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*Scientific articles*

## Revisión sistemática sobre motivación académica en estudiantes de educación superior

*Systematic Review on academic motivation in higher education  
students*

*Revisão sistemática sobre a motivação acadêmica em estudantes do  
ensino superior*

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### Resumen

Este estudio tiene como objetivo analizar los factores clave que influyen en la motivación de los estudiantes universitarios en su aprendizaje. Se utilizó el modelo PRISMA 2020 para revisar estudios relevantes publicados entre 2018 y 2023. El proceso consistió en la selección rigurosa de estudios pertinentes para la investigación. La búsqueda se realizó en bases de datos como Scopus, SciELO y Redalyc, utilizando los términos: “motivación académica”, “motivación en educación superior”, “motivación estudiantil”, “ambiente de aprendizaje”, “innovación pedagógica”, “academic motivation”, “student motivation in higher education”, “educational motivation theories”, “learning environment” y “pedagogical innovation”. Los resultados muestran que el apoyo docente, las metodologías de enseñanza, el entorno de aprendizaje y el uso de tecnologías educativas influyen significativamente en la motivación estudiantil. Se concluye que la generación de un ambiente de aprendizaje favorable y la aplicación de metodologías pedagógicas innovadoras son fundamentales para incrementar la motivación académica, promoviendo el compromiso, el desempeño, la innovación, el aprendizaje, la participación y la calidad educativa.

**Palabras clave:** motivación académica; educación superior; ambiente de aprendizaje; tecnología educativa; metodologías activas; innovación pedagógica.

## Abstract

This study aims to analyze the key factors influencing university students' motivation in their learning. The PRISMA 2020 model was used to review relevant studies published between 2018 and 2023. The process involved the rigorous selection of studies pertinent to the research. The search was conducted in databases such as Scopus, SciELO, and Redalyc using the terms “academic motivation,” “student motivation in higher education,” “educational motivation theories,” “learning environment,” and “pedagogical innovation.” The results indicate that faculty support, teaching methodologies, the learning environment, and the use of educational technologies significantly influence student motivation. It is concluded that fostering a favorable learning environment and implementing innovative pedagogical methodologies are essential for enhancing academic motivation and promoting engagement, performance, innovation, learning, participation, and overall educational quality.

**Keywords:** academic motivation; higher education; learning environment; educational technology; active methodologies; pedagogical innovation.

## Resumo

Este estudo tem como objetivo analisar os principais fatores que influenciam a motivação dos estudantes universitários em sua aprendizagem. O modelo PRISMA 2020 foi utilizado para revisar estudos relevantes publicados entre 2018 e 2023. A abordagem consistiu na seleção rigorosa de estudos pertinentes à pesquisa. A busca foi realizada em bases de dados como Scopus, SciELO e Redalyc, utilizando os termos “motivação acadêmica”, “motivação no ensino superior”, “motivação estudantil”, “ambiente de aprendizagem”, “teorias da motivação educacional” e “inovação pedagógica”. Os resultados mostram que o apoio docente, as metodologias de ensino, o ambiente de aprendizagem e o uso de tecnologias educacionais influenciam significativamente a motivação dos estudantes. Conclui-se que a criação de um ambiente de aprendizagem favorável e a aplicação de metodologias pedagógicas inovadoras são fundamentais para aumentar a motivação acadêmica, promovendo engajamento, desempenho, inovação, aprendizagem, participação e qualidade educacional.

**Palavras-chave:** motivação acadêmica; ensino superior; ambiente de aprendizagem; tecnologia educacional; metodologias ativas; inovação pedagógica.

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## Introduction

Academic motivation is a cornerstone of higher education due to its direct influence on learning, academic performance, and student persistence throughout their university studies. This construct allows us to understand the relationship between teaching practices and learning outcomes, demonstrating that faculty effectiveness is strengthened when they actively foster student motivation and create favorable learning environments. Within this framework, motivation does not originate solely from the students but also involves the faculty, establishing a bidirectional relationship that enhances the educational process. This interaction promotes the development of sustained learning experiences aimed at achieving meaningful learning.

In recent years, academic motivation in university students has become established as a key variable for achieving meaningful learning and developing the skills and competencies so necessary for professional training (Rojas, 2023). Similarly, Cáceres Triana and Torres Londoño (2023) point out that academic motivation is a highly multidimensional construct involving intrinsic and extrinsic factors, which directly influence academic engagement and performance. Thus, Briceño Moraga (2020) argues that high intrinsic motivation is related to greater use of learning strategies and self-regulation; while extrinsic motivation, although less effective in the long term, acts as a complementary factor in academic performance (Eccles & Wigfield, 2020).

