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PREDICTORS OF SCHOOL ENGAGEMENT AMONG OLDER ADOLESCENTS

The problem of school engagement among adolescents has gained particular relevance in recent years due to its importance for academic success, psychological well-being, and social adaptation of students. The purpose of this study was to identify the predictors of school engagement and disengagement among senior adolescents, with a focus on the role of academic motivation, bases of self-esteem, and responsibility as components of self-regulation.

The empirical research was conducted on a sample of 286 adolescents in grades 8–11 (142 boys and 144 girls). The methodological toolkit included the Brief Academic Motivation Scale (Gordeeva, Sychev, Osin, 2012), the Questionnaire of Bases of Adolescents' Self-esteem (Lunkina, Gordeeva, 2019), the Multidimensional School Engagement Scale (Wang et al., 2019; adapted by Fomina & Morosanova, 2020), and the Responsibility in Adolescents Scale (Danilova et al., 2024). Data processing was carried out using structural equation modeling (SEM) in SPSS 27.

The results showed that adolescents' engagement is primarily determined by personal and social resources (responsibility, self-control, support), whereas academic motivation has a limited impact. In contrast, disengagement is largely explained by motivational determinants: external motivation, compensatory self-esteem, and avoidance of responsibility. Thus, motivation plays a greater role in preventing school disengagement than in fostering active engagement.

The value of the study lies in clarifying the predictors of school engagement and disengagement among senior adolescents and in confirming the relative independence of these constructs. The practical significance of the work consists in the possibility of developing targeted psychological and educational programs aimed at reducing disengagement and strengthening the personal resources of engagement.

Keywords: school engagement, disengagement, academic motivation, self-esteem, responsibility.

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Жоғары сынып оқушыларының мектептік белсенділігінің предикторлары

Жасөспірімдердің мектептік белсенділігі мәселесі соңғы жылдары ерекше өзектілікке ие болды, өйткені ол оқушылардың академиялық жетістігіне, психологиялық әл-ауқатына және әлеуметтік бейімделуіне тікелей ықпал етеді. Бұл зерттеудің мақсаты – жоғары сынып оқушылары арасында мектептік белсенділік пен бейбелсенділіктің (disengagement) предикторларын анықтау, сонымен қатар академиялық мотивацияның, өзін-өзі құрметтеудің негіздерінің және жауапкершіліктің өзін-өзі реттеудің құрамдас бөліктері ретіндегі рөлін талдау болды.

Эмпирикалық зерттеу 8-11 сыныптардағы 286 оқушыдан (142 ұл және 144 қыз) тұратын таңдамада жүргізілді. Зерттеу әдістемелік құралдары: Қысқаша академиялық мотивация шкаласы (Гордеева, Сычев, Осин, 2012), Жасөспірімдердің өзін-өзі құрметтеу негіздері сауалнамасы (Лункина, Гордеева, 2019), «Мектептік көпөлшемді белсенділік шкаласы» (Wang және т.б., 2019; Фомина мен Моросанова бейімдеген, 2020), сондай-ақ «Жасөспірімдердің жауапкершілігі» әдістемесі (Данилова және т.б., 2024). Мәліметтерді өңдеу SPSS 27 бағдарламасында құрылымдық теңдеулерді модельдеу (SEM) әдісі арқылы жүргізілді.

Зерттеу нәтижелері көрсеткендей, оқушылардың мектептік белсенділігі негізінен тұлғалық және әлеуметтік ресурстармен (жауапкершілік, өзін-өзі бақылау, қолдау) анықталады, ал академиялық мотивацияның ықпалы шектеулі болды. Керісінше, бейбелсенділік (disengagement) көбінесе мотивациялық факторлармен – сыртқы мотивациямен, компенсаторлық өзін-өзі құрметтеумен және жауапкершіліктен қашумен – түсіндірілді. Осылайша, мотивация белсенділікті күшейтуден гөрі бейбелсенділіктің алдын алуда маңыздырақ рөл атқарады.

