1977) asserted in his self-efficacy theory that students must have a strong sense of self-efficacy that promotes human accomplishment and personal well-being. If students have low self-efficacy that can be linked to higher levels of stress and depression.

Conclusions and Implication

This study shows that students' interest towards learning is in decreasing trend. The major sources of their apathy are categorized into three categories: external factors of promoting apathy in students, personal factors associated with academic apathy and pedagogical factors triggering apathy in learners. This study revealed that COVID-19 pandemic is the major source of students' apathy. Influence of company, low self-efficacy and self - determination, feeling of educational trauma, personality traits, conventional practices and academic culture of the campus are the causes of their apathetic feelings which directly and indirectly affect their learning and success.

The study vividly indicates that it requires enough motivational classes for them. The teachers need to motivate the students, helping them to set clear aims in their life and be supportive towards the learners. They have to focus on various effective techniques to be applied in their teaching. They are in search of a conducive environment at home as well as at college. The evidence suggests that the college authority needs to do surveys while selecting subjects to teach for the students that also support to arouse curiosity towards learning. The students should be encouraged positively, and conducive academic culture needs to be promoted. Students have wounds and pains related to their study, the teachers need to analyze such academic trauma and try to minimize them. Teaching style, treatment and internal examination system are also responsible for students' apathy so new and new system of teaching and evaluation and positive treatment have to be applied.

This research can be very helpful for identifying the sources of student apathy and getting ideas to increase students' participation and gain motivation. The teachers need to consider the case of justice, fairness, freedom, fun learning and aspirations of the learners to increase participation and motivation in study. Although they are positive for administering tests, such tests cannot allure them for learning due to their absenteeism. The college needs to conduct some classes to remind the importance of tests in student life. Collaboration and sharing among students are demanded for effective learning. It has also raised the questions over system of Tribhuvan University which has brought wounds and pains in the academic life of the learners.

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