Scientific production on academic motivation has experienced remarkable growth, generating numerous empirical studies, systematic reviews, and meta-analyses that demonstrate its relationship with variables such as academic performance, self-regulated learning, perseverance, and academic commitment. However, despite this extensive research development, the field is characterized by theoretical and contextual fragmentation that hinders a holistic explanation of the phenomenon. Consequently, the existing gap lies not in a scarcity of studies, but in the lack of up-to-date systematic reviews that integrate diverse theoretical traditions, educational contexts, and teaching strategies, particularly in higher education and in Latin America.

From a conceptual perspective, academic motivation can be defined as a multidimensional psychological construct that explains the level of energy, effort, and persistence that students demonstrate when engaging in academic learning activities (Cáceres Triana & Torres Londoño, 2023). Unlike general motives for learning, which are linked to broad interests, academic motivation is situated within the specific context of formal education. It is also distinct from persistence, understood as the ability to maintain effort in the face of adversity, and from academic commitment, which

emphasizes behavioral, emotional, and cognitive participation in educational activities (Briceño Moraga, 2020). Academic motivation integrates these components and articulates them within an explanatory framework that considers both personal and contextual factors, which jointly influence academic performance .

Regarding theoretical approaches, academic motivation has been studied primarily from the perspective of Self-Determination Theory, which posits that satisfying basic psychological needs for autonomy, competence, and relatedness fosters intrinsic motivation and meaningful learning (Ryan & Deci, 2020). Similarly, Expectancy-Value Theory emphasizes the role of self-efficacy beliefs and the value attributed to academic tasks (Eccles & Wigfield, 2020), while Achievement Goal Theory highlights how academic goals guide students' motivational behavior (Bronfenbrenner, 1979).

Poverty not only implies a lack of material resources, but also a progressive process of dehumanization that renders people invisible and reduces their social value to economic indicators. From this perspective, critical analysis reveals that systematic exclusion limits access to educational, health, and employment opportunities, generating cycles of vulnerability that are difficult to break. In my academic view, addressing poverty requires moving beyond paternalistic approaches and promoting comprehensive policies centered on human dignity, social justice, and equity. This reflection allows us to understand that combating poverty is not merely an economic goal, but an ethical commitment aimed at restoring full citizenship and recognizing the individual as a subject of rights.

In the Peruvian context, universities face the challenge of transitioning from merely passive participation to active and meaningful student involvement. This approach aligns with strategies focused on self-regulation, autonomous learning, and a thirst for knowledge, considered fundamental factors for the development of professional and personal competencies (Ministry of Education of Peru, 2019).

However, both intrinsic factors (e.g., low academic self-esteem) and extrinsic factors (limited institutional support and insufficient promotion of study practices) can negatively impact student motivation (Briceño Moraga, 2020). In this regard, several authors emphasize the importance of designing educational strategies aimed at strengthening self-confidence, motivation, and self-regulation, in order to establish a climate conducive to intrinsic motivation and academic achievement (Vargas, 2021; Venegas et al., 2024; Pegalajar-Palomino, 2020). This contributes to strengthening students' academic performance.

To analyze the scientific production on academic motivation in higher education students through a systematic review of the literature, in order to examine the main theoretical approaches, identify the factors that influence student motivation and describe the

educational strategies developed for its strengthening.

## Research Method

The methodology used in this article is based on the 2020 PRISMA guidelines for systematic reviews, applied to the study of academic motivation in higher education students. This approach allows for the identification of patterns, trends, and general conclusions in the available literature through the collection, organization, and synthesis of scientific evidence, as well as evidence-based decision-making (Moreno et al., 2018). Furthermore, following Page et al. (2021), the process was structured in four phases: identification, selection, eligibility, and inclusion.

For data collection, a systematic and reproducible search of scientific articles was conducted in specialized educational databases. According to Moreno et al. (2018), search criteria must be rigorously defined and keywords selected to accurately represent the central concepts of the research. Search terms in both Spanish and English were used to broaden the coverage of the international literature and ensure the retrieval of relevant studies published in both languages. The terms used were: "academic motivation," "motivation in higher education," "student motivation," "learning environment," "pedagogical innovation," "educational motivation theories," "educational motivation theories," and "pedagogical innovation." The sources consulted were Scopus, SciELO, and Redalyc, which allowed for broad coverage of studies related to the topic.