Зерттеудің құндылығы – жоғары сынып оқушыларының мектептік белсенділігінің және бейбелсенділігінің предикторларын нақтылау, сондай-ақ бұл конструктілердің салыстырмалы дербестігін растау. Жұмыстың практикалық маңыздылығы – бейбелсенділікті төмендетуге және оқушылардың мектептегі белсенділігін арттыратын тұлғалық ресурстарды нығайтуға бағытталған психологиялық-педагогикалық бағдарламаларды әзірлеу мүмкіндігінде.

Түйін сөздер: мектептік белсенділік, бейбелсенділік, академиялық мотивация, өзін-өзі құрметтеу, жауапкершілік.

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Предикторы школьной вовлеченности старших подростков

Проблема школьной вовлечённости подростков в последние годы приобрела особую актуальность в связи с её значением для академической успешности, психологического благополучия и социальной адаптации учащихся. Цель данного исследования заключалась в выявлении предикторов школьной вовлечённости и безучастности среди старших подростков, с акцентом на роль академической мотивации, оснований самоуважения и ответственности как компонентов саморегуляции.

Эмпирическое исследование проведено на выборке из 286 учащихся 8–11-х классов (142 мальчика и 144 девочки). В качестве методического инструментария использовались: Краткая шкала академической мотивации (Гордеева, Сычев, Осин, 2012), Опросник оснований самоуважения подростков (Лункина, Гордеева, 2019), «Многомерная шкала школьной вовлечённости» (Wang et al., 2019; адаптация Фоминой и Моросановой, 2020), а также методика «Ответственность у подростков» (Данилова и др., 2024). Обработка данных осуществлялась методом структурного моделирования уравнений (SEM) в SPSS 27.

Результаты показали, что вовлечённость подростков определяется преимущественно личностными и социальными ресурсами (ответственность, самоконтроль, поддержка), тогда как академическая мотивация оказывает ограниченное влияние. Напротив, безучастность в большей степени объясняется мотивационными детерминантами: экстернальной мотивацией, компенсаторным самоуважением и избеганием ответственности. Таким образом, мотивация играет более значимую роль в предупреждении школьного отчуждения, чем в формировании активной включённости.

Ценность проведённого исследования заключается в уточнении предикторов школьной вовлечённости и безучастности у старших подростков, а также в подтверждении относительной самостоятельности этих конструктов. Практическое значение работы состоит в возможности разработки адресных психолого-педагогических программ, направленных на снижение безучастности и укрепление личностных ресурсов вовлечённости.

Ключевые слова: школьная вовлечённость, безучастность, академическая мотивация, самоуважение, ответственность.

Introduction

The issue of school engagement has been actively developed in the global psychological and pedagogical literature since the 1980s, when J. Finn (1989) proposed considering it as a factor in preventing school maladjustment and dropout. A significant impetus to the development of the concept was given by the synthesis of studies by J. Fredricks, P. Blumenfeld, and A. Paris (2004), where a three-component structure of engagement was identified: behavioral, emotional, and cognitive. Subsequently, this model became widely adopted, including the refinement of measurement tools and validation of multilevel scales (Fredricks et al., 2019). Contem-

porary international research focuses on the role of engagement in academic achievement and school adaptation, the influence of social factors such as support from teachers, parents, and peers, as well as on the analysis of gender and cultural differences. Since the late 2010s, increasing attention has been paid to digital engagement and students' participation in distance and blended learning environments (Bond&Bedenlier, 2019; Christenson et al., 2020).

In Russian psychological and pedagogical literature, interest in school engagement has grown in the past 5–7 years. While 8–10 years ago the term was rarely used, today it is considered one of the key predictors of academic success and students' psychological well-being (Fomina&Morosanova,

2022; Morosanova&Potanina, 2024). The growing relevance of the topic was linked both to the integration of international research approaches and to internal challenges in the educational system, primarily the COVID-19 pandemic, which revealed a sharp decline in students' engagement under distance learning conditions. An additional factor was the emergence and adaptation of validated tools, such as the *Multidimensional School Engagement Scale* (Fomina et al., 2021), which made it possible to conduct longitudinal studies of adolescents' engagement dynamics (Fomina&Morosanova, 2025).

