

Examining the lived experiences of adolescents from academic demotivation factors (a qualitative study)

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Abstract

Introduction: The purpose of this research was to understand the lived experience of adolescents with academic demotivation.

Methodology: This research was conducted in a qualitative phenomenological way and the data collection tool was an in-depth interview. The research participation was the girls of the first year of Flawarjan High School in the academic year of 2021, and the sampling was purposeful and continued until theoretical saturation. Therefore, 15 people participated in a semi-structured interview. After analyzing the interviews and extracting the components, it was validated using the member check method.

Findings: The research results were presented in the form of a table consisting of 9 main themes and 27 sub-themes. The results indicated that the following factors play an important role in demotivation: perceived relationship with life, academic self-confidence, strong sense of control and coercion, intimate relationships, perception of unfairness, lack of interest and attention to lessons, self-regulation, experience of school emotions, perceived individual traits.

Key Words: lack of motivation, academic enthusiasm, academic procrastination, students

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Introduction

Adolescence is an important period of social and psychological life where the most important changes occur in people's life stages (Alberg et al., 2012). During this period, a series of social, physical, and psychological changes occur in adolescents, which affect their adulthood and old age (Miller, 2011). With the process of changes during puberty and adolescence, according to the physical-psychological characteristics of adolescents, they face many problems (Reynolds and Hooper, 2012). Especially during adolescence, students are faced with personal, occupational, academic, social, and family problems on the one hand, and extensive physical and cognitive changes on the other hand, which usually require special cognitive and behavioral strategies for adaptation that can be used as coping methods (Ghazanfari, 2014). Therefore, according to this model, by using an effective coping method, a person can use cognitive skills to solve his problem (Lazarus and Folkman, 1984). Effective solutions for problems are psychological satisfaction (Ghazanfari and Kadampour, 2017). The effective coping method consists of eight appropriate strategies that suggest a way of coping style that a person can work on solving problems when he is optimistic, calm, healthy and in the community. For this reason, students who use an efficient coping style can find effective solutions when faced with problems and correct their curricular and non-curricular problems, which can increase their motivation in education. In addition, factors predicting academic motivation in both environmental and cognitive dimensions are very important, and coordination between environmental factors and the cognitive world increases motivation in students (Badrin, Ghait, and Ekor, 2015). Motivation is a force that drives human behavior towards a goal and activates it for a specific goal. A person's motivation includes various stages from meeting his personal needs to realizing himself (Hog and Wan, 2007). The root of motivation comes from the Latin verb move (movement) and means to act and determine the direction of an activity. In this sense, motivation is a complex concept that includes people's thoughts, beliefs, desires, needs and fears in the process of activity. Motivation includes effort, assertiveness, and other physical activities that drive action, along with cognitive activities that require planning, organizing, evaluating, monitoring, and problem solving (Pintrich & Schwenk, 1996). Therefore, motivation, demotivation, intrinsic and extrinsic factors are part of determining and implementing the most appropriate teaching and learning patterns in the classroom, patterns that are not a total solution but are models that serve the task of learning to teach, which makes men to self, family, and society as a whole, amotivation is theoretically defined as a mood disorder in which feelings of sadness, loss, anger, or frustration interfere with a person's daily life; in addition, problems in the educational environment, such as academic performance is low.

According to research, the main root of academic demotivation is in three basic environments such as the personal emotional sphere related to the family and its emotional stability, the social environment related to its environment and the educational environment related to the history of personal learning. That is, lack of motivation is one of the main reasons that lead students to fail in

school. A large set of factors related to demotivation range from dropping out of school due to poor prior education, social background, low self-esteem, poor academic and social cohesion, or other psychological characteristics such as the inability to delay rewards or overcome obstacles (Pinkay and Perez, 2019). In addition, the teaching and learning process is combined with the influence of several psycho-social factors. Scientific literature reflects significant evidence of the influence of educational and social psychology variables such as motivation, encouragement at an early age, level of departure and learning strategies used. However, there are other less studied variables such as motivation, communication skills, self-expression, vulnerability to psychological pressure, social support among others, which are also directly involved in this process (Ravan, 2018). The causes of interventions in the teaching-learning process, emphasizing the academic performance of school students as the main factor, are still being studied. Many of them have fundamentally investigated the stimulation that a person receives or has received, as well as his personal learning history. For example, an explanation for this question can be found in factors such as the family as the first and most stable factor in the formation of children's individual characteristics, as well as in the conditioning of a deprived social environment, school failures that cause them to turn to others. Demotivation occurs when it seems that the student is not interested in learning due to lack of academic esteem, discouragement, lack of appreciation for the efforts of teachers and students, attribution of guilt, to the social context, family, neighborhood of the student. It creates other problems such as indiscipline. Demotivation implies the presence of limitations that are very difficult to fight and overcome, such as low expectations and inadequate attributions, lack of habits, prejudices, lack of knowledge and skills, and other things that are difficult to achieve (Jara et al., 2008). One of the general reasons that people procrastinate in doing their homework is that they lack the motivation to control their goals and the factors in their lives. Internal control and goal setting are very important for creating motivation and overcoming procrastination. People who have a higher motivation prefer more difficult goals and often make the most of their actions and get enough pleasure (Rajabpour et al., 2013).

