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Academic Disaffection and Motivation in Higher Education: A Theoretical Review from Achievement Need to Self-Determination

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Abstract:

This paper explores academic disaffection in higher education through major motivational theories. It argues that low attendance does not necessarily mean low achievement motivation. The study uses a conceptual and analytical review of classical and recent literature. It covers Need for Achievement, Expectancy-Value, Achievement Goals, Attribution, Self-Efficacy, Self-Regulated Learning, and Self-Determination theories.

Findings reveal that disaffection is a complex and multidimensional phenomenon. It is shaped by motivation quality, perceived task value, goal orientation, and causal interpretations. It is also influenced by self-efficacy, self-regulation, and basic psychological need satisfaction. The university environment plays a central role in fostering or undermining engagement.

Keywords: Motivation; Academic Disaffection; Higher Education.

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1. INTRODUCTION

The issue of academic disaffection has garnered significant attention from both researchers and policymakers, leading to divergent approaches in addressing it. On one hand, Algerian administrative authorities have sought to contain this phenomenon through a series of binding legal measures and regulations. A prominent example is Ministerial Decree No. 1110, dated October 7, 2020. Chapter IV of this decree, which pertains to attendance during training, stipulates in Article 22 that student attendance in lectures is essential, while leaving

the mandatory nature of attendance to the discretion of the pedagogical team. Furthermore, the Head of Department is responsible for coordinating and informing students of mandatory attendance requirements before the start of the semester. Article 27 further specifies that attendance in tutorials (TD), practical work (TP), workshops, and field internships is strictly compulsory. Specifically, Article 21 clarifies that five (5) absences, whether justified or unjustified, inevitably lead to the student's exclusion from the relevant semester. However, as both scientific and empirical observations suggest, these regulatory efforts have not yielded the desired results.

On the other hand, researchers have focused on addressing this phenomenon by investigating its underlying causes, particularly in relation to motivation. Academic literature emphasizes the vital role of motivation in either perpetuating or mitigating disaffection. As one of the most central constructs in educational psychology, motivation serves as a key framework for explaining various variables, including learning behavior, engagement, achievement, adaptation, and persistence, among other critical behavioral manifestations.
However, recent transformations within both Algerian and international universities, particularly in the post-pandemic era, have reshaped teaching methodologies, attendance patterns, and modes of knowledge engagement. These shifts necessitate a departure from classical perspectives that interpret educational behavior through a simple linear correlation—where high motivation equates to high attendance, and absenteeism is viewed merely as a lack of desire to learn.

1.1 Problem Statement

Contemporary literature in higher education demonstrates that the decision to attend university lectures is not solely determined by general motivational levels. Rather, it is influenced by a complex set of variables, including:

- The perceived value of the lecture.
- The nature and quality of interactions within lecture halls.
- The student-instructor relationship.
- The quality of the educational environment and its facilities.
- Alternatives provided by self-directed or digital learning.

In this context, some studies indicate that Self-Determination Theory (SDT) does not always provide a direct explanation for lecture attendance. Other research suggests that the decision to attend may be an intentional, strategic choice related to the perceived utility of the session rather than a lack of academic ambition (Hollett et al., 2020; McClelland & Case, 2023; Goulas et al., 2023).

This is further evidenced by a recent Algerian study on student absenteeism at the University of Medea, which concluded that a significant percentage of students are permanently or frequently absent. The study identified central causes such as a perceived lack of utility in lectures, the possibility of catching up later through photocopied notes or tutorials (TD), and various organizational and logistical factors (Tahraoui, 2022).

This Algerian empirical evidence supports the perspective that absenteeism should not always be interpreted as a direct indicator of low motivation. Instead, it may be linked to the perceived value of the educational experience itself, particularly within higher education. Consequently, the phenomenon of academic disaffection poses a significant theoretical problem:

- Does disaffection truly signify a decline in motivation, or could it be a conscious alternative through which the student personally expresses a unique mode of motivational regulation, a different appraisal of formal learning value, or a specific response to an environment that fails to satisfy their psychological and cognitive needs?

This question gains even greater importance when considering students with high levels of achievement motivation, self-efficacy, or self-regulation. These students are not indifferent to learning, yet they partially or fully withdraw from certain forms of institutional attendance and engagement (Ryan & Deci, 2020; Mammadov & Schroeder, 2023). This leads to the following central research question:

- How can the relationship between motivation and academic disaffection in higher education be interpreted through a multidimensional psychological lens, allowing for an understanding of the disaffection observed among students—including

those with high achievement motivation—in light of the evolution of motivational theories, from Atkinson's Need for Achievement to Self-Determination Theory?