While international and Russian studies are actively developing, in Central Asian countries the topic of school and academic engagement remains largely under-researched. Isolated publications primarily address the university environment and online learning. For example, a study by Afacan Adanır, Muhametjanova, and Akmatbekova (2022), conducted at Kyrgyz-Turkish Manas University (400 undergraduate students), showed that behavioral engagement significantly affects academic achievement and revealed gender differences as well as the impact of external barriers (limited access to the Internet and computers) on the level of online learning participation. This research is a rare example of engagement analysis in the region and highlights the need for more systematic development of this issue in Central Asia.

Engagement is understood as sustained, purposeful, and active participation of learners in educational activities and school life in general. Its assessment is possible through the combination of behavioral, cognitive, emotional, and social manifestations (Fomina et al., 2020; Wang et al., 2019; Fomina et al., 2022). It is widely recognized as a key predictor of academic performance, psychosocial well-being, and long-term educational success (Jian-ping et al., 2024). School engagement influences not only students' behavior in class but also serves as a buffer against dropout, underachievement, and loss of interest in learning during adolescence—a period characterized by changing social roles and an increasing influence of the environment. In the context of teachers and policymakers searching for effective ways to enhance learning motivation and outcomes, identifying and analyzing the psychological predictors of engagement becomes particularly important.

Empirical evidence confirms the long-term benefits of high school engagement: it is associated with later educational qualifications and career achievements (Katsantonis, 2024), higher chances of aca-

demic success (Katsantonis, 2024), and the likelihood of university admission (Fraysier & Reschly, 2022; Santos et al., 2023). At the same time, studies show that engagement tends to decline in middle and high school, with the most pronounced decrease observed in its emotional component (Wang, et al., 2012). This is reflected in practice: teachers and parents increasingly encounter low academic performance among adolescents and, in some cases, even reluctance to attend school. Adolescence itself introduces significant changes into the learning process due to a shift in leading activities and the growing importance of interpersonal communication (Merikova, 2025).

Thus, accumulated data indicate the high significance of school engagement for adolescents' educational trajectories while also pointing to its vulnerability in middle and high school. This underscores the need to study the psychological and personal predictors of school engagement precisely during adolescence.

The aim of this study is to identify the direct effects of academic motivation, bases of self-esteem, and responsibility on the school engagement of adolescents studying in grades 8–11.

Engagement is conceptualized as an integrative construct reflecting the degree of students' involvement in learning activities and school life. The use of structural equation modeling (SEM) makes it possible to comprehensively analyze the set of engagement predictors and establish which personal and motivational characteristics have a significant impact on its level.

Research Questions:

1. Which components of academic motivation directly predict the level of school engagement?
2. Are there direct relationships between different bases of self-esteem and school engagement?
3. To what extent is responsibility (social, personal, self-control, etc.) directly related to adolescents' engagement?
4. How do motivation, self-esteem, and responsibility contribute to explaining school engagement?

Literature review

School engagement is a flexible construct considered one of the key factors in overcoming educational disparities and reducing underachievement among youth, as well as a mechanism for compensating for the natural decline in academic motivation during adolescence (Fredricks et al., 2019; Lawson et al., 2022). This concept refers to the value stu-

dents attach to school, their interest in it, and their emotional reactions (e.g., boredom, joy, affection) toward teachers, classes, and the school as a whole (Fredricks et al., 2004, 2019). Engagement is interpreted as a motivational force and a manifestation of adolescents' self-reactive agency (Katsantonis et al., 2024).

Despite the diversity of approaches, researchers agree that engagement is a multidimensional psychological construct that includes cognitive, behavioral, and emotional components (Fredricks et al., 2004). Cognitive engagement is related to interest and readiness to acquire knowledge and skills. Behavioral engagement is expressed in attendance, participation, and task completion. Emotional (relational) engagement reflects the nature of relationships with teachers, peers, and the school as a whole, influencing students' emotional perception of the educational process. An alternative model of engagement (Schaufeli et al., 2002; Martin, 2007) describes it through vigor, dedication, and absorption, emphasizing the role of psychological involvement in learning.