It is likely that there is a great difference in people's procrastination (Rice, Richardson and Clark, 2012). And these differences may demotivate them in ways that cause them to procrastinate (Steele, 2007). Anyone who feels that he is failing, does not challenge the obstacles and does not pursue his goals with strength. Indeed, for some, the gap between the actual self and the ideal self may be unbridgeable. This chronic form of conflict may lead to feelings of helplessness and hopelessness that are crippling. Differences may also be negative in ways that cause procrastination. Actively reflecting on the gaps between the actual self and the ideal self is unpleasant (Orlana-Damasella et al., 2000). Procrastination may be a means of escaping the unpleasant feeling of self-awareness and thereby temporarily relieve the discomfort (Steele, 2007). Procrastination is a common behavior in contemporary societies (Ferrari et al., 1995). Despite being expected to be worse off despite procrastination, it is often

defined as the willful delay in an intended action (Steele, 2007). It is considered a pervasive problem with a wide range of negative outcomes and often occurs when individuals are faced with tasks that are perceived as aversive across different domains of life (Cyros & Pichil, 2013). Academic procrastination is usually considered to be the intentional delay of a study-related act, despite the fact that it is expected to have a worse condition despite procrastination (Setal and Klingsik, 2016). Research findings indicate that approximately 30-60% of undergraduate students report regularly procrastinating on academic tasks to the point where optimal performance appears highly unlikely (Robin, Fogel, & Nutter-Upham, 2011). Although academic procrastination can cause many problems for learners, research on prevention and interventions on procrastination in educational settings is currently lacking (Pichile and Felt, 2012).

In a study conducted on young adults, it was determined that procrastination was a severe to moderate problem among about 25 percent of the people interviewed, and that thirty to forty percent of American students were writing essays, studying for their exams, and Postponing homework to the weekend shows procrastination (Clarke and Hill, 1994). In addition, procrastination covers about forty to ninety-five percent of educational environments (Ozer, Demir, and Ferrari, 2009). In addition, procrastination covers about 40 to 95% of educational environments (Ozer, Demir and Farari, 2009), unlike the fact that procrastination occurs in all kinds of daily tasks (Alexander and Onwegbozi, 2007), academic procrastination is very common among students. and determines success and progress in education (Rosario et al., 2009). Students who are academically unmotivated towards progress and success are not hardworking, because in fact academic performance is directly affected by motivation (Arianpour et al., 2013). In academic and educational environments, the negative results of procrastination can be seen in lower academic performance ranges (Michinovo et al., 2011). Passive participation in class and discussions and low grade (Michinovo et al., 2011) have reported the lowest satisfaction with performance and academic failures and even the highest general anxiety (Kagan, Shakir, Ilhan, and Kandmir, 2010). In addition, other effects of procrastination can be shown as a negative effect on the amount of motivation of students. Also, motivation is the most important factor in predicting success, then the most important step in academic pathology is to deal with this category (Ferrari O'Callaghan and Nevgin, 2005). Procrastination is one of the factors that is related to academic achievement motivation. Students who have lower achievement motivation show higher procrastination (Jackson et al., 2005). Among other things, based on the most procrastination of the students' behavior, their enthusiasm for school will decrease. For example, a person who is procrastinating in the school environment shows procrastination in his relationship with other students and in his academic duties. And this procrastination causes students to suffer from problems such as reduced academic success, increased physical and mental problems, disorganization, anxiety, confusion, and conscientiousness.

