

## **Factors Influencing Lack of Interest in the Academic Activities Among Grade-8 Students: A Case Study of Govt. Elementary School RMK-1, District Bhakkar**

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### **Abstract**

This study intends to explore the factors influencing lack of interest in academic activities among grade-8 students. It specifically inquires the elements that make eighth-grade male students at Government Elementary School RMK-1 less likely to be interested in educational activities. The research study examines five key areas through a questionnaire; interpersonal teaching, environmental, sociocultural and psychological factors. A sample size of 19 male students take part in the study where correlation analysis was performed. The study results explain that the instructional component ( $r = -0.64$ ) have the greatest negative relationship, meaning that successful teaching practices could contribute enormously to the elimination of educational disinterest. The psychological factors ( $r = 0.52$ ) imply a positive correlation, which means that stress, anxiety, and self-esteem problems result in having a disengagement. There was also the role of interpersonal ( $r = -0.50$ ), environmental ( $r = -0.47$ ), and sociocultural ( $r = -0.33$ ) factors but to varying degrees. The research indicates a requirement of enhanced teaching methods, additional student assistance programs, as well as stress management inducing interventions so as to create learning interest in the students.

**Keywords:** Lack of academic interest, grade-8 students, elementary school level, factors, interpersonal, instructional, environmental, sociocultural, psychological

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## Introduction

The best way to improve students' academic performance and general well-being in the classroom is through their full involvement. These results imply that general learning engagement is sufficient to boost academic performance and open doors to lifetime learning (Tam et al., 2023; Ryan & Deci, 2020). However, the more positive the students' mood is, the more their hyperactivity in the classroom decreases and their sense of hopelessness about their future results. The empirical indices are supportive of the nature of interrelation of variables under the diverse domains to characterize the involvement of students. At the interpersonal category, behavioral characteristics encountered in students such as self-efficacy, intrinsic motivation, and self-selected learning style have also been demonstrated to have both a direct and a positive impact on the participation and goodwill of students to embrace school life directly (Tam et al., 2023; Ryan & Deci, 2020;). Similarly, the interpersonal ties with the teaching staff, the other students in class and the kin members are deemed to be essential. The research has demonstrated that the reciprocal collaboration between teachers and pupils, parents and pupils, has led to significant improvement in terms of academic motivation whereas there are devastating energetics in relationships that may result into disengagement (Simons-Morton & Chen, 2009; Wang & Holcombe, 2010).

Instructional domain plays an immensely critical role compared to relational variables. Studies by Sarwar et al., (2012) and Weiler et al., (2014) shed some light on the fact that elements such as curriculum, instructional approach, and instructional capacity effectiveness either burn or inflame intellectual interests among students. There is the role of school culture, classroom environment and home environment also in determining the students' experiences. In a research study it was pointed out that support and well-funding are linked to an environment that enhances academic association (Ryan & Patrick, 2001; Yang et al., 2023). In general, more complexities arise through the sociocultural and psychological factors since the status of socioeconomic, the culture value, and cognitive wellness of students has a significant role in shaping their academic practices and motivation (Sirin, 2005; Vuong et al., 2021).

This study attempts to portray the reasons why 8th-grade learners cannot show passion in academic activity. The research study provides a combined perception of the reasons behind academic disaffection through the deployment of an integrative framework taking into consideration the interpersonal, instructional, environmental, sociocultural, and psychological characteristics. Findings of this study are anticipated to guide specific interventions and policy making towards

enhancing the active participation of learners aside from their performance in academics.

### **Statement of The Problem**

In the case, Govt. Elementary School RMK-1, students' academic achievement was heavily influenced by their engagement in the learning process. The inclination of eighth-grade children at Elementary School RMK-1 to categorically reject academic pursuits was frightening. They showed the signs of poor attendance in class, refusal to do homework, and general poor academic performance which are signs of disinterest. The previous studies have observed the involvement of various components in students' interest including interpersonal factors such as self-efficacy and inner drive (Ryan & Deci, 2020; Tam et al., 2023), interpersonal associations such as the teacher-student and peer (Wang & Holcombe, 2010; Simons-Morton & Chen, 2009), and broader instructional, environmental, sociocultural, and psychological factors. on students' interest level. The issue of academic disenchantment in eight grade pupils emerged from such complicated domains, and a targeted investigation was carried out to close the knowledge gap in this circumstance. Without a solid understanding of these criteria to get students back on track and provide them with context-sensitive interventions, student accomplishment cannot be attained. Thus, purpose of this study is to identify the main causes of eighth-grade students' disengagement from their studies.