Empirical studies demonstrate that school engagement is positively associated with academic achievement, life satisfaction, and prosocial behavior (Heffner & Antaramian, 2016; Bjugstad et al., 2023). It reduces the risk of dropout and serves as a buffer against adolescents' maladjustment during periods of active social change. Importantly, longitudinal data indicate a decline in cognitive and emotional engagement in upper grades (Lemos et al., 2020; Engels et al., 2020), which increases the significance of identifying its psychological predictors.

Academic motivation is considered one of the most important determinants of engagement. Adolescents with high intrinsic motivation more often demonstrate active participation in learning activities, which positively impacts their academic achievement (Wu et al., 2020). Research shows that motivation enhances engagement by fostering ambitious goals, increasing interest in tasks, and encouraging independent learning (An et al., 2022; Semenova, 2020).

A number of empirical studies have identified a direct positive relationship between motivation and engagement (Wu et al., 2020). Froiland and Worrrell (2016) showed that intrinsic motivation, based on interest and enjoyment of learning, is associated with higher levels of engagement. Similar results were obtained by Huang and Yang (2021), who emphasized that emotional enjoyment of the learning process enhances engagement and contributes to

educational outcomes. Thus, academic motivation acts as a central predictor of engagement, determining the depth and stability of students' participation in the educational process.

Alongside motivation, an important psychological resource of school engagement is self-regulation. Self-control and adolescents' regulatory abilities contribute to successful learning and serve as predictors of academic achievement at all educational levels (Wang et al., 2018; Nevryuev et al., 2022). They also have an inverse effect on tendencies toward boredom and decreased learning interest (Dorosheva&Golubev, 2023).

As a fundamental personality structure, self-esteem can serve as a motivator of engagement. Sirin and Rogers-Sirin (2015) found a positive correlation between self-esteem and engagement, and Zhao et al. (2021) confirmed its predictive value for the level of academic participation. At the same time, self-esteem can be based on different foundations—competence, parental approval, or teacher approval—which differently influence school activity.

Particularly important in the context of self-regulation is academic responsibility. Studies show that it is closely related to engagement and is defined by a student's willingness to take responsibility, independently regulate the learning process, set goals, and monitor their achievement (Gökdağ-Baltaoğlu&Güven, 2022; Kolan, 2020). Responsible students do not limit themselves to classroom activities but continue the learning process outside of school, which contributes to the formation of sustainable engagement (Ariyurek&Yurtseven, 2024). The impact of responsibility and engagement, as noted by Amerstorfer and Münster-Kistner (2021), varies depending on age, gender, and school type, which highlights the multidimensional nature of the phenomenon.

Thus, the modern literature shows that school engagement is a multidimensional construct that combines cognitive, behavioral, and emotional manifestations of participation in school life. Academic motivation serves as a central predictor, but regulatory personal resources – self-esteem and academic responsibility – also play a significant role. Since adolescence is characterized by a consistent decline in engagement, it becomes particularly relevant to study which psychological factors enable sustained participation of students in academic and extracurricular activities. This forms the basis for formulating research questions aimed at identifying the predictors of school engagement among upper-grade adolescents.

Materials and methods

The study involved 286 high school students (grades 8–11) aged 14 to 18. The sample was balanced by gender: 142 boys and 144 girls. Respondents were selected using the convenience sampling method with the support of school administrations. Participation in the study was voluntary and anonymous, with informed consent obtained from parents or legal guardians for each student.

The diagnostic study was conducted online using the Google Forms platform, which ensured convenience in completing the questionnaires and minimized organizational constraints. The average time required to complete the questionnaires was 35–40 minutes. The use of Google Forms proved to be the optimal solution for adolescent diagnostics. The online format provided a high level of accessibility and convenience: students could complete the survey in a comfortable environment and at their own pace, which reduced the likelihood of random errors and inattentive responses. An additional advantage was the anonymity of responses, which minimized socially desirable biases and allowed for more reliable data on motivation, self-esteem, and engagement. Online data collection also simplified control over sample completeness and automated the processing of results, thereby increasing the accuracy and reliability of statistical analysis.