Academic progress affects students' cognitive enthusiasm, and conscientiousness and confusion reduce behavioral enthusiasm that is related to commitment to school regulations. And based on this, the pest of behavioral and cognitive passion reduces the emotional passion and interest of students in school. Among them, they define academic enthusiasm, which is formed by strength, interest, motivation, and absorption in an opposite concept of academic burnout (Shofeli et al., 2002). Enthusiasm was classified as energy, involvement and efficiency (Leiter and Hervey, 1997). In addition, academic enthusiasm was considered an important factor in interest, enthusiasm and effort (Gonzalez-Roma et al., 2006). On the other hand, academic enthusiasm is referred to as a high degree of energy and emotional resilience for learning (Shoufli et al., 2002). According to the survey of the Board of Directors of Children and Youth of Korea (Sejong, Korea, 2019), while high school students were interested and motivated and paid attention to their studies, their academic enthusiasm was about 60% (Shin, Kang, 2020). Academic enthusiasm is one of the most important indicators of academic progress in students (Barnett et al., 2020), which describes the investment and enthusiastic behavior of students in learning processes (Cheon et al., 2020). . In addition to the educational process, the existence of academic enthusiasm can also affect the socialization process of students (Rio and Shin, 2020). Because this variable has three emotional, cognitive and behavioral dimensions that include the academic and social behavior of students (Reeve et al., 2020). Despite the proof of the importance of academic motivation in the success of students, until now there has been no research that has independently investigated the experiences of students in relation to the obstacles in this field, so the current research seeks to investigate these factors.

Research question

What are the lived experiences of adolescents from academic demotivation factors?

Methodology

The present research has been done in a qualitative and phenomenological (descriptive) way. The purpose of phenomenological research is to describe life experiences as they are in life. The study participants included all educators and who were involved in the happy education of students. The number of research samples was 15 high school girls of Flawarjan city were interviewed every 15 cases. Research participants were selected using criterion-based method and chain based sampling. The number of samples was determined based on the researcher's information saturation; That is, the number of interviews went so far that the researcher's information in the field of research was saturated and then no other information was added. In order to assessing the validity of the research, the interview questions were modified and approved by 4 professors in the relevant field. To record the interviews, all conversations were recorded audio. The recorded interviews were then carefully listened to by the researcher himself and written word by word. After the recorded interview was recorded in writing, the "members' check" method was used to confirm the validity of

the interviews. Thus, the written text of the interview was sent again to the participants to confirm the accuracy of the content and to correct the content if necessary. Data analysis was performed by thematic analysis. In this way, after studying the written text of the interviews and constantly comparing the concepts and phrases in them, semantic codes were selected. The selected codes were then classified around the three axes of basic themes, organizing themes and comprehensive themes. To validate the research, Lincoln and Guba's (1985) evaluative criteria were used. Two methods were used for the reliability criterion. The first method was review by participants. In this method, after each interview and writing the text, the interviewee is contacted by email and in addition to the text of the interview, the researcher is provided with the initial analysis to ensure their accuracy by the interviewer. Also in the second method, which was described by peers, two university professors who used this method were contacted via email; In such a way that parts of the written text of the interviews were given to them and they were asked to codify those parts. In fact, the aim was to obtain knowledge of the accuracy of the interviewer's coding process as well as the lack of bias in the initial analysis. In relation to transferability criteria, purposeful sampling method was used and as mentioned, based on the chain sampling method, first a student who was academically demotivated was interviewed and then through him with other interviewees were contacted and interviews continued.

Research Findings

In the present research, after conducting a total of 15 interviews with students and several times, a pattern consisting of 9 main themes and 27 sub-themes was identified in the form of the following table.

Table 1: Main and subcategories extracted from the interview

Main categories	Subcategories	Semantic codes
Perceived connection with life	Communication with a secure future	<i>My future is determined by studying; I study to have a very good future. (Participant No. 3)</i> <i>I should study to see what happens? My job and future income have nothing to do with my studies (Participant No. 7)</i>
	Connecting with my values and goals	<i>It has nothing to do with my goal because my goal is to become a footballer. (Participant No. 14)</i> <i>My goal is to earn money, which can be achieved in other ways than studying (Participant No. 9)</i>
	Connection with my previous knowledge	<i>Sometimes I feel that we are reading a series of unrelated articles that even each article violates the other article. (Participant No. 11)</i>