### **Significance of The Study**

In the present investigation, there are some strengths that are both practical and theoretical, making the present research meaningful. The relevance issue discussed in this research paper can have far reaching consequences on school life and well-being of the students.

### **Enhancing Educational Outcomes**

It will play a major role in the development of those interventions that could deal with developing the basic antecedents of use of disaffection towards academics when these antecedents are known. The result of this study is useful in the entity of delineating the working plans and interventions meant to reassign the learners to education festivals that shall translate to component improved didactic outputs and a diminished school dropout rate.

### **Policy and Practice Informing**

This inquiry introduces excessive volumes of information that can be

utilized in the development of the educational policy at school level. Through the process of identifying the unique issues within this context, the policymakers will be better placed to allocate resources and support mechanisms such as conducting workshops to educate teachers, modification of curricula and counseling provisions among others in such a way that they are able to create more amusing and interesting learning processes.

### **Theoretical Contributions**

The various factors incorporated in this study included interpersonal, instructional, environmental, sociocultural, and psychological. This research in this area would make contributions to existing knowledge in the field of student assignment. Such a unified system does not only furnish profundity to our considerations in regard to the adversarial which refracts the excellence of scholarly disposition but also provides a solid basis to the further examination of the approach to teaching and instructive psychology.

### **Practical Implications for Stakeholders**

This research study is equally important for the stakeholders including the instructors, parents, and inhabitants. The results can be run by the teachers to adapt their teaching method, the designers of the curriculum can re-analyze the aim and structure of the course material, and the parents can have a chance to play a dynamic role of designing a facilitative home school. In addition to this, community education can be improved by a comprehension of the broad range of sociocultural factors that influence student's motivation (Ryan & Patrick, 2001; Simons-Morton & Chen, 2009).

### **Addressing Mental Health Concerns**

The research study gives a lot of attention to integrating the school system with the mental health interferences, so the influence of psychological factors such as the example of anxiety, stress, and self-esteem on the academic performance can be testified.

In the end, this research does not only test to uncover the multifaceted relationships of grounds of disinterest in academic commotion of Govt. Elementary School RMK-1 class 8th students but also endeavors to produce viable references to devise more stimulating and motivating learning environments.

### **Research Objectives**

1. To investigate the interpersonal factors that contribute to the lack of

- interest in educational activities .
2. To examine the instructional variables that trigger the lack of interest in studying.
  3. To find out the environmental elements that contribute to the lack of interest in educational activities.
  4. To explore the sociocultural factors that stimulus the lack of interest in academic activities.
  5. To analyze the psychological variables that trigger the lack of interest in academic activities.

### **Research Hypothesis**

- H<sub>01</sub>: There is no significant relationship between interpersonal factors and students' lack of interest in educational activities. (In line with objective# 01)
- H<sub>02</sub>: There is no significant relationship between instructional variables and students' lack of interest in studying. (In line with objective# 02)
- H<sub>03</sub>: There is no significant relationship between environmental factors and students' lack of interest in educational activities. (In line with objective# 03)
- H<sub>04</sub>: There is no significant relationship between sociocultural factors and students' lack of interest in academic activities. (In line with objective# 04)
- H<sub>05</sub>: There is no significant relationship between psychological variables and students' lack of interest in academic activities. (In line with objective# 05)

### **Literature Review**

#### **Interpersonal Domain**

The relationship that the students form with others might influence their attitude towards their school assignments. Specifically, one of the relationships is teacher-students. Wang and Holcombe (2010) also posit that in situations where teachers in their support make students concerned in the process of learning, they feel more connected in the classroom. Simons-Morton and Chen (2009) also established that positive associations with classmates are likely to enhance students' motivation to study by providing accommodative environment. Those students that experience good relations with their parents and support is provided by the overall community, it makes them interested in their educational process and persuades them to continue working. This points out the fact that good association with people is important carrying factor to remain interested into learning activities.

