

## Presenting a Conceptual Model of the Components of Academic Amotivation: A Synthesis Study

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### Introduction

Education, as one of the fundamental needs of human societies, plays a key role in enhancing the quality of life and fostering personal development. It is a continuous and lifelong journey that unfolds across diverse life contexts. Students, as the central actors in this educational process, are influenced by numerous factors that determine the quality and effectiveness of their learning. Academic motivation, serving as the driving force that determines the intensity, direction, and persistence of learning behaviors, holds a pivotal role in enhancing academic performance and stimulating educational innovations. Various studies have shown a direct relationship between academic motivation, better information retention, higher teaching quality, and ultimately academic success (Conesa et al., 2022). However, academic disengagement is a serious challenge within educational systems, posing a threat to students' academic progress and psychological well-

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being. It encompasses decreased interest, lack of active participation, and absence of willingness to learn, potentially leading to academic decline and psychological and social issues. Contrary to traditional perspectives that attribute disengagement merely to individual traits, prominent theorists such as John Dewey and Elliot Eisner have located its roots within ineffective educational structures and curriculum design. Dewey (1938) advocates experiential education as the main solution to motivation, where learning must connect with students' interests and real-life contexts to create meaning and intrinsic motivation. Eisner emphasizes the necessity of diverse learning methods and integrating artistic elements in curricula to prevent monotony and boredom.

Recent research highlights the multidimensionality of factors affecting academic motivation and disengagement, which include not only individual factors but also family support, teaching methods, curriculum, and social pressures. Intervention studies have demonstrated that employing innovative teaching methods and reforming the educational environment can reduce disengagement. Despite extensive investments in Iran, academic disengagement remains a critical challenge, negatively affecting students' performance and clouding their academic future outlook (Islam et al., 2018).

Given the significance of this phenomenon, the systematic identification and comprehensive understanding of the factors contributing to academic disengagement, alongside the development of practical and contextually relevant conceptual models, are imperative for policymakers and education professionals. Such endeavors are essential for enhancing educational quality, invigorating learning motivation, and, ultimately, realizing the educational and developmental aspirations of society.

## Methodology

This applied research adopted a qualitative approach through the synthesis study method. A synthesis study involves integrating existing knowledge and relevant research findings on a specific topic to generalize, apply previous results, and develop new insights through this integration process. It facilitates deeper understanding and enhances decision-making quality.

Data collection was conducted by retrieving relevant articles from reputable scientific databases including ScienceDirect, Scopus, Springer, Elsevier, the Jihad Daneshgahi Scientific Database (SID), the Humanities and Cultural Studies Research Institute Portal (ENSANI), the National Conference Publishing Database (Civilica), National Journals System (Magiran), and the Noor Specialized Journals Database. The inclusion criteria required articles to be directly relevant to the research objective. Additionally, managerial skills such as

classroom management and organization, although less emphasized in the literature, were identified as influential factors.

The selected sources included all theoretical and empirical literature, both domestic and international, related to academic disengagement, collected via purposively and non-probabilistically sampling until data saturation, i.e., when no new information emerged.

Domestic articles were reviewed within the timeframe 2014 to 2024 (1393 to 1403 in the Iranian calendar), while international articles were reviewed from 2014 to 2024. The data collection instrument was a checklist. Data were analyzed using Sandelowski and Barroso's qualitative synthesis method involving the following steps:

- Formulating the research question: "What are the components of academic disengagement"?
- Systematic literature review: Conducting keyword searches such as disengagement, mismatch, and academic disengagement components in domestic and international databases.
- Screening articles based on relevance to the identified keywords.
- Data extraction: Categorizing selected articles into three groups: (1) providing related theoretical foundations, (2) presenting and validating new models, (3) applying models in practical research projects.
- Data analysis and synthesis: Identifying recurring themes across studies and integrating them into a cohesive understanding.
- Quality control using CASP criteria: Articles were independently evaluated by two reviewers and those of high quality were selected.
- Presenting findings: After final review of sources, results and the finalized conceptual model were presented.
- This structured and systematic method facilitated precise and comprehensive identification of academic disengagement components.

## Findings

The findings revealed that academic disengagement consists of four main dimensions:

- Individual factors: including lack of self-regulation, anxiety, negative emotional experiences, unawareness of goals, and absence of personal objectives.
- Family factors: including authoritarian or permissive parenting styles, parental conflicts, weak socio-economic status, and lack of vitality and motivation in the home environment.
- Educational factors: including ineffective teaching methods, absence of influential teachers, lack of efficient academic counseling, weak infrastructure, and non-applicable educational content.

- Social factors: including excessive dependency on media, online gaming, and unhealthy peer relationships.

These components interact in a chain-like manner, collectively weakening academic motivation. The final conceptual model derived from this synthesis provides a framework for analysis and intervention in this field.

## Conclusion

The primary aim of this study was to extract and categorize the diverse dimensions of academic disengagement from previous studies and to present a comprehensive conceptual framework. Results showed that academic disengagement can be classified into five major dimensions: individual, family, educational, managerial skills, and social factors. Each dimension includes components that were thoroughly examined and analyzed.

Among individual factors, self-regulation, emotional experiences, anxiety, lack of goals, and self-esteem significantly influence students' motivation and academic performance. The findings demonstrated that psychological stress negatively correlates with academic motivation; increased stress diminishes students' adaptive academic capacity. Social factors beyond students' and families' control—such as extensive use of social media and computer games—contribute to decreased focus and motivation, a conclusion supported by multiple studies. In the family dimension, the emotional atmosphere, socio-economic status, and parents' educational level profoundly affect academic motivation. Family conflicts and parents' adverse psychological states may reduce motivation. In the educational dimension, effective teachers, modern teaching methods, academic counseling, educational content quality, and infrastructure are key elements impacting student motivation. Effective teacher-student communication and diversified teaching strategies significantly enhance motivation.

Lastly, managerial skills such as classroom management and organization, though less emphasized, were identified as influential.

Several previous studies (e.g., Othman et al., 2024; Nishimura & Komura, 2023; Roomani et al., 2019) align with these findings. The proposed conceptual model serves as a suitable guide for planning and designing educational interventions aimed at reducing academic disengagement.

It is recommended to design and implement educational and psychological programs tailored to each dimension to increase motivation and improve students' academic performance. Developing assessment tools based on the presented conceptual model and conducting intervention studies to improve academic motivation at individual, family, and educational levels are also advised.

Based on the findings of this study, the following suggestions are presented:

- Considering the undeniable role of academic apathy, it is recommended that officials working in educational centers make paying attention to the results of

their priorities in order to increase the academic motivation of learners in individual, family, educational, and social dimensions, and examine each of these dimensions in detail and accurately, using different research methods.

- Educational staff must be able to organize the classroom in such a way that students have the necessary motivation to engage with academic issues, so that they are not only motivated to successfully complete their educational assignments, but also more inclined to live a healthy life in society.

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