



Schooling But Not Learning: Exploring the Social and Psychological Factors Affecting Children's Engagement in Learning

Dek Ngurah Laba Laksana^{1✉}

^{1✉}STKIP Citra Bakti, laba.laksana@citrabakti.ac.id, Orcid ID: [0000-0003-4695-5403](https://orcid.org/0000-0003-4695-5403)

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Abstract

The phenomenon of "schooling but not learning" highlights the gap between attendance and learning outcomes, necessitating a deeper understanding of social and psychological factors to enhance basic education quality. This study examines social and psychological determinants of the "schooling but not learning" phenomenon among elementary students in Ngada Regency, Indonesia, using a mixed-methods design. Participants comprised 200 students, 21 teachers, and 195 parents. The qualitative data (observations and semi-structured interviews) were thematically analysed, and the teacher-parent questionnaires were analysed quantitatively using means and standard deviations. Quantitatively, teachers reported greater difficulty with student attention than parents ($M=3.19$ vs. 2.91). At the same time, both groups rated family influence on engagement as high (4.57 vs. 4.08) and perceived teacher support as adequate (3.86 vs. 4.00). The anxiety was rated comparatively low overall (2.62 vs. 2.43), and school climate was viewed as inclusive (4.00 vs. 4.02). The importance of parental involvement received the highest endorsement (4.86 vs. 4.62), yet the current learning model was judged least responsive to socio-psychological needs (1.76 vs. 2.49). These patterns indicate that engagement barriers are concentrated in attention and motivation within generally supportive family-school contexts, and that instructional models require redesign to address students' socio-psychological needs better. Practical implications for adaptive classroom management, family-school collaboration, and targeted counseling resources to strengthen engagement and learning outcomes are outlined.

Keywords:

Psychological and Social Factors, Schooling But Not Learning, Student Engagement

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Abstrak

Fenomena “sekolah tapi tidak belajar” menyoroti kesenjangan antara kehadiran dan hasil belajar, yang mengharuskan pemahaman yang lebih mendalam tentang faktor-faktor sosial dan psikologis untuk meningkatkan kualitas pendidikan dasar. Penelitian ini menganalisis determinan sosial dan psikologis fenomena “sekolah tapi tidak belajar” di kalangan siswa sekolah dasar di Kabupaten Ngada, Indonesia, menggunakan desain campuran (mixed-methods). Peserta terdiri dari 200 siswa, 21 guru, dan 195 orang tua. Data kualitatif (pengamatan dan wawancara semi-terstruktur) dianalisis secara tematis, sedangkan kuesioner guru dan orang tua dianalisis secara kuantitatif dengan rata-rata dan simpangan baku. Secara kuantitatif, guru menunjukkan kesulitan yang lebih besar dalam hal perhatian siswa dibandingkan orang tua ($M=3,19$ vs. $2,91$). Pada saat yang sama, kedua kelompok menilai pengaruh keluarga terhadap keterlibatan siswa tinggi ($4,57$ vs. $4,08$) dan menganggap dukungan guru cukup memadai ($3,86$ vs. $4,00$). Kecemasan dinilai relatif rendah secara keseluruhan ($2,62$ vs. $2,43$), dan iklim sekolah dianggap inklusif ($4,00$ vs. $4,02$). Pentingnya keterlibatan orang tua mendapat dukungan tertinggi ($4,86$ vs. $4,62$), namun model pembelajaran saat ini dinilai paling kurang responsif terhadap kebutuhan sosio-psikologis ($1,76$ vs. $2,49$). Pola ini menunjukkan bahwa hambatan keterlibatan terkonsentrasi pada perhatian dan motivasi siswa di tengah konteks keluarga-sekolah yang umumnya mendukung, dan model instruksional memerlukan perancangan ulang untuk memenuhi kebutuhan sosio-psikologis siswa dengan lebih baik. Implikasi praktis untuk manajemen kelas adaptif, kolaborasi antara keluarga dan sekolah, serta sumber daya konseling yang ditargetkan untuk memperkuat keterlibatan dan hasil belajar dijelaskan secara rinci.