Academic self-confidence	The role of the teacher	<i>When you get a low grade, the teacher tells you that you can't study, give up. (Participant No. 2)</i>
	The role of parents	<i>My father says that I did everything for you, but you couldn't study properly. (Participant No. 5)</i> <i>My father says that you cannot succeed if you go to university (Participant No. 12)</i>
	A person's perception of her intelligence	<i>No matter how hard I try, it's useless because I'm not a smart person by nature (Participant No. 15)</i>
Feeling of extreme control and coercion	Teacher controls	<i>"Our teachers give heavy fines." "They only yell at us and want to control us". The teacher who gives negative comments does not explain why she makes us tired of sitting in her class. (Participant No. 9)</i>
	Parental controls	<i>" In order to choose a field, the family forces us to choose what they want, "My father wants me to become a teacher, but I don't like it." (Participant No. 1)</i>
Intimate relationships	Intimate relationship with the teacher	<i>"Teachers are not friends with children. They do not behave sincerely. They think that if they are friendly with students, they will be rude. (Participant No. 4)</i>
	Intimate relationships with parents	<i>I don't understand why I should sit in front of my mom who wants to complain and grumble. Finally, tell me, see your aunt and learn. (Participant No. 10)</i>
	Intimate relationships with friends	<i>" The most important reason for coming to school are my friends; We often study together with our friends or compete with each other. (Participant No. 7)</i>
Aware of injustice	unfair teacher	<i>"It's not at all clear how they want to take the exam." "Because of disciplinary matters, they reduce the grade in our class, what does that have to do with it?" "Our teacher differentiates between a smart kid and a lazy kid". (Participant No. 5)</i>

	Unfair society	<i>We don't have any facilities. How are we different from non-profit, and gifted children school? (Participant No. 12)</i>
	Ignoring individual differences	<i>Not all children live in the same conditions, but teachers have similar expectations". (Participant No. 8)</i>
Lack of interest and attention to the lesson	Lack of attractiveness of the lesson	<i>"My friend's conversation is more interesting than the teacher's words", "Well, computer games are more interesting to me, tell me why should I give up something interesting"? (Participant No. 11)</i>
	Lack of variety in the educational environment and boredom in the classroom	<i>Lessons are repetitive, one gets bored, the same one that my fifth grade brother has in his book, I can't read it anymore. (Participant No. 6)</i>
	The role of the teacher's teaching method in creating interest	<i>A good teacher is a teacher who speaks in a way that we understand, not with hard words, he gives a concrete example, what he says can be visualized because it is familiar to us." with examples that are familiar to us so that we can relate the new lesson to the things we already know and remember it better. (Participant No. 4)</i>
	Ability to manage the teacher's class	<i>A good teacher can joke and control the situation. Don't be too serious and dry, and don't let it be so that you don't understand it anymore, the atmosphere in my class is not dry, that's why the upperclassman doesn't get bored and can listen to the lesson. (Participant No. 15)</i>
Self-regulatory	Time Management	<i>"I like a lot of things besides my studies, but I can't plan in a way to get to them all". (Participant No. 3)</i>
	Mastery of learning	<i>"I study out loud, I read somewhere that it increases learning." "I take time to study. I ask myself the lessons". (Participant No. 2)</i>

	The will to start and continue the lesson	<i>My mom must tell me to go study, especially at the end of the semesters (Participant No. 1).</i>
Experiencing excitement at school	Positive emotions	<i>Knowing gives a good feeling. One feels proud and enjoys", "We need to give us more hope in school (Participant No. 8)</i>
	negative emotions	<i>By blaming us, teachers reduce our self-confidence, they quickly make fun of us. If they stop humiliating us, our situation will be better (Participant No. 10)</i>
	Behaviors following excitement	<i>" When I ask questions, my tongue gets stuck and I feel bad", "At the end of the semesters, when the lessons are heavy, I say that it is useless to study, I don't care", "I annoy the teachers I don't like.." (Participant No. 6)</i>
Perceived individual traits	Laziness and comfort seeking	<i>Really, sometimes I don't do anything special, I lie down and change TV channels for a long time, and not because I want to watch TV seriously, because of unemployment and boredom, while there are still important assignments... I don't seem to have the strength. (Participant No. 1)</i>
	Perfectionism	<i>My mother says to read as much as you can, I say no, I want to learn the material completely. It means that I don't like it if I do the work incompletely (Participant No. 9)</i>
	to be unwilling	<i>I don't like to leave something for later, by the way, I want to do it soon and relax, but it doesn't seem to be possible. I don't know, maybe my will is weak (Participant No. 5)</i>