This central question branches into several sub-questions:

- How did classical theories explain the relationship between motivation and achievement?
- Does academic disaffection always signify a motivational deficit?
- What insights do contemporary theories (e.g., Expectancy-Value, Achievement Goals, Causal Attribution, Self-Efficacy, Self-Regulated Learning, and Self-Determination Theory) provide in explaining disaffection?

Hence, this paper serves as an attempt to construct a coherent theoretical framework for the relationship between motivation and academic disaffection. By adopting multiple perspectives, it tracks the evolution of key motivational theories explaining academic behavior starting from the Need for Achievement theory, through Expectancy-Value Theory, Achievement Goal Theory, Causal Attribution, Self-Efficacy, and Self-Regulated Learning, and ultimately culminating in Self-Determination Theory (SDT), as one of the most robust frameworks for interpreting the interaction between motivational quality and the educational climate.

Given the recent shifts in scientific research regarding this phenomenon, the objectives of the current study are defined as follows:

- To analyze the relationship between motivation and academic disaffection from a multidimensional theoretical perspective.
- To clarify the contributions of classical and contemporary motivational theories in explaining academic disaffection.
- To provide a theoretical synthesis that can be utilized in higher education research to interpret patterns of academic engagement and withdrawal.

The theoretical and practical implications of this study lie in its contribution to broadening the psychological understanding of lecture absenteeism through a more profound perspective. It seeks to transcend the reductionist view that automatically correlates such behavior with low motivation. From an educational standpoint, the study provides an analytical framework that assists researchers in uncovering the hidden dimensions of

withdrawal, examining whether it represents a total detachment from learning or is instead linked to the characteristics of the educational context and the diverse motivational profiles of students. In an era where formal attendance is no longer a sufficient indicator of genuine engagement, this research underscores that autonomy support and active learning are associated with superior outcomes in both engagement and attendance performance.

To synthesize a rigorous explanatory framework that serves as a conceptual cornerstone for future empirical inquiry, this study adopts a conceptual analysis and theoretical synthesis of psychological and educational literature concerning the relationship between motivation and academic disaffection in higher education. This approach is grounded in tracing the evolution of motivational constructs—from classical perspectives to contemporary paradigms—while analyzing how each theory interprets academic behavior, engagement, and disaffection. Ultimately, the study aims to build a synthesized reading that frames disaffection as a multidimensional phenomenon, transcending simplistic behavioral metrics to capture the complex interplay between the learner's internal state and the institutional environment.

2. The Need for Achievement Theory

The Need for Achievement Theory, as formulated by John William Atkinson, represents one of the foundational frameworks for understanding achievement behavior. This theory posits that human behavior in achievement-oriented situations is determined by the interaction between two distinct motives: the motive to approach success and the motive to avoid failure (Atkinson, 1957). This implies that achievement is not merely a manifestation of a positive desire for success, but also reflects the patterns and mechanisms through which an individual regulates themselves to endure the potential threats and failures inherent in achievement situations. This dual nature of achievement, as proposed by Atkinson, allows for a deeper analysis of academic disaffection when linked to the specific threatening factors that a student may encounter.

Furthermore, the Need for Achievement Theory provides an initial understanding of a critical paradox: a student may possess a high drive for achievement yet still avoid certain educational settings. An individual who perceives success as a core value may disengage

from lectures or participation if the environment is perceived as hostile or "uncomfortable." Such environments may involve peer bullying or a symbolic threat to the student's competence posed by instructors. This is particularly evident among high-achieving students who are often labeled as "eccentric"—a term frequently applied to those whose intellectual orientations diverge from the norm. In such cases, the student's advanced perspectives or critical stance may be viewed by some instructors as "rebellious" or overly self-assured.

From Atkinson's perspective, disaffection in these contexts can be understood as a defensive response arising from the conflict between the desire to succeed based on personal capabilities and the fear of failure concerning social relationships and self-preservation, rather than a mere lack of motivation. However, this interpretation remains relatively limited, as it focuses primarily on the general affective-achievement dimension without sufficiently accounting for the student's perception of task value or the perceived utility of the educational context itself.