Kata Kunci:

Faktor Psikologis dan Sosial, Sekolah Tapi Tidak Belajar, Keterlibatan Siswa

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INTRODUCTION

Education is a key pillar for every child and a right that the state and society should provide. However, not every child who goes to school is given the ideal chance to learn. The phenomenon of children who go to school but do not mentally engage in the learning process, especially those who struggle socially and psychologically, poses a critical problem that deserves very close scrutiny. Although enrolled in school, many children do not actively engage with the educational activities offered to them or encounter significant challenges in the learning process (Havik et al., 2014; Shalini et al., 2024). This suggests that while children may be present at school, they do not actively participate in learning.

Against this national backdrop, the present study focuses on primary school children in Ngada Regency, East Nusa Tenggara. These district-level findings are not generalised to the entire nation; instead, Ngada is presented as a provincial case that deepens understanding of the social-psychological mechanisms that shape classroom engagement in less-represented contexts within Indonesia. The contribution is twofold: (a) to provide mixed-methods evidence on micro-level barriers (e.g., peer distraction, family support constraints, classroom climate) and (b) to outline actionable implications aligned with national evidence—adaptive classroom management, home-school collaboration, and targeted counselling supports—that can be iteratively tested and scaled in other settings.

Additionally, domestic assessments reinforce the international picture. Indonesia's National Assessment (AN) reports that a substantial share of students has yet to reach the minimum competency benchmarks in literacy and numeracy, with wide disparities across socio-economic groups. The AN trend from 2021–2023 underscores that the challenge is systemic rather than localised (Ministry of Basic and Secondary Education, 2024). In parallel, recent updates to Learning Poverty estimates suggest that around one in two children aged 10 cannot read and comprehend a simple text on time, underscoring how 'schooling without learning' can manifest as foundational literacy delays (Cloutier et al., 2024).

While access to primary schooling in Indonesia is nearly universal, learning outcomes remain comparatively low by international and domestic indicators. In PISA 2022, Indonesia's mean scores were 366 in mathematics, 359 in reading, and 383 in science—below the OECD average—with only about 18% of students reaching at least Level 2 in mathematics, approximately 25% in reading, and roughly 34% in science. These figures illustrate a persistent gap between participation in schooling and attainment of basic competencies (OECD, 2023).

The concern is not only physical participation but also about the children's disposition to emotionally and psychologically engage with the educational process. Inadequate family support, failure to psychologically adapt to the school, and anxiety disorders, depression, and other psychological problems all contribute to this gap (Tekin et al., 2018). In addition, students' socio-economic status, which limits the scope of available educational materials, is a contributing factor to the gap. These multifaceted problems often require a wider, systematic approach that allows the educational system to address interrelated factors.

As reported by the Ministry of Education and other associated organisations, Indonesia now has an increasing number of children who are not fully engaging in learning processes, and this trend is not limited to rural areas. Children in urban areas also exhibit these behaviours, often because of sociocultural expectations, family financial burdens, or other personal challenges (Yulianti et al., 2019). This indicates that the problem extends beyond the individual to the system in which they operate. Thus, the issue requires greater effort to ensure adequate focus on addressing the problem appropriately.

In this regard, the learning model lacks a framework to address the diverse psychological and social needs of these children. An inclusive pedagogical model is proven effective when tailored to the child's emotional, psychological, and social conditions to enable optimal learning. Its purpose is to provide a framework for every child to surmount their psychological and social challenges within the learning process.

Given this need, instructional methods that acknowledge student variability, such as Differentiated Instruction, are critical to advancing equity and literacy in inclusive settings (Qorib, 2024). Proper learning models and strategies are expected to significantly modify the learning opportunities offered to children, making them feel more accepted and better able to learn in a supportive environment (Yunitasari et al., 2025).

To address the goal of children who are "schooling but not learning," this study seeks to develop an inclusive learning model grounded in a sociopsychological understanding of children and to adapt learning methods to their needs. The researchers hope that the learning model developed will be adopted by an increasing number of schools in Indonesia to improve education (Havik et al., 2014). The objectives of this study are: (1) to analyse the sociopsychological issues of children attending school but not fully participating in the learning activities, and (2) to describe the problems of children, parents, and teachers concerning their roles in aiding children suffering from social and psychological problems.