In the search process, Boolean operators such as AND, OR, and NOT were used to refine and optimize the results, allowing for the combination of search terms and improving the precision and coverage of the information (Bramer et al., 2017). Inclusion criteria were also established to ensure the relevance and quality of the selected studies, considering publication within the last five years and the availability of texts in English or Spanish. Gough et al. (2017) highlight the importance of these criteria for ensuring the methodological consistency of systematic reviews. Exclusion criteria were applied to eliminate duplicate articles and those whose focus was not directly related to the study's objective. In this regard, Gough et al. (2017) emphasize the need to establish clear and rigorous filters for study selection.

The aim of this study is to analyze theories and approaches to academic motivation in higher education students through a systematic review, following the PRISMA 2020 guidelines (Page et al., 2021). The selection process is presented in Figure 1, which shows the corresponding flowchart. Initially, 1290 articles related to academic motivation in higher education were identified. After applying the pre-established inclusion and exclusion criteria, 35 articles were selected. These studies were included for in-depth

analysis and are considered the most relevant for discussion (see Figure 1).

**Table 1.** *Article* selection criteria.

Criterios de Inclusión	Criterios de Exclusión
Artículos académicos indexados	Documentos como tesis doctorales, actas de congresos, libros y otros documentos similares
Artículos en idioma inglés y español	Artículos en otros idiomas diferentes a inglés y español
Estudios sobre motivación académica bajo nuevos paradigmas educativos	Estudios relacionados solo a motivación
Publicaciones entre enero de 2020 y julio de 2024	Publicaciones anteriores a 2020

Source: Own elaboration.

Table 2 uses three databases: Scopus (270 studies), SciELO (570 studies), and Redalyc (450 studies), with search strategies using Boolean operators. A total of 1290 studies related to academic motivation in higher education were identified. SciELO had the highest number of records, demonstrating a strong regional scientific output on the topic. Scopus and Redalyc complement the coverage with a significant volume of indexed studies. This high initial number highlights the need to apply inclusion and exclusion criteria to refine and select the most relevant evidence.

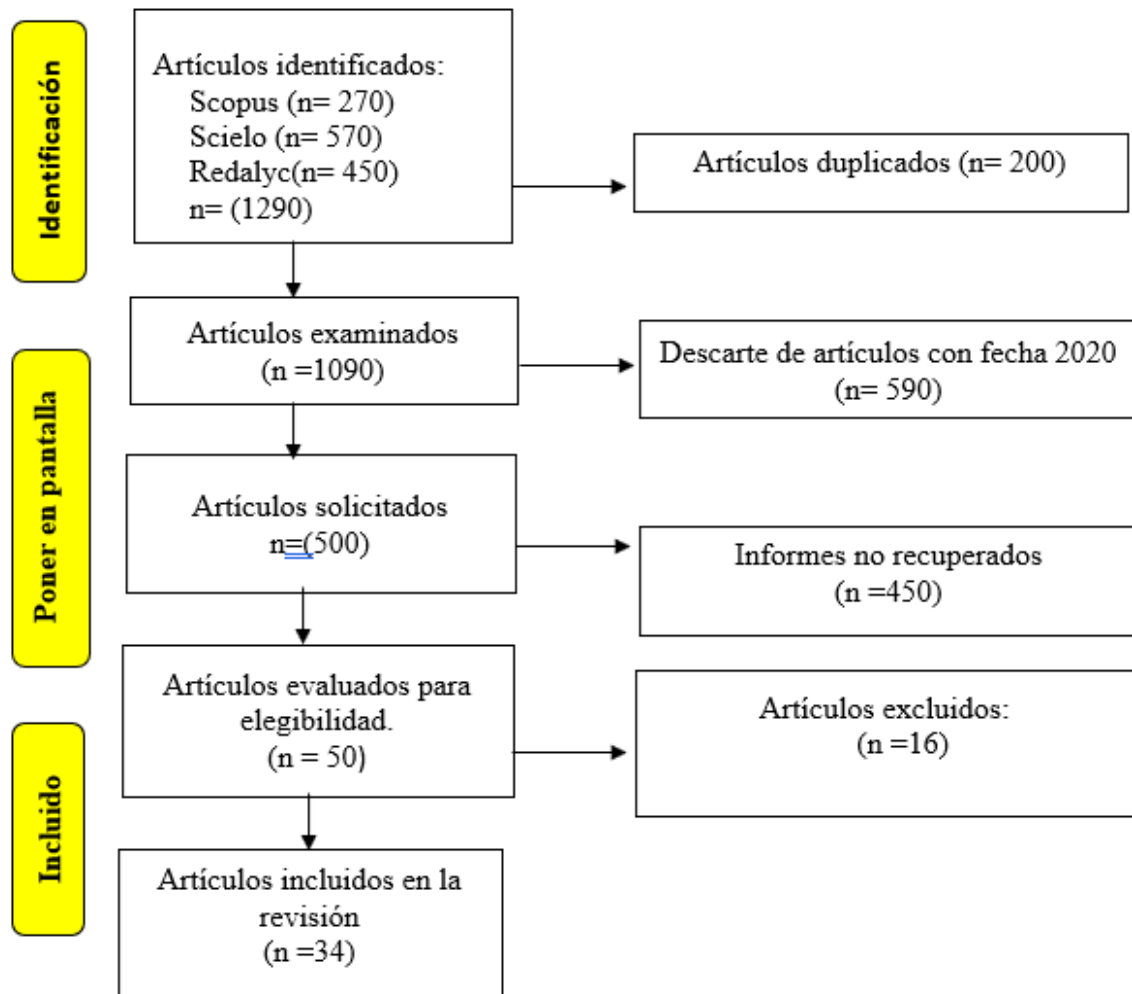
**Table 2.** Information retrieval strategies by database