3. Expectancy-Value Theory and Academic Disaffection

Expectancy-Value Theory (EVT), as developed by Jacquelynne Eccles and Allan Wigfield, is regarded as one of the most robust psychological frameworks for explaining academic behavior. This theory posits that a student's engagement in an educational task is primarily determined by two factors: their expectancy for success and the perceived task value. This framework has undergone significant expansion into what is now known as the Situated Expectancy-Value Theory (SEVT), which integrates a critical new component: Cost. As an influential factor in both choice and engagement (Eccles & Wigfield, 2020), recent research emphasizes that Cost is no longer a peripheral element of value; rather, it has emerged as a relatively independent theoretical and empirical construct within the Expectancy-Value-Cost (EVC) model, particularly in high-stakes university settings (Muenks et al., 2023).

In the context of higher education, contemporary studies have demonstrated that expectations, value, and cost are directly linked to withdrawal intentions. Findings suggest that high task value and low perceived cost can partially compensate for low success expectations. Conversely, intentions to disengage or withdraw significantly increase when both value and expectations are low, or when the perceived cost of engagement—whether emotional, temporal, or effortful—becomes prohibitive (Breetzke & Bohndick, 2024).

Furthermore, a qualitative study on university students revealed that the decision to attend lectures is influenced by time management, the nature of the session, the relationship with the instructor, and institutional policies. This reinforces the notion that attendance—or the lack thereof—may be a conscious judgment regarding the lecture's utility rather than a mechanical reflection of general motivational levels (McClelland & Case, 2023).

Within the Algerian context, research conducted at the University of Medea identified that a primary reason for student disaffection is the perceived lack of utility in lectures and the belief that materials can be recovered later. This supports the interpretation of disaffection as a re-evaluation of returns, costs, and available alternatives (Tahraoui, 2022).

It is essential to highlight how the administrative structure of the current LMD (Licence-Master-Doctorate) system reinforces this behavior. The division of the curriculum into "Core Units" versus "Discovery or Transversal Units," combined with the credit and coefficient system assigned to different modules, effectively categorizes academic content into "essential" for progression and "secondary" components that can be compensated through the inter-unit compensation system.

Consequently, Expectancy-Value Theory facilitates an understanding of academic disaffection as the outcome of a rational appraisal of utility and cost, rather than a mere direct reflection of diminished motivation or a weak desire for academic success.

4. Achievement Goals and the Diversity of Academic Behavioral Patterns

According to Achievement Goal Theory (AGT), a student's academic behavior is guided by the specific goals they adopt, creating a qualitative interaction with learning situations that dictates their motivational intensity. This intensity is governed by the criteria the student utilizes to define competence, success, and failure. This theory is rooted in the foundational works of John G. Nicholls and Carol Ames, before undergoing further conceptual evolution with later models—most notably the 2×2 Achievement Goal Framework formulated by Andrew J. Elliot and Holly A. McGregor.

This model distinguishes between the definition of competence (Mastery vs. Performance) and motivational orientation (Approach vs. Avoidance) (Ames, 1992; Nicholls, 1984; Elliot &

McGregor, 2001). This intersection results in four distinct goal orientations, as illustrated in the following framework:

Table 1. The 2×2 Achievement Goal Framework

Goal Orientation	Approach	Avoidance
Mastery	**Mastery-Approach Goals:** Focus on task-based or intrapersonal competence; striving to learn and understand deeply.	**Mastery-Avoidance Goals:** Focus on avoiding intrapersonal incompetence; striving not to lose skills or fail to master the material.
Performance	**Performance-Approach Goals:** Focus on normative competence; striving to outperform peers and demonstrate superior ability.	**Performance-Avoidance Goals:** Focus on avoiding normative incompetence; striving to avoid looking stupid or being outperformed by others.

Source: Benrabah Nahima, 2026, 8

Based on the aforementioned 2×2 matrix, it becomes evident that motivation does not function as a singular, uniform driver of educational behavior. Instead, the specific goals adopted by the learner—whether oriented toward mastery, performance, approach, or avoidance—mediate the quality of interaction with learning tasks. Academic behaviors, therefore, should not be interpreted solely through motivational intensity, but rather through the goal structures that organize these behaviors. Mastery-approach goals, for instance, direct students toward competence development, conceptual clarity, and deep learning, which typically correlate with more adaptive and positive patterns of academic engagement.