METHODS

This study employed a convergent parallel mixed-methods design, collecting qualitative (observations, semi-structured interviews) and quantitative (structured questionnaires for teachers and parents) data during the same phase and integrating them at the interpretation stage. The qualitative strand adopts a phenomenological orientation to capture the lived experiences of engagement barriers, while the quantitative strand provides descriptive prevalence patterns within the participating schools.

The study involved 200 students, 21 teachers, and 195 parents from primary schools in Ngada Regency. Schools were selected in consultation with local education offices to reflect typical public-school contexts in the district. The inclusion criteria for participants were enrolled primary students (appropriate for classroom observation and teacher reports), classroom teachers responsible for the observed classes, and

parents/primary caregivers of the participating students.

For the students, data were collected through classroom observations, focusing on engagement behaviours such as attention, participation, and peer interactions. Not all 200 students were interviewed directly. Instead, a small sample of students was selected for in-depth semi-structured interviews based on observed engagement behaviours and teacher recommendations. This sampling strategy ensured that a diverse range of experiences, including students with varying levels of engagement, were captured. The interviews focused on family support, peer dynamics, and emotional regulation during the learning process.

The teachers and parents completed structured questionnaires assessing perceived student engagement, family support, classroom support, and school climate. Teacher questionnaires were distributed to all 21 teachers involved in the study, while parent questionnaires were distributed to a subset of 195 parents, targeting those most actively engaged in their child's school life. Recruitment was facilitated by school administrators, who assisted with distributing information letters and obtaining consent.

Teachers and parents completed structured questionnaires on perceived student engagement, peer-related distractions, family support, teacher/classroom support, school climate, and indicators of anxiety or motivation. Item pools were derived from prior literature and contextually adapted through expert review with local educators. Internal consistency was assessed using Cronbach's alpha and documented content validity procedures; details of item wording and reliability indices are provided in the results.

Classroom observations were conducted using a non-participant stance and a structured observation guide aligned with the constructs above (attention/on-task behaviour, peer interaction patterns, teacher scaffolding). Semi-structured interviews followed an interview protocol covering family support, peer dynamics, classroom routines, and emotional self-regulation. Interview prompts were piloted for clarity and cultural appropriateness. Data were audio-recorded with consent and transcribed for analysis.

For data analysis and integration, qualitative data were analysed thematically using an inductive–deductive approach (Braun and Clarke, 2006), with two coders developing and iteratively refining a codebook; coding disagreements were resolved through discussion. In comparison, quantitative data were summarised with means and standard deviations. Both qualitative and quantitative strands were integrated during interpretation by triangulating convergent or divergent evidence and using joint displays to link themes with descriptive statistics.

To enhance qualitative rigour, analyst triangulation, an audit trail of codebook revisions, and illustrative verbatim quotes were used in the results to ground claims about peer distractions and family support. For the quantitative strand, reliability indices and item examples were reported to support instrument transparency. All procedures received administrative approval from participating schools; parental consent and child assent were obtained, and anonymisation was applied to transcripts and reports.

RESULTS AND DISCUSSION

Social-Psychological Factors Hindering School Children's Involvement in Learning

Social factors are critical in shaping children's learning engagement, as this study has illustrated. Many children reported difficulty concentrating during lessons due to frequent peer distractions. Nearly all interviewees suggested that classmates' talking and disruptive behaviours interfered with their concentration. This social dynamic occasionally led students to disengage further, sleeping or chatting during lessons that were too difficult or uninteresting to follow, highlighting the importance of peer relationships in fostering or impeding active participation. Family support emerged as another critical factor. Children who reported receiving encouragement, active engagement with homework, and motivational boosters from their parents demonstrated greater enthusiasm and involvement in their studies.

In contrast, children who reported receiving neglect from parents or faced challenges like textbook and school supply shortages struggled to concentrate and progress academically. The school as a whole

also influenced engagement. Several children reported feeling so uncomfortable that external noise, inadequate facilities, or limited space distracted them from concentrating. Although most students reported a general perception of inclusion in their schools, enduring complaints across the physical and social dimensions suggest that many learning environments remain far too inadequate, further hindering efforts to foster optimal student engagement.