To assess school engagement, the *Multidimensional School Engagement Scale* (Wang et al., 2019), adapted by T. G. Fomina and V. I. Morosanova (2020), was used. The scale identifies cognitive, behavioral, and emotional engagement, reflecting the multidimensional nature of the construct.

Academic motivation was measured using the *Brief Academic Motivation Scale (BAMS)* developed by T. O. Gordeeva, O. A. Sychev, and E. N. Osin (2012). The methodology identifies cognitive motivation, achievement motivation, introjected motivation, external motivation, and also captures the level of amotivation.

Self-esteem was diagnosed using the *Adolescents' Bases of Self-Esteem Questionnaire (ABSEQ)*, proposed by Lunkina and Gordeeva (2019). It distinguishes three authentic bases of self-esteem (competence-based self-esteem, constructive parental approval, and teacher approval) and one compensatory basis.

Responsibility was assessed using the *Responsibility in Adolescents Scale*, developed by

E.E. Danilova, L.A. Begunova, A.G. Lisichkina, and D.A. Andreeva (2024). The methodology covers indicators of general, social, and environmental responsibility, as well as a tendency toward avoidance of responsibility.

Data analysis was conducted using IBM SPSS Statistics 27. To test the research hypotheses, structural equation modeling (SEM) was applied, which makes it possible to assess the direct effects of latent constructs, take into account measurement errors, and obtain more reliable results compared to traditional regression approaches.

Results and discussion

Based on the theoretical review and the selected methods, the task was to empirically test the system of relationships between academic motivation, bases of self-esteem, responsibility, and adolescents' school engagement. For this purpose, the method of structural equation modeling (SEM) was applied, which allows assessing the direct effects of predictors and comparing the significance of different components in the overall structure of school adaptation.

Particular attention in the study was paid to the twofold consideration of the phenomenon of school participation: on the one hand, as a positive construct of engagement, reflecting active participation, emotional attachment, and cognitive effort of students; and on the other hand, as its negative pole – disengagement – manifested in the form of passivity and emotional alienation from the school environment. Such a differentiated approach is consistent with modern conceptual models of engagement (Wang&Fredricks, 2014; Upadyaya&Salmela-Aro, 2013), which emphasize the need to analyze not only the factors that enhance learning activity but also the predictors associated with withdrawal from school life. Studies show that engagement and disengagement are not polar ends of the same continuum but can represent interrelated yet relatively independent processes (Skinner&Pitzer, 2012).

In this regard, building separate models for engagement and disengagement makes it possible to more accurately reflect the psychological dynamics of adolescents and to identify which factors contribute to positive learning outcomes and which increase the risk of maladjustment. The obtained data are presented in Tables 1–2 and Figures 1–2.

Table 1 – Regression coefficients for the school engagement model

Model Term	Coefficient	t	Sig.	95% CI Lower	95% CI Upper	Importance
Intercept	12.702	10.54	0.000	10.33	15.074	nan
Social responsibility	0.748	3.023	0.003	0.261	1.235	0.303
Support	0.976	2.591	0.01	0.234	1.717	0.222
Self-control	1.026	2.46	0.015	0.205	1.847	0.201
Achievement motivation	0.24	2.398	0.017	0.043	0.437	0.191
Cognitive motivation	0.175	1.587	0.114	-0.042	0.393	0.083

The analysis of the structural model showed that the greatest contribution to adolescents' school engagement is made by social responsibility ($B = 0.748$, $p = 0.003$), confirming that the willingness to take on obligations and act in the interests of the group enhances involvement in learning activities. Support also turned out to be a significant predictor ($B = 0.976$, $p = 0.010$), which is consistent with evidence about the importance of a positive environment for students' emotional and cognitive participation. An important role is played by self-control

($B = 1.026$, $p = 0.015$), reflecting adolescents' regulatory resources.