Motor de Búsqueda	Ecuación de Búsqueda	Total de Investigaciones
Scopus	"motivación académica" OR "motivación en educación superior" AND "motivación estudiantil" OR. "ambiente de aprendizaje" OR "innovación pedagógica" OR.	270
Scielo	"motivación académica" OR "motivación en educación superior" AND "motivación estudiantil" OR. "ambiente de aprendizaje" OR "innovación pedagógica" OR.	570
Redalyc	"motivación académica" OR "motivación en educación superior" AND "motivación estudiantil" OR. "ambiente de aprendizaje" OR "innovación pedagógica" OR.	450
Total		1290

Source: Own elaboration.

Figure 1 shows the PRISMA diagram used in a systematic literature review on academic motivation in higher education students. 1290 articles were identified from databases such as Scopus, SciELO, and Redalyc. After removing duplicates and articles from outside the relevant period, 1090 articles were screened, of which 500 were requested for evaluation. Following eligibility assessment, 50 articles were selected, and ultimately, 34 articles were included in the review.

Figure 1. PRISM Diagram.



Source: Own elaboration.

## Results

Table 3 presents the results of the systematic analysis of the scientific literature on academic motivation in higher education students, based on studies selected using inclusion and exclusion criteria. The information obtained from the databases was refined, retaining only the articles that met the established requirements. The table organizes the included studies in a structured manner, facilitating the visualization of the selection and analysis process. Furthermore, it demonstrates the progressive reduction of the sample from the initial search to the final refinement. The results are presented in an orderly fashion according to the variables of interest, allowing observation of the consistency of the criteria applied during the review. The systematization of the information facilitates understanding of the methodological process followed. Finally, these results support the rigor of the review process and the quality of the included studies.

**Table 3.** Results of the systematic analysis of the scientific literature related to academic motivation in higher education students.