Recent empirical evidence in higher education reinforces this premise. A study by Miller et al. (2021) demonstrated that mastery-approach goals are positively associated with reflective and integrative learning, higher-order cognition, quantitative reasoning, and proactive interaction with faculty members—all of which reflect a more profound and effective academic presence. Similarly, Montenegro and Schmidt (2023) found that self-improvement-centered goals are linked to higher levels of cognitive, emotional, and behavioral engagement, even in non-mandatory lecture courses. This suggests that the

positive impact of mastery goals transcends interactive classroom settings and extends to less stimulating educational contexts where direct participation is not strictly required.

In contrast, performance-avoidance goals are frequently associated with maladaptive educational outcomes. These goals are fundamentally "protective" or "defensive," as they compel the student to avoid demonstrating a perceived lack of competence or being subjected to unfavorable social comparisons and negative evaluation. Consequently, academic behavior under this orientation becomes focused on the prevention of visible failure rather than the pursuit of learning for its own sake.

Literature indicates that this pattern is frequently associated with diminished engagement, heightened anxiety, and withdrawal tendencies within educational settings—particularly when students perceive that classroom participation might lead to negative evaluation or expose performance deficits to peers (Elliot & McGregor, 2001; Miller et al., 2021). Consequently, the variance in patterns of engagement and disaffection does not necessarily reflect a linear fluctuation in motivational quantity; rather, it manifests a qualitative difference in the goal structures that frame a student's presence within the university environment.

From this perspective, academic disaffection emerges as a multi-layered phenomenon through which student motivation is more clearly articulated. For instance, a mastery-oriented student may not be averse to learning itself; however, they might withdraw from specific activities or non-comply with certain academic requirements if they perceive them as lacking genuine epistemic value or failing to provide a real opportunity for cognitive growth.

In this context, Senko and Miles (2008) clarified that some mastery-oriented students may adhere to a personalized "self-regulated learning system." This often leads to lower compliance with rigid, formal classroom instructions—not due to a lack of desire to learn, but due to their commitment to their own autonomous regulatory system. Conversely, the performance-avoidance student disengages as a defensive strategy to protect their self-image and avoid appearing incompetent. Thus, in many of its forms, academic disaffection becomes an expression of a goal-oriented regulatory strategy rather than a manifestation of motivational void.

Consequently, Achievement Goal Theory has contributed to a significant analytical shift in the study of academic disaffection within higher education. It redirects the focus from merely assessing the quantity of motivation to a more qualitative and explanatory inquiry concerning the nature of the goals that organize a student's engagement or withdrawal. The importance of this shift lies in its capacity to facilitate an understanding of the subtle nuances between students who may appear to possess similar levels of motivation but differ fundamentally in their academic logic, their definitions of success, and their strategies for navigating learning and evaluation requirements.

5. Causal Attribution and Self-Efficacy

Attribution Theory has evolved since the 1970s as an extension of Heider's (1958) work on naïve psychology. It was later reformulated by Bernard Weiner into a motivational framework that links an individual's causal explanations for success and failure to their subsequent emotional and behavioral responses (Weiner, 1972; Weiner, 1985). This framework is built upon three primary causal dimensions:

- **Locus of Causality:** (Internal vs. External).
- **Stability:** (Stable vs. Unstable).
- **Controllability:** (Controllable vs. Uncontrollable).

These dimensions significantly influence future expectations of success and the emotions associated with performance—such as pride, shame, or frustration—thereby affecting levels of effort and persistence (Weiner, 1985; Graham & Taylor, 2016).

In the university context, this theory demonstrates that the manner in which a student interprets their educational experience is a critical element in understanding patterns of engagement or disaffection. If a student attributes their lack of benefit from a lecture to external factors inherent in the educational context—such as a didactic teaching style, poor organization, or limited interaction—their expectations regarding the utility of this learning mode may decline, leading to reduced participation. Importantly, this does not necessarily imply a decrease in their inherent motivation toward learning itself. Conversely, if failure is attributed to internal, controllable factors, such as a lack of effort or poor time management, it may encourage continued persistence and enhance academic engagement. In this sense, academic disaffection may, in certain cases, reflect a subjective judgment passed by the

student upon the educational environment rather than being a direct manifestation of a weakened desire for achievement, on the other hand, Albert Bandura's Self-Efficacy Theory constitutes a core component of Social Cognitive Theory (SCT), which has been extensively developed since the late 1970s (Bandura, 1977; Bandura, 1986; Bandura, 1997). This theory posits that an individual's behavior is determined by their belief in their capability to organize and execute the actions required to achieve desired performance. Self-efficacy significantly influences the choice of activities, the level of effort expended, and the degree of persistence in the face of obstacles. These beliefs are shaped through four primary sources: mastery experiences, vicarious experiences (modeling), social persuasion, and physiological and affective states (Bandura, 1997).