The above table indicates that the factors of academic demotivation in adolescents can be explained in the form of a model consisting of 9 main themes and 27 sub-themes. Factors such as perceived connection to life, academic self-confidence, strong feelings of control and coercion, intimate relationships, perception of unfairness, lack of interest and attention to lessons, self-regulation, experiencing school emotions, and perceived personal traits have a

significant impact on academic demotivation. It can be said that the connection between education and students' future plays a significant role in academic motivation. The strong connection between education and students' future leads to the more academic motivation and vice versa. Self-confidence in education and more self-esteem in this area also lead to strengthening academic motivation. Another important point is the inner desire of adolescents to learn, because any kind of compulsion and external factor leads to the loss of academic motivation. Some students also believe that good communication with teachers, classmates, and parents has led to a strengthening of their motivation. Another group of students also believe that injustice in education, disregard for individual differences, and negative experiences in the classroom and school have led to their loss of academic motivation.

Discussion and conclusion

In the present study, the students described their motivational status well by referring to a wide range of factors affecting their academic progress. The conceptual elements reviewed in this motivational profile are aligned with the main constructs in many contemporary academic achievement motivational theories. In the present study, among the eight themes extracted, six themes of perceived relationship with life, academic self-confidence, control and coercion, perception of injustice, attention and interest and self-regulation, are directly related to the motivational structures reviewed in Keller's motivational design model, including attention, Communication, self-belief, satisfaction and will show relationship.

The role of the first theme, i.e., perceived connection with life, in explaining the differentiation of learners' motivational status, was accompanied by empirical support (Horwitz, Sorensen, & Oisserman, 2018; Bryson & Dick, 2018). Accordingly, until the student is able to relate the subjects to his needs, goals, motivations and previous knowledge, he will not have a reason to explore and keep a steady pace in learning them (Keller, 2018). In line with the results of the studies of Atashafrouz et al. (2017), Davundi and Shokri (2015) in the sample of Iranian students, emphasizing the connection between the course materials and the realities of their lives has an important role in explaining the motivational state of learners; Therefore, any effort to improve the motivational state of learners requires sufficient investment on the explanatory capacities of the factor of the perceived relationship with life.

Academic self-efficacy was also extracted as another main theme. The structure of academic self-confidence, which refers to a person's belief in his own capacity to complete an activity, is a fundamental concept in Bandura's social-cognitive theory and has many functional characteristics. This factor, along with academic self-concept, creates a person's beliefs about the perception of competence and shows a positive relationship with a wide range of desirable academic outcomes such as academic achievement, effort, and academic engagement (Stajkevich et al., 2018; Lao et al., 2018; Batz et al. Asher, 2015; Jansen et al., 2015; Mirhashmirote and Shokri, 2017; Sahraei et al., 2017; Baghi et al., 2016).

The fourth theme, which implies the role of intimate relationships with important others, including teachers, peers, and parents, is in line with the conceptual teachings of self-determination theory (Ryan and Dacey, 2017) through predicting the progress-oriented behaviors of learners in explaining their morpho-motivation.

In the present study, the high frequency of students' reference to the explanatory role of their interpersonal relationship model with parents and teachers, in line with the concern of Ryan and Dacey's self-determination theory (2017), reminds us that the fundamental need of students to communicate with significant others is one of the main determinants explaining the students' referrals. It is considered as a behavioral model for facilitating or inhibiting a health-oriented academic lifestyle. In this study, the review of the students' descriptions shows that the teacher's inability to establish a safe and reliable relationship with the students is mainly through characteristics such as the application of strict controls, arbitrary, hasty and unfair judgments, injustice and unfairness, insisting on unreasonable comparison of students with the aim of humiliating them, Continuous blames, lack of respect and acceptance, insults and lack of attention to individual differences, ineffective and ineffective teaching method, lack of clarity in academic demands and mixing of disciplinary issues with educational evaluations are characterized. In line with the findings of this research, in the current situation, a considerable amount of studies emphasizes the determining role of teacher-related factors in predicting the motivational state of students (Wentzel et al., 2019; Malmberg and Martin, 2019; Jaber, 2018; Alfonso et al. Leon, 2017; Mirhashmi-Rote and Shukri, 2017; Baghmolaei and Yousefi, 2017; Rahmani-Zahed et al., 2017).