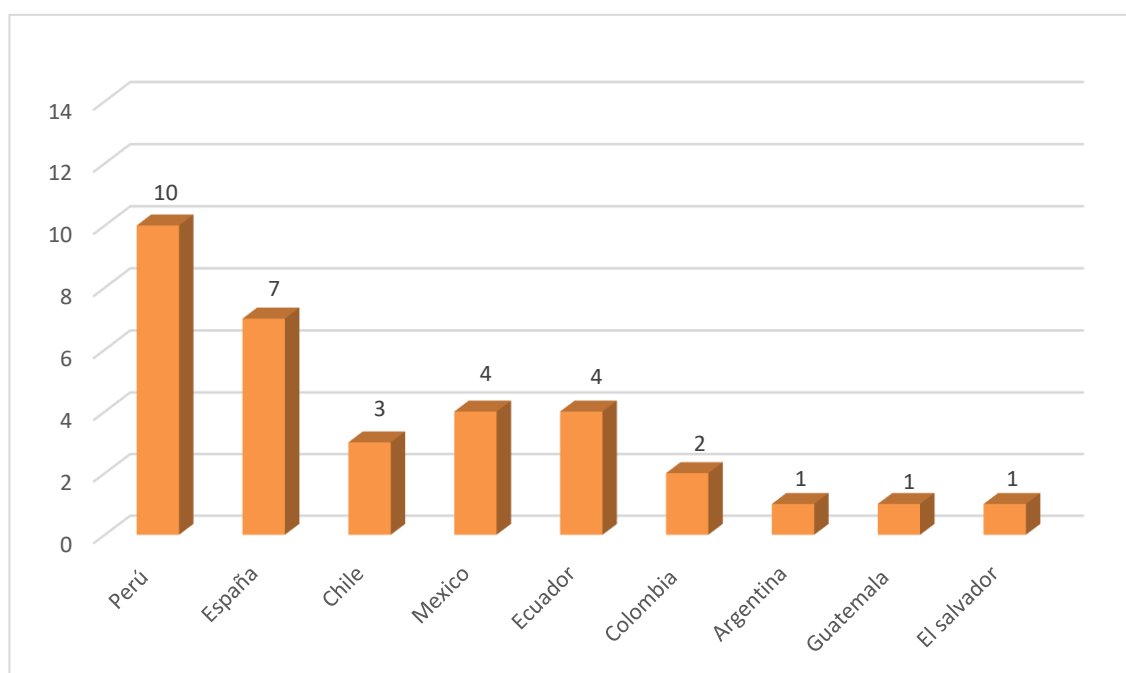
Nº	Autor (es)	Año	Variables	País/idioma
1	Rojas	2023	Motivación académica y expectativas profesionales	Perú/español
2	González-Benito et al.,	2021	Motivación académica y autoeficacia	España/español
3	Pegalajar-Palomino	2020	Motivación académico-personal y estrategias de trabajo	España/español
4	Nuñez et al.,	2024	Autoconcepto, Motivación Académica y Rendimiento Académico	España/español
5	Fuentes et al.,	2022	Autoestima y motivación académica	Chile/español
6	Sosa-Gutiérrez et al.,	2024	Educación virtual y la motivación académica	Perú/español
7	Ramos-Vera et al.,	2023	motivación académica e inteligencia emocional	Perú/español
8	Amador-Licona et al.,	2020	Inteligencia emocional y motivación académica	México/español
9	Fraijo et al.,	2023	Motivación académica y trabajo en aula	México/español
10	Figueroa-Oquendo	2024	La motivación intrínseca y rendimiento académico	Ecuador/español
11	Mora et al.,	2024	Motivación académica y proceso de enseñanza-aprendizaje	Ecuador/español
12	León-Ricardi et al.,	2023	Motivación académica y educación en línea	México/español
13	Cajusol y Rivas	2021	Motivación Académica y Rendimiento Académico	Perú/español
14	Valiente et al.,	2020	Estrés infantil, estrategias de aprendizaje y motivación académica	España/español
15	Rivas y Aviles	2020	La motivación académica y contacto socioemocional	El Salvador /español
16	Cobo-Rendón et al.,	2022	Engagement y motivación académica	Chile/español
17	Rebolledo et al.,	2020	Motivación Académica, Estrategias de Aprendizaje y Rendimiento Académico	Chile/español

N°	Autor (es)	Año	Variables	País/idioma
18	Zúñiga-Mogollones et al.,	2021	Motivación académica	Chile/español
19	Vargas et al.,	2020	Estilos de aprendizaje y motivación académica	Perú/español
20	Rivadeneira y Ñique	2022	Motivación académica	Perú/español
21	Llanes et al.,	2021	Motivación y satisfacción académica	España/español
22	Ramírez et al.,	2020	Motivación educativa y hábitos de estudio e	Perú/español
23	Pendones et al.,	2022	Autoconcepto, autoestima, motivación y desempeño académico	México/español
24	Quito	2023	Estrategias educativas y motivación académica	Ecuador/español
25	Prieto-Andreu et al.,	2022	Gamificación, motivación académica y rendimiento	España/español
26	González	2020	Motivación y rendimiento académico	Guatemala/español
27	Froment et al.,	2022	Red social Twitter y la motivación académica	España/español
28	Trolan et al.,	2021	Academic motivation	EE.UU/ingles
29	Reyes et al.,	2020	Academic procrastination and academic motivation	Ecuador/ingles
30	Oñate et al.,	2020	Motivación Académica	Argentina/español
31	Moreno	2021	Motivación académica	Perú/español
32	Talavera- Salas et al.,	2024	Motivación académica	Perú/español
33	Koyuncuoğlu	2021	Academic Motivation	Turquía/ingles
34	Tesi et al.,	2024	Academic Motivation	Italia/ingles

Source: Own elaboration.

Figure 2 shows the distribution of selected articles on academic motivation in higher education students according to country of origin. It shows that Peru has the highest production with 10 publications, followed by Spain with 7, Mexico with 4 and Ecuador with 4, reflecting a higher scientific production in these contexts; likewise, a smaller number of studies are identified in countries such as Chile, Argentina, Guatemala and El Salvador, which suggests a more limited production in these regions.

**Figure 2. Results** of the systematic analysis of the scientific literature related to academic motivation in higher education students.



Source: Own elaboration.