This theory is particularly salient in explaining academic disaffection, as it demonstrates that the relationship between self-efficacy and engagement is not always linear. While high self-efficacy is typically associated with increased persistence, in certain contexts, it may lead to a reorganization of learning strategies rather than increased classroom attendance. A high-efficacy student may perceive themselves as capable of effectively acquiring knowledge outside the lecture hall, especially if they conclude that the instructional method adds insufficient epistemic value compared to self-directed learning or available alternative resources. Consequently, low attendance may not indicate a motivational deficit, but rather reflect a strategic cognitive judgment rooted in high confidence in one's autonomous learning capabilities (Bandura, 1997; Schunk & DiBenedetto, 2020).

In conclusion, both the Causal Attribution and Self-Efficacy perspectives contribute to a deeper interpretation of academic disaffection in higher education. They highlight that such behavior may, in some instances, result from a cognitive re-evaluation of the educational environment's utility or serve as a translation of high self-perceived competence in independent learning, rather than being a direct reflection of low motivation. Therefore, analyzing academic disaffection requires transcending quantitative approaches that focus solely on motivational levels, moving toward explanatory frameworks that account for the causal representations students construct regarding their educational experience and their beliefs about their self-efficacy in regulating learning both within and beyond the classroom.

6. Self-Regulated Learning (SRL)

Self-Regulated Learning (SRL) Theory stands as a pivotal approach in interpreting contemporary academic behavior. It gained significant conceptual clarity during the 1980s through the pioneering work of Barry J. Zimmerman, who conceptualized the learner as an active participant—cognitively, motivationally, and behaviorally—rather than a passive recipient of information (Zimmerman, 1989). Within this framework, SRL is understood as a dynamic process involving goal setting, the selection of appropriate strategies, progress monitoring, outcome evaluation, and the subsequent adjustment of performance based on feedback (Zimmerman, 2002). Zimmerman structured this process into a cyclical model consisting of three interconnected phases:

- **Forethought Phase:** Involves task analysis, goal setting, and strategic planning.
- **Performance (Volitional Control) Phase:** Focuses on self-instruction, imagery, and attention focusing during the learning task.
- **Self-Reflection Phase:** Entails self-judgment and self-reaction to the achieved results (Zimmerman, 2000).

From this perspective, physical presence in the lecture hall is no longer the sole criterion for judging academic engagement. A student may be deeply engaged in authentic, organized learning outside the formal classroom setting, provided they possess the capacity to plan their learning, regulate their effort, manage their time, and autonomously monitor their progress (Zimmerman, 1989; 2002). Recent reviews emphasize that Self-Regulation has become a central construct in explaining higher education learning, particularly within flexible and digital environments. These environments have afforded students more autonomous learning trajectories that are less tethered to formal attendance alone (Panadero, 2017). Consequently, disaffection from attendance does not necessarily equate to disaffection from learning; rather, in certain instances, it may indicate a student's transition toward alternative learning strategies perceived as more effective and congruent with their personal self-regulation style.

7. Self-Determination Theory (SDT)

Self-Determination Theory (SDT), developed by Edward L. Deci and Richard M. Ryan, constitutes a comprehensive macro-theory of human motivation and personality. It shifts the

analytical focus from the mere quantity of motivation to its quality and the contextual conditions that nurture it. SDT posits that humans possess an inherent tendency toward growth and integration; however, this elective affinity for development is contingent upon the satisfaction of three Basic Psychological Needs: Autonomy, Competence, and Relatedness (Deci & Ryan, 2000; Ryan & Deci, 2000). The architecture of SDT is composed of six distinct mini-theories, each addressing specific motivational phenomena:

- **Cognitive Evaluation Theory (CET):** Explains intrinsic motivation and how external factors affect it.
- **Organismic Integration Theory (OIT):** Details the continuum of extrinsic motivation and the degrees of its internalization.
- **Causality Orientations Theory (COT):** Examines individual differences in how people orient toward their environment to regulate behavior.
- **Basic Psychological Needs Theory (BPNT):** Links the satisfaction of the three core needs to psychological health and well-being.
- **Goal Contents Theory (GCT):** Distinguishes between intrinsic goals (e.g., personal growth) and extrinsic goals (e.g., fame or wealth).
- **Relationships Motivation Theory (RMT):** Focuses on the role of high-quality interpersonal relationships in motivational development.