Moreover, achievement motivation ($B = 0.240$, $p = 0.017$) was positively associated with engagement, underscoring the importance of goal orientation and striving for success. At the same time, cognitive motivation ($B = 0.175$, $p = 0.114$) did not reach statistical significance, although it showed a positive effect. The constructed model of school engagement explains 41.7% of the variance of the engagement construct, indicating its strong explanatory power.

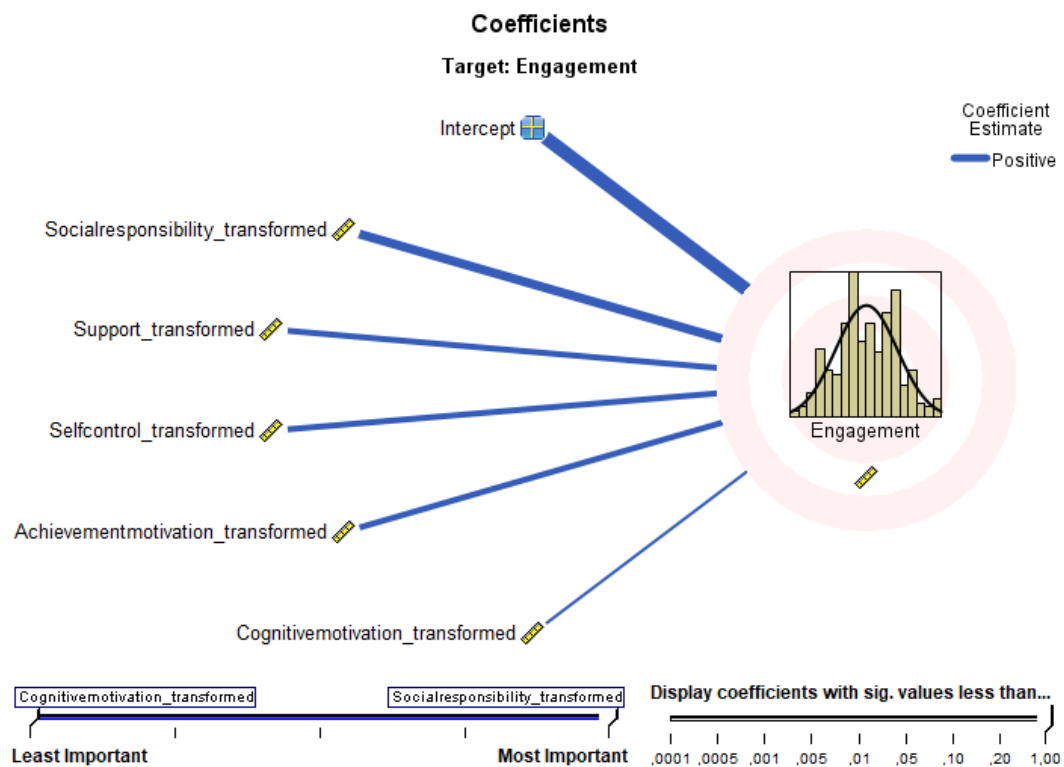
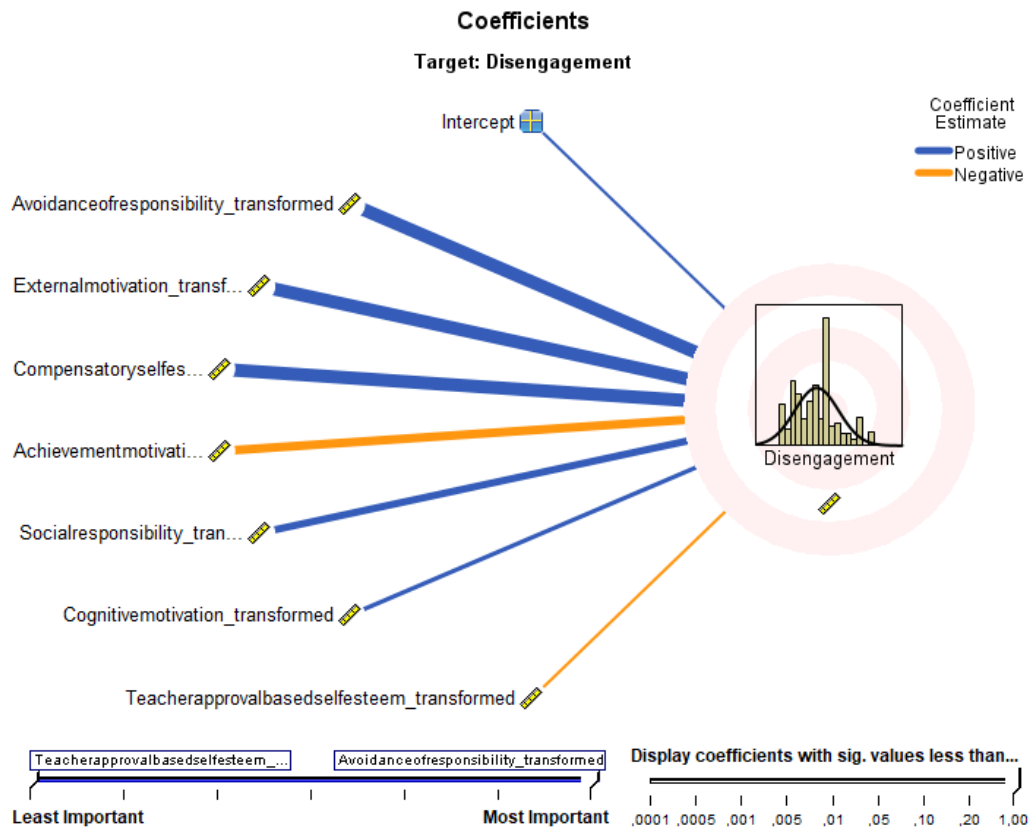
**Figure 1** – Structural Model of School Engagement