Table 4 presents the results of the systematic literature review on academic motivation in higher education students, contrasting three key dimensions: intrinsic motivation, extrinsic motivation, and demotivation. Intrinsic motivation reflects a greater interest in learning, which translates into higher quality academic performance and greater satisfaction. Extrinsic motivation, influenced by external rewards, also promotes academic performance. Finally, demotivation, associated with a lack of interest and difficulty managing academic stress, negatively impacts performance. Each dimension includes the identifiers of the most relevant studies that led to these conclusions.

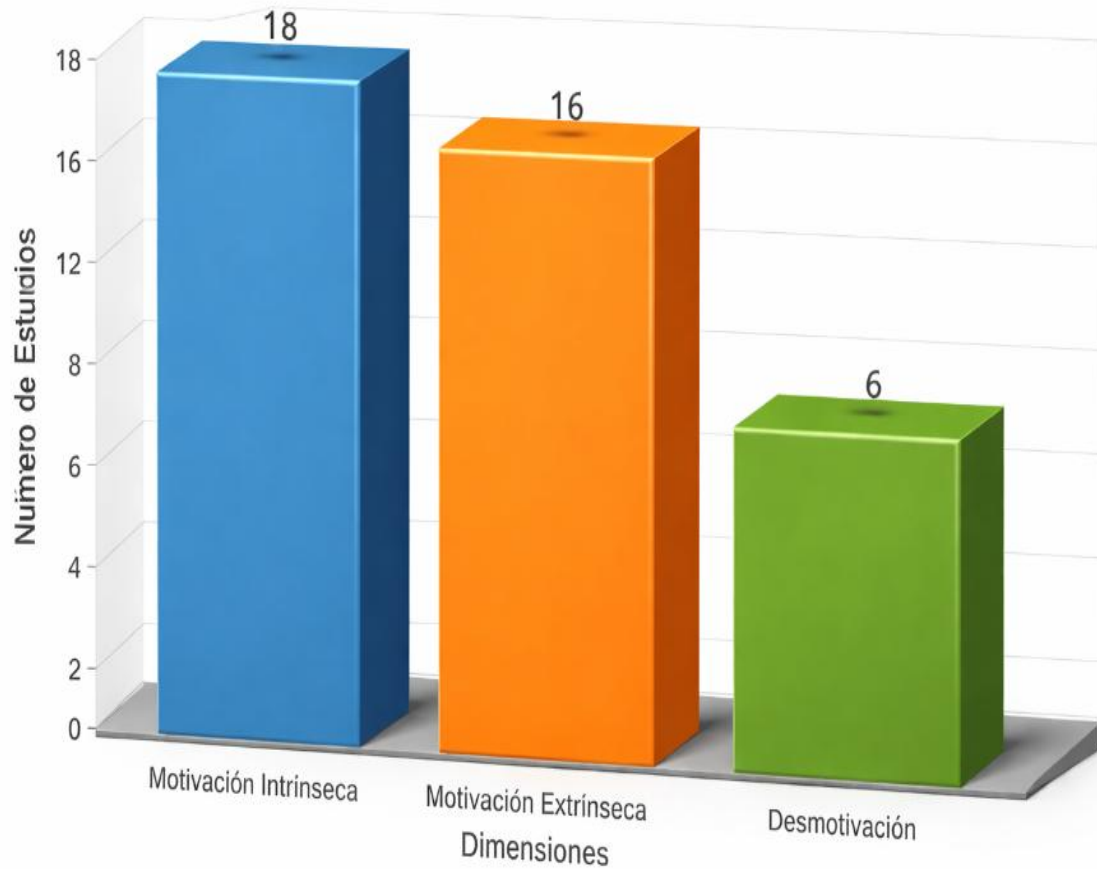
**Table 4.** Results of the systematic analysis on academic motivation in higher education students according to dimensions and contributions.

Dimensiones	Aportes	No.
Motivación Intrínseca	La motivación intrínseca, referida a un interés real por el aprendizaje, contribuye al rendimiento académico y la satisfacción por estudio.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18
Motivación Extrínseca	La motivación extrínseca, influenciada por recompensas externas (calificación y reconocimiento) tiene un impacto positivo en el rendimiento académico.	19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34
Desmotivación	La desmotivación se asocia con la falta de interés y problemas para manejar el estrés académico, lo que produce efectos negativos, tanto en el rendimiento como en la persistencia.	5, 10, 15, 20, 25, 30

Source: Own elaboration.

Figure 3 presents the analysis of academic motivation in higher education and has been considered in three dimensions: intrinsic motivation, extrinsic motivation, and demotivation. Intrinsic motivation is the most studied, with 18 studies. Extrinsic motivation is the next most studied, with 16 studies, while demotivation is the least studied, with only 6 studies. In other words, demotivation is the least studied topic. Intrinsic and extrinsic motivation are the two vectors involved in what is considered academic motivation, while demotivation is only rarely addressed in academic studies.