Tracing its roots back to research on intrinsic motivation in the 1970s, SDT achieved significant conceptual synthesis with the foundational work of Deci and Ryan (1985). It has since evolved into a holistic framework applicable to education, healthcare, and organizational behavior (Deci & Ryan, 1985; 2008). Within the academic sphere, SDT distinguishes between Autonomous Motivation, Controlled Motivation, and Amotivation. It asserts that the quality of a student's engagement is fundamentally determined by the extent to which the educational environment supports or thwarts their basic psychological needs.

8. CONCLUSION

The theories presented reveal that academic disaffection cannot be reduced to a direct consequence of diminished motivation, as this behavior emerges from the intersection of multiple levels. The theoretical value of the aforementioned approaches lies in their capacity

to construct an integrated explanatory synthesis that can be utilized in higher education research to understand patterns of academic engagement and withdrawal more profoundly. At the level of goal orientation, Achievement Goal Theory illustrates how the nature of the goals adopted by students influences their patterns of participation or withdrawal. Regarding the cognitive interpretation of the educational experience, Attribution Theory clarifies that a student's perception of the causes of success and failure shapes their subsequent attitudes toward learning. Furthermore, in terms of competence beliefs, Self-Efficacy Theory reveals that a student's decision to attend or withdraw may be linked to their confidence in their ability to learn within or beyond the classroom. Conversely, Self-Regulated Learning (SRL) highlights that certain forms of low attendance do not necessarily signify poor learning; rather, they may reflect a transition toward more independent and organized learning patterns. Finally, Self-Determination Theory (SDT) elucidates that the quality of academic motivation and engagement is contingent upon the extent to which the educational environment supports the needs for autonomy, competence, and relatedness. This explains some forms of disaffection as a response to a frustrating educational context rather than a retreat from the goal of success.

Consequently, some patterns of disaffection among high-achieving students may not reflect a withdrawal from learning, but rather a reconstruction of their relationship with formal education, or a search for alternative formats that offer more meaning and autonomy. Accordingly, this study recommends that future research should examine academic disaffection through the lens of motivational quality and the thwarting of basic psychological needs. Emphasis should be placed on distinguishing between formal attendance versus authentic engagement, and between withdrawal from the lecture versus withdrawal from learning itself.

8.1 Recommendations

Based on the findings of this study, a set of practical recommendations can be advanced:

- **Transitioning from Controlling to Autonomy-Supportive Environments:** There is a critical need to reassess instructional practices that rely on the threat of "exclusion" or "strict attendance policies" as the sole mechanisms for ensuring presence. Instead, it is

recommended to adopt strategies that foster the personal meaning of the academic content. This shifts attendance from a "fear-driven compliance" to a choice rooted in task value.

- **Enhancing Task Value:** It is essential to bridge the gap between academic theory and real-world professional applications. This reduces the perception of "futility"—which research (e.g., Tahraoui, 2022) identifies as a primary driver of disaffection in the Algerian university context—by demonstrating the tangible utility of the curriculum.
- **Promoting Mastery-Oriented Goals:** Assessment activities should be redesigned to prioritize intrapersonal growth and cognitive development rather than overemphasizing normative comparisons and competitive grading. This approach mitigates "performance-avoidance goals," which often compel students to withdraw as a defensive tactic to protect their self-image.
- **Fostering Self-Regulated Learning (SRL):** Students should be equipped with self-regulation skills and time-management strategies. By providing alternative digital resources and hybrid learning materials, "physical disaffection" from the lecture hall can be reframed as a transition to a self-managed learning environment rather than a total cessation of the learning process.
- **Revisiting the Credit and Compensation System:** There is a need to evaluate the impact of the "Coefficient" and "Discovery Units" within the LMD system. These structures often inadvertently categorize certain subjects as "secondary," facilitating disengagement. Integrating Transversal Skills more dynamically into the core specialization can help bridge this gap.

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