#### **Instructional Domain**

The teaching environment, in terms of the instructional strategies,

curriculum relevance, instructional resources, and test strategies, has a direct impact on students' engagement. Research done by Weiler et al., (2024) investigated that students' experience an intensive increase in intellectual interest when they feel that the curriculum is relevant and can be used to apply it in their life problem situations. Simultaneously, Sarwar et al., (2012) examined that the innovative practices of formative feedback-based assessment, i.e. as opposed to the summative ones offered a stress free but discovery-based learning environment. The theme of these research studies was examined on the fact that adaptive instructional exercises that can address the different needs and interests of the learners at the eighth grade are required to be opted.

### **Environmental Domain**

The school and home communities are wider arenas where the education interest may be abridged or curtailed. Ryan and Patrick (2001) confirmed that a good classroom atmosphere of respect and active participation may significantly change the passion of education. Yang et al., (2023) further noted that academic resource access and study environment at home plays a leading role in increasing learners' commitment towards studies. This research study acknowledges the role played by the micro (classroom) and macro (school and family culture) while intervening into the student's study habits.

### **Sociocultural Domain**

The sociocultural, casual factors such as cultural beliefs, socio-economic status, mother-adolescent attitude and engagement in the community are important in changing academic interest. Sirin (2005) reported that social-economic disparity is inclined to follow less educational involvement, where external financial stress can divert concentration toward students being liable to study. Further, Gebauer et al., (2021) checked that societal practices and social pressure converting parents into strains make students either encouraged or overwhelmed into their plight depending on circumstances and the support in society. This kind of research study demonstrates that the sociocultural discussions provide a reference on how to enhance or even deteriorate educational motivation.

### **Psychological Domain**

Finally, an important driver of students' psychological health is whether or not they are engaged in learning. Increased anxiety, stress, and depression have been found to de-motivate students from becoming committed to learning. Vuong et al., (2021) presented evidence that

increased stress levels have been related with poor educational attainment and less class engagement. In a similar manner, Schwartz-Mette et al., (2020) examined that depression and low self-esteem have a direct link with academic life disengagement. These findings highlight the need to give maximum emphasis on cognitive health so that it improves continuing educational interest and achievement.

The literature review concludes that a technique compelling multiple dimensions is compulsory to recognize and tackle the lack of interest in academic activities among 8th-grade students. Enfolded strategies are required that respond to personal characteristics, relational processes, instructional applications, environmental conditions, sociocultural contexts, and psychological health.

### **Research Methodology**

The current investigation adopted a quantitative research approach using a survey research design to examine the factors contributing to students' lack of interest in academic activities. Quantitative survey designs are appropriate when the objective is to measure perceptions, attitudes, and relationships among variables in a structured and systematic manner (Molina-Azoein & Fetters, 2022). This approach enabled the researcher to collect standardized data and conduct statistical analyses to test the stated hypotheses.

### **Study Population**

The population of the study comprised eighth-grade male students enrolled at Government Elementary School RMK-1. Since the focus of the study was limited to a specific grade level within a single school, the entire accessible population consisted of 19 students.

### **Sampling Technique and Sample Size**

A census sampling technique was employed in this study, whereby all members of the population were included in the sample. As the total number of eighth-grade students was small and manageable, no sampling was required, and the sample size ( $n = 19$ ) was equal to the population size. Using the entire population, strengthens the study by eliminating sampling bias and ensuring that all relevant participants are represented (Ahmed, 2024). In educational research, small sample sizes are considered acceptable when the study focuses on a specific, well-defined group and when the population itself is limited (Gay et al., 2012).

Additionally, exploratory and context-specific educational research frequently employs survey-based quantitative studies with small samples, especially at the school level where class sizes are inherently limited

(Cohen et al., 2017). The sample size of 19 was considered acceptable and appropriate because the goal of the current study was to investigate factors influencing academic disinterest within a specific environment rather than to generalize findings to a larger population.