According to the available empirical evidence, parents also play an important role as another support system by influencing their children's self-belief, goal setting, causal attributions, transformational or non-transformational mental attitude, and self-esteem in shaping their motivational positions (Silinskas and Kikas, 2019; Yukas and colleagues, 2019; Bond, 2019; Muller, 2018; Mao et al., 2018; Dektorov and Arnold, 2017; Ainipour and Shabahang, 2017; Panahi and Guderzi, 2017; Baghi et al., 2016). In the present study, in line with the mentioned researches, the students emphasized that their parents, by taking measures such as the quality of interaction with their children, an approach based on blaming and unsubstantiated comparison with others, demanding more from them, and also inducing self-belief or self-doubt, influence They affect the motivational coordinates of the origin of the learners. Also, the results of interviews with about 12 students in the current study, in line with Wentzel et al. Features such as creating and strengthening attachment to school, facilitating the feeling of satisfaction and enjoyment in school, verbal persuasion, modeling and developing joint and cooperative efforts in doing homework, are effective in influencing the motivational level of students.

The theme of perception of injustice was another extracted theme. Fairness has a multi-dimensional and even contradictory structure that includes not only educational policies and social justice, but also includes the concepts of freedom and choice, and from this point of view, injustice is perceived with

behaviors that indicate lack of motivation, such as avoiding efforts and devaluing efforts aimed at Goal pursuit has a close relationship (Mazzoli et al., 2018). The sixth theme, i.e. lack of interest and attention, has such a role in the phenomenon of multiple signs of lack of motivation that Heidi and Renningers (2016) believe that until the attention of the audience is not attracted to education for any reason, other measures to excite and motivate learners will remain ineffective. In the research conducted on the factor of attention and interest in students, the importance of using effective educational strategies by teachers to stimulate the minds of learners has been emphasized above all (Keller, 2018). The theme of attention is also similar to the researches of Hansen et al. (2018), Rohr and Pascoe (2018), Flore et al.

The seventh theme, which expresses individual self-regulation, has the role of the agent of will. In a number of interviews, with the aim of clarifying the reasons for the lack of motivation, the participants pointed to the ability of a person to self-regulate, which indicates the capacity to initiate and regulate their individual activities. The self-regulation factor in interaction with the psychological environment that supports the basic psychological needs of learners causes them to be on the path of goal, initiation, stability and continuation of goal-oriented efforts (Reynolds et al., 2017). Several researches have empirically supported the effectiveness of self-regulation training in improving students' motivation, academic progress, engagement, and academic performance (Bergi et al., 2019; Galwitzer, 2018; Panadero et al., 2017; Nemati and Asadollahi, 2018; Jalilzadeh and Zarei, 2018; Naghi et al., 2018).

The eighth theme, which refers to the positive and negative emotional experiences of learners, is in line with a wide group of contemporary conceptual formulations in the field of academic achievement motivation, such as self-efficacy theory, document theory, self-esteem theory, goal theory, and self-determination theory, which is particularly important (Pekran and Garcia). , 2012). The results of the present study, in line with academic achievement motivation theories in general and in line with the control-value theory of progress emotions (Pekran et al., 2010) in particular, show that negative emotional experiences such as feelings of inferiority and humiliation, anger, anxiety, fatigue, shame and fear In encouraging students to choose behavioral models that prevent a healthy academic lifestyle, such as learned helplessness, passive aggression, maladaptive perfectionism, academic cheating, procrastination, self-handicapping, failure avoidance, realistic goal selection, and effortlessness, it is of particular importance (Sainio et al., 2019). ; Potvin et al., 2018; Pakran, 2017; Pakran and Garcia, 2012). A more detailed review of students' answers and explanations shows the importance of students' negative emotional experiences to such an extent that they choose non-compromised behavior models such as passive aggression towards the teacher and obstructing the teacher's goals, insulting the teacher, misbehaving with teachers, disrupting class order and vandalism. And finally, hating and misbehaving with successful friends is considered among their uncompromising behaviors in school. These findings are in line with the results of a large number of recent researches in academic situations (Morales et al., 2019; Pakran et al., 2017; Sahraei et al.,

2017; Sattari et al., 2015). In general, the review of the findings shows that in response to the important question of describing the reasons for the lack of self-motivation, the learners focused on the necessity of simultaneously emphasizing the role of multiple systems of parents, teachers, school environment, social environment and individual factors.

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