**Figure 3.** Results of the systematic analysis on academic motivation in higher education students according to dimensions and contributions .



Source: Own elaboration.

## Discussion

Academic motivation is understood as the interaction of various personal and contextual dimensions that influence educational processes and the achievement of academic results (Nuñez et al., 2024). This construct is of interest to students, teachers, institutions, and families due to its direct impact on academic performance. Furthermore, it has gained greater relevance in recent years due to changes in teaching models and the demands of the global context, which reinforces its importance in the current educational landscape (Cajusol & Rivas, 2021; Trolan et al., 2023).

Academic motivation is interpreted as the interaction of various personal and contextual dimensions that influence educational processes and academic achievement (Núñez et al., 2024). This construct generates interest among students, teachers, institutions, and families due to its direct impact on academic performance. Furthermore, it has gained increasing relevance in recent years due to changes in teaching models and the demands

of the global context, reinforcing its importance in the current educational landscape (Cajusol & Rivas, 2021; Trolan et al., 2023).

Due to the complexity of the factors influencing academic motivation, this topic is considered crucial and multifaceted in higher education (Moreno, 2021; Reyes et al., 2024). This perspective allows for a deeper understanding of the dimensions that affect students' academic experience, such as social relationships, pedagogical strategies, and individual resources (Pegalajar-Palomino, 2020; Núñez et al., 2024). In this sense, it is essential to identify and analyze the factors that enhance its development. These include innovative approaches such as gamification, self-efficacy, and the use of educational technologies (Quito, 2024; Figueroa-Oquendo, 2024; Sosa-Gutiérrez et al., 2024).

Among the barriers that negatively influence academic motivation, some studies reveal the existence of tensions between academic expectations and the demands of the institutional context (Tesi et al., 2024; Talavera-Salas et al., 2024). This mismatch manifests itself in situations where pedagogical strategies fail to align intrinsic motivation with educational objectives, which can lead to demotivation and poor academic performance. Conversely, institutions that promote innovative practices aligned with the values and needs of their community contribute to improving motivation and educational performance (Rivadeneira & Ñique, 2023; González-Benito et al., 2021).

In both cases, inclusion or exclusion in educational processes can perpetuate inequalities and limit the development of academic motivation. Factors such as a lack of adaptive pedagogical strategies or an overly focused approach to extrinsic motivation can hinder student engagement and self-regulated learning (Tesi et al., 2024). In this sense, the active participation of the educational community is key to fostering adequate motivation, since interaction among students, teachers, and families promotes the creation of inclusive and enriching educational environments, especially in contexts of greater vulnerability (Cobo-Rendón et al., 2022; Fuentes et al., 2022).

The university education system reflects challenges similar to those observed in the broader social environment, such as inequality and the diverse realities among students from different regions and socioeconomic backgrounds (Moreno, 2021; Talavera-Salas et al., 2024). Given this situation, it is necessary to train faculty, students, and administrators in strategies that foster academic motivation from a holistic perspective. These strategies should incorporate innovative, evidence-based tools, implemented with the support of trained professionals, in order to proactively address the challenges associated with demotivation (Quito, 2024; Reyes et al., 2024; Núñez et al., 2024).

Training teachers and students in intrinsic and extrinsic motivation strategies is a key component for strengthening meaningful learning and academic engagement (González-

Benito et al., 2021; Figueroa-Oquendo, 2024). These strategies include innovative approaches such as project-based learning and the use of educational technologies, which foster student autonomy and self-regulation. In this regard, universities have a responsibility to implement these methodologies systematically through institutional policies and programs that promote stimulating and equitable learning environments (Quito, 2024; Sosa-Gutiérrez et al., 2024; Prieto-Andreu et al., 2022).

Demotivation is considered one of the problems that affects students' academic performance and social relationships in their educational experience (Tesi et al., 2024; Talavera-Salas et al., 2024). This phenomenon is characterized by a lack of interest and commitment to academic tasks, influenced by personal, institutional, and contextual factors. It also represents a constant challenge in universities, as it interferes with the teaching-learning process and hinders the achievement of educational objectives (González, 2020; Reyes et al., 2024). Furthermore, the absence of appropriate strategies can intensify this problem, negatively impacting students' academic experience.

Research on academic motivation has experienced significant growth in recent years, driven by the need to address the challenges associated with low student engagement and performance, especially in Latin American contexts (Cajusol & Rivas, 2021; González, 2020; Núñez et al., 2024). Furthermore, academic disinterest not only affects student performance but also influences relationships with family and teachers, who in some cases may unintentionally increase pressure and demotivation (Pendones et al., 2022; Reyes et al., 2024). This phenomenon, while not new, has intensified due to the growing demands of the academic environment and the lack of effective strategies to address individual and collective needs (Moreno, 2021; Trolan et al., 2023).