Table 2 – Regression Coefficients for the School Disengagement Model

Model Term	Coefficient	t	Sig.	95% CI Lower	95% CI Upper	Importance
Intercept	1.042	1.484	0.139	-0.34	2.424	nan
Avoidance of responsibility	1.881	10.938	0.0	1.542	2.219	0.618
External motivation	0.214	5.607	0.0	0.139	0.29	0.162
Compensatory self-esteem	0.193	4.554	0.0	0.109	0.276	0.107
Achievement motivation	-0.173	-2.855	0.005	-0.292	-0.054	0.042
Social responsibility	0.434	2.756	0.006	0.124	0.745	0.039
Cognitive motivation	0.127	1.904	0.058	-0.004	0.257	0.019
Teacher approval-based self-esteem	-0.060	-1.595	0.112	-0.135	0.014	0.013

The school disengagement model showed that the greatest risk factor is avoidance of responsibility ($B = 1.881$, $p < 0.001$), explaining more than 60% of the model's significance. Significant contributions were also made by external motivation

($B = 0.214$, $p < 0.001$) and compensatory self-esteem ($B = 0.193$, $p < 0.001$), which reflect the role of externally determined foundations and unstable self-evaluation in the formation of alienation from the learning process.

**Figure 2** – Structural Model of School Disengagement

Interestingly, achievement motivation ($B = -0.173$, $p = 0.005$) appeared to be a protective factor, negatively associated with disengagement: the higher the adolescents' orientation toward success, the lower the likelihood of passive or detached attitudes toward learning. Social responsibility ($B = 0.434$, $p = 0.006$), on the contrary, showed a positive relationship with disengagement, which may indicate contradictory effects of this indicator in adolescent groups, where striving to meet social expectations may be accompanied by emotional detachment.

Cognitive motivation ($B = 0.127$, $p = 0.058$) did not reach the level of statistical significance, although its positive contribution to disengagement requires further analysis. Similarly, teacher approval-based self-esteem ($B = -0.060$, $p = 0.112$) did not show a significant relationship, which suggests a more indirect effect of this factor.