### **Instrumentation**

Surveys have been regarded as the most effective means of data collection in educational research. The study examines the factors influencing a lack of interest in study activities among 8th grade students at Govt Elementary School RMK-1. A questionnaire was prepared to collect the data from the sample. It allows for the efficient gathering of standardized information from a defined population, enabling objective comparison and statistical analysis (Molina-Azoein & Fetters, 2022). The use of a questionnaire is particularly appropriate in educational research as it facilitates the measurement of latent constructs such as academic motivation, adjustment, stress, and perceptions of the learning environment through multiple items (Ahmed, 2024). Ethical standards were maintained throughout the data collection process. The purpose was to obtain systematic and empirical evidence regarding the factors influencing students' academic attitudes and related outcomes.

Moreover, questionnaire-based data collection ensures uniformity in responses, reduces researcher bias, and enhances the reliability of findings when administered under similar conditions (Bryman, 2016). Given the age and educational level of the respondents, this approach is practical, cost-effective, and suitable for capturing students' self-reported experiences across multiple domains. Collecting primary data directly from students also strengthens the internal validity of the study by ensuring that the findings are grounded in participants' actual perceptions and experiences (De Vaus & De Vaus, 2013).

### **Data Analysis and Results**

**Table 1: Interpersonal Factors & Lack of Interest**

<b>Statistical Measure</b>	<b>Value</b>
Mean (M)	3.4
Standard Deviation (SD)	0.87
p-value	0.044*
Correlation (r-value)	-0.50

The correlation co-efficient value (-0.50) shows a moderate negative relationship, meaning that better interpersonal support (teacher-student, peer, and parental relationships) reduces the lack of interest in

academics. The p-value (0.044) indicates that the relationship is statistically significant.

**Table 2: Instructional Factors & Lack of Interest**

<b>Statistical Measure</b>	<b>Value</b>
Mean (M)	3.5
Standard Deviation (SD)	0.78
p-value	0.013**
Correlation (r-value)	-0.64

The correlation co-efficient value (-0.64) shows a strong negative relationship, meaning better teaching methods, curriculum relevance, and feedback significantly reduces lack of interest. The p-value (0.013) confirms this as highly significant.

**Table 3: Environmental Factors & Lack of Interest**

<b>Statistical Measure</b>	<b>Value</b>
Mean (M)	3.3
Standard Deviation (SD)	0.94
p-value	0.052*
Correlation (r-value)	-0.47

Result shows that there is a moderate negative correlation (-0.47), meaning a better school and home environment helps reduce academic disinterest. A supportive learning atmosphere, access to resources, and school culture effect student motivation. The p-value (0.051) is at the significance brink.

**Table 4: Sociocultural Factors & Lack of Interest**

<b>Statistical Measure</b>	<b>Value</b>
Mean (M)	2.7
Standard Deviation (SD)	0.90
p-value	0.078
Correlation (r-value)	-0.33

Table 4 shows that sociocultural elements have a weak negative correlation (-0.33), suggesting cultural values, parental expectations, and community involvement have little impact but are not the primary drivers of academic interest. The p-value (0.078) suggests this relationship is not statistically important.

**Table 5: Psychological Factors & Lack of Interest**

<b>Statistical Measure</b>	<b>Value</b>
Mean (M)	2.82
Standard Deviation (SD)	0.95
p-value	0.038*
Correlation (r-value)	0.52

The result shows moderate positive correlation (0.52) which indicates that higher levels of psychological stress (anxiety, depression, low self-esteem) increase academic disengagement. The p-value (0.038) confirms statistical significance, meaning mental health plays a key role in academic interest.

## **Findings**

### **Hypothesis 1: Interpersonal Factors and Lack of Interest**

The willingness to involve in educational activities is closely related to interpersonal factors (self-motivation, self-efficacy, and interest), and is strongly associated with teacher/peer/parent support and opinion. Thus, the p value ( $0.044 < 0.05$ ) confirms the hypothesis that relationships correlate positively with motivation, which is also highly significant.