In their discussion of pedagogical strategies, the authors emphasize that ongoing teacher training is fundamental for developing effective interventions that foster engagement and academic achievement (Sosa-Gutiérrez et al., 2024; González-Benito et al., 2021). Educational plans should incorporate approaches that promote intrinsic motivation, encourage active participation in the learning process, and adapt teaching strategies to the specific needs of students (Quito, 2024; Figueroa-Oquendo, 2024). When implemented appropriately, these pedagogical practices broaden the meaning of learning and strengthen the student's connection to their academic and social environment.

Although university students face constant challenges related to academic motivation, the pedagogical strategies implemented by instructors can contribute to overcoming these challenges. Intrinsic motivation and self-regulated learning are key factors that allow students to overcome academic barriers and achieve better performance (Fierro & Fortoul, 2022; González-Benito et al., 2021). However, the digital environment and

educational technologies also present both advantages and challenges for academic motivation. While technological tools can increase participation and engagement, there are also risks such as information overload, which can negatively affect interest and academic performance (Trolan et al., 2023; Sosa-Gutiérrez et al., 2024).

The use of educational technologies in academia offers students greater flexibility and accessibility, improving their ability to adapt to different learning styles and promoting more dynamic and participatory interaction (Sosa-Gutiérrez et al., 2024). These tools not only facilitate access to educational content and resources but also positively influence intrinsic motivation, generating greater interest in learning (Figuroa-Oquendo, 2024; Prieto-Andreu et al., 2022). Furthermore, teachers' commitment to fostering active participation, along with the design of pedagogical strategies that integrate both intrinsic and extrinsic motivation, is fundamental to creating academic environments that promote holistic development and student performance (Quito, 2024; González-Benito et al., 2021).

The study of academic motivation in university students, from various perspectives, highlights the importance of pedagogical approaches that promote intrinsic motivation, the development of self-efficacy, and self-regulated learning. Understanding the factors that influence motivation, such as socioeconomic, cultural, and digital levels, is fundamental for designing effective interventions. Likewise, the need to effectively integrate educational technologies, leveraging their potential to improve engagement and learning, is emphasized. Similarly, it is essential to address demotivation and external factors that affect the academic experience in order to create a safe, inclusive, and stimulating learning environment (González-Benito et al., 2021; Sosa-Gutiérrez et al., 2024; Trolan et al., 2023).

## Conclusions

This study analyzed the theories and approaches that underpin academic motivation in university students, demonstrating its influence on academic performance, retention, and holistic learning. The systematic review showed that personal goals, expected achievements, learning conditions, self-direction, and socio-emotional support influence students' intrinsic and extrinsic motivation. Furthermore, these factors interact dynamically within the university context, affecting the quality of the educational experience. Taken together, the findings allow for a better understanding of the complexity of this phenomenon and its relevance in higher education.

The reviewed theoretical frameworks, such as Self-Determination Theory, emphasize the importance of satisfying the needs for autonomy, competence, and relatedness to foster

academic motivation. Similarly, Attribution Theory focuses on how students perceive the origin and control of their academic achievements, which influences their motivation and performance. For its part, Achievement Goal Theory analyzes students' orientation toward mastery or achievement goals. Together, these theories provide a comprehensive understanding of the factors that influence academic motivation and guide the design of more effective educational interventions.

Finally, the study's findings underscore the need for educational institutions to implement innovative teaching strategies and methodologies aimed at strengthening students' academic interest. This involves creating inclusive and motivating learning environments, strengthening the teacher-student relationship, and implementing initiatives that promote self-regulation and academic perseverance. In this way, not only is academic performance enhanced, but also the development of essential professional and personal skills for navigating a competitive and constantly evolving environment.

### **Future lines of research**

Based on the results obtained, aspects of interest were identified that could not be addressed in depth due to the scope of the study and that constitute relevant lines for future research.

Develop applied research that examines the implementation of educational approaches based on Self-Determination Theory in various universities, in order to evaluate their impact on academic motivation and student performance.

Conduct longitudinal studies that allow analysis of the evolution of academic motivation throughout the university career and its relationship with student retention, dropout rates, and well-being.

To analyze how active and innovative methodologies, such as project-based learning, cooperative learning, and the use of digital tools, contribute to strengthening intrinsic motivation in university students.

To delve deeper into the role of socio-emotional support and the relationship between teachers and students as key factors in fostering academic motivation, with the purpose of designing more effective institutional support and guidance programs.

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