The school disengagement model has even higher explanatory power, reflecting 60.4% of the variance of this indicator.

Comparison of the two models showed that the mechanisms of engagement and disengagement have both common and unique predictors. Engagement is primarily determined by resource factors-social responsibility, support, and self-control-whereas disengagement is explained mainly by risk factors-avoidance of responsibility, external motivation, and compensatory self-esteem. Thus, the data confirm that engagement and disengagement are not polar ends of a single continuum but relatively independent constructs requiring different strategies of pedagogical and psychological support.

The findings refine the role of academic motivation in adolescents' school adaptation. Despite the theoretical grounds for considering motivation as a key predictor of engagement, in this study its contribution was limited: only achievement motivation showed a weak positive relationship with engagement, while cognitive motivation did not demonstrate a significant effect. This suggests that motivation alone is not the leading factor in school participation. Much more substantial influence is exerted by personal resources-social responsibility, support, and self-control. At the same time, in the disengagement model, motivational indicators play a key role: external motivation and compensatory self-esteem increase the risks of alienation, whereas achievement motivation acts as a protective factor. Thus, motivation determines disengagement tendencies more strongly than the level of engagement.

The obtained data are consistent with a number of international and Russian studies emphasizing the asymmetry of motivation's influence on engagement and disengagement. For example, Reeve and Tseng (2011) showed that students' engagement is determined not only by motivational factors but also by agency, i.e., the ability of students to act as active subjects of the learning process. Longitudinal studies in Finland confirmed that motivation plays a greater role in explaining disengagement, while engagement levels depend more on social context and personal resources (Upadaya & Salmela-Aro, 2013). Skinner and Pitzer (2012) noted that the key determinants of sustained engagement are self-control and support from significant adults, rather than motivational attitudes themselves. A similar conclusion is contained in the review by Fredricks et al. (2019), where it is emphasized that academic motivation is more closely related to the cognitive component of engagement but does not fully explain its emotional and behavioral components. Russian studies also point to the primary importance of self-regulation and social support for school participation: research by T.G. Fomina and V.I. Morosanova (2022; 2024) showed that it is precisely regulatory mechanisms and a supportive environment that are stable predictors of adolescents' engagement.

Thus, it can be concluded that motivation serves rather as a risk or protective factor against school disengagement, whereas engagement is determined by a combination of personal and social resources that ensure active and meaningful participation in educational activities.

Conclusion

The conducted analysis revealed differences in the predictors of school engagement and disengagement among older adolescents. Engagement was found to be more closely related to personal and social resources – social responsibility, support, and self-control – whereas the role of academic motivation in its formation was limited. Achievement motivation showed the greatest importance, while cognitive motivation did not demonstrate a statistically significant effect. This confirms that engagement is determined not so much by internal academic drives as by a combination of regulatory and socially significant factors.

The disengagement model, on the other hand, demonstrated a different configuration of predictors: the key risk factors were avoidance of responsibility, external motivation, and compensatory self-

esteem. At the same time, achievement motivation had an inverse effect, acting as a protective factor. This result underscores that motivation plays a more significant role in preventing school alienation than in ensuring active engagement. The overall findings confirm that engagement and disengagement are not opposite poles of a single continuum but relatively independent constructs determined by different sets of factors.

A promising direction for further research is the transition from an integral assessment of engagement and disengagement to an analysis of their multidimensional structure. Modern conceptual models propose considering school engagement and alien-

ation as systems that include four interrelated components: cognitive, emotional, behavioral, and social (Fredricks et al., 2019; Wang et al., 2019). Such an approach will make it possible to identify which specific aspects of engagement are most sensitive to the influence of academic motivation, bases of self-esteem, and responsibility, as well as to clarify the mechanisms behind maladaptive trajectories of school participation. In the future, this will open up opportunities for the development of targeted psychological and pedagogical interventions aimed at strengthening adolescents' cognitive and emotional involvement and reducing the risks of their social alienation in the school environment.

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