### **Hypothesis 2: Instructional Factors and Lack of Interest**

The absence of nurtured academic interest has a high negative association with several instructional elements ( $r = -0.64$ ,  $p = 0.013$ ). This implies that lack of interest spans across instructional strategies, curricular relevance, instructional resources, and assessment methods. With a p-value of 0.044, which is lower than 0.05, we can confidently say that interest in a formal academic setting can be easily achieved by boosting the quality of instruction.

### **Hypothesis 3: Environmental Factors and Lack of Interest**

Even though students' academic interest correlates ( $r=-0.47$ ) statistically ( $p=0.052$ ), the school and home environments do affect interest. Availability of resources and a positive school environment make a learning space more engaging. Even though the correlation is significant statistically, environmental factors play a less pivotal role than instructional factors in academic interest.

### **Hypothesis 4: Sociocultural Factors and Lack of Interest**

Sociocultural elements (cultural values, socioeconomic status,

parental expectations, community involvement) have a weak negative correlation ( $r = -0.33$ ,  $p = 0.078$ ) with lack of interest in educational activities. This means these elements have some effect but are not the primary drivers of academic engagement. The p-value ( $0.078 > 0.05$ ) is not statistically significant, indicating that while family and community support matter, they do not strongly determine student interest in educational activities.

### **Hypothesis 5: Psychological Factors and Lack of Interest**

Psychological factors (anxiety, stress, self-esteem) have a temperate positive correlation ( $r = 0.52$ ,  $p = 0.038$ ) with lack of academic interest. This shows that higher stress and anxiety levels contribute to disengagement in learning. The significant p-value ( $0.038 < 0.05$ ) confirms that psychological well-being is a crucial factor in academic motivation. Managing student anxiety and self-esteem issues could help improve academic engagement.

### **Discussion**

The study's findings indicate that a number of factors interact strongly to cause eighth-grade students at Govt. Elementary School RMK-1 to show little enthusiasm in learning activities. The results show that the instructional elements are largely adversely connected with the lack of interest. For this reason, good teaching practices, course relevance, and positive feedback are crucial in guaranteeing academic engagement. This finding is consistent with earlier research that emphasizes the role of instruction quality in determining students' motivation and interest (Sarwar et al., 2012; Weiler et al., 2024).

It is also found in the study that psychological factors, including anxiety, stress and self-esteem exhibited significant positive reliance with lack of interest which demonstrates that the mental health of students has a key impact on their academic interest. The study is explained by earlier research that places emphasis on the element of psychological welfare in terms of student motivation and academic achievements (Schwartz-Mette et al., 2020; Vuong et al., 2021).

There is also negative correlation between lack of interest and interpersonal considerations, e.g. between teachers and students relationships and peer support, which significantly spell out against the lack of interest, thus providing the chances of mutual interaction which can help promote academic interests. There is a moderate negative relationship between lack of interest and environmental factors including school culture and availability of resources which means that a supportive learning environment can also help create student motivation. There is a weak negative link between the lack of interest and sociocultural factors (cultural

values and socioeconomic position), suggesting that these elements may not be the primary cause of academic disengagement.

### **Conclusion**

1. Instructional factors were the most dominant, suggesting that increasing pedagogy, the curriculum, and assessment strategies have a high potential to increase interest in students.
2. Psychological stress impacts negatively the academic interest, exemplifying the importance of emotional support and psychological well-being for the learner.
3. Instructional, psychological agent, interpersonal and environmental causes contribute also less than the others but do not exclude their involvement.
4. Sociocultural domain was the weakest predictor suggesting that these elements may not be the primary cause of academic disengagement.

### **Recommendations of the Study**

Based on the findings of this study, the following recommendations are proposed.

1. There is a need to offer teachers' training and support in evaluation to accomplish useful instruction methods, such as curriculum design, assessment- approaches, and feedback strategies.
2. Mental health support and stress management services needs to be provided to the students to maintain a good state of mind.
3. A positive school culture and environment must be created by encouraging positive relationships among teachers and students, making resources and supports available.
4. Focus should be on promoting parent instructor grouping and communal participation to enhance academic learning and inspiration in the pupils.

Curriculum needs revision keeping in view the aim of making it relevant, interesting, and in line with students' interests and needs.

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