Psychological aspects also play a critical role in influencing learners' participation in learning activities, among which anxiety seems to be the most pronounced barrier. A good number of students indicated experiencing anxiety in relation to classes, particularly to complex topics or in the context of impending exams, stemming from worrying about not being able to match the workload or 'perform in assignments and tests.' Such anxiety, which was quite common, not only distracted them but also, in tandem, made them avoid complex subjects and, in the process, become less active in class as a result of being preoccupied with their concerns.

Motivation also influenced their learning behaviour. Children with low motivation, for example, engaged in several passive activities when the subject matter was difficult or too far removed from their recreational activities. Accounts disclosed that boredom was particularly prevalent among students whose classes were not engaging or whose teachers presented the material in a dry, uninspiring manner. On the other hand, students with high motivation showed high levels of participation, including answering questions, participating in discussions, and completing class activities.

In addition, the ability to control one's feelings proved to be another central issue for some students who had difficulty with their schoolwork; when they had to do their work, they struggled to control their feelings and felt anger and frustration. This inability to process difficult feelings often appears as avoidance of class activities, including sleeping during lessons or drifting into irrelevant conversations, severely limiting their engagement. These results underline the importance of providing appropriate emotional and stress-relief resources as part of

educational techniques to enhance student participation.

Apart from social and psychological factors, children's engagement in learning is also affected by limited resources and unsuitable teaching approaches. Many students could not participate fully due to a lack of basic educational materials, textbooks, learning technologies, and writing instruments. Oftentimes, insufficient notes and incomplete materials forced students to follow incomplete lessons, which caused many of them to lag behind their better-resourced peers. In addition, the instructional approaches the teachers used tended to be inappropriate for the children's varying learning needs. Some learners who struggled with talkative, lively class interactions preferred calmer, more orderly, slower lessons. It resulted in greater frustration and, most importantly, lower engagement in the class activities.

Challenges for Teachers, Parents, and Children with Learning Difficulties Due to Social and Psychological Issues

For students with social and psychological issues, the educational process is highly individualised and is accompanied by numerous hurdles. Constructive social interactions among students, which are myriad peer groups, seem to be a major concern. Most students reported being significantly distracted by unrelated noise, conversations, and other disruptive activities. These social distractions made it difficult to concentrate, triggering a vicious cycle of frustration and stress that further disengaged students.

Anxiety and stress were also significant psychological barriers, and many students confessed that they were psychologically stressed, as in the case of educational and informational tasks, the mark or comprehensible content was missing. Such anxiety led to cognitive overload, a lower disposition to participate, and decreased active class participation. Moreover, difficulties in managing one's emotions were commonplace, as some children expressed difficulty managing anger when the class presented high difficulty or felt they were not adequately helped. This can be described as an inability to effectively cope with a barrage of negative emotions. As a consequence of this inability, a

person with negative emotions tends to resort to avoidance behaviours, such as dozing off or socialising with classmates, and then withdraws from learning.

Furthermore, parents faced numerous challenges when offering appropriate support to children with social and psychological learning difficulties. Several parents emphasised time and scheduling constraints due to work as a key barrier to their ability to support their children's learning. In addition to this, some parents mentioned limited knowledge and inadequate strategies for supporting children with social and psychological difficulties, making it challenging to provide proper support. Adding to these challenges, many parents reported being inconsistent in providing essential educational resources, such as interactive learning tools and current workbooks, which negatively impacted their children's ability to concentrate and actively participate in class. Parents also expressed concern about limited participation in school-related activities and reported difficulties attending parent-teacher meetings and engaging in home learning activities. This withdrawal hampered parents' capacity not only to monitor educational progress but also to provide meaningful support, creating significant challenges to their children's learning. The range of social and psychological issues related to learning difficulties that teachers must manage in the classroom is extensive.

Understanding the socio-psychological factors supporting children is critical and challenging for most. It becomes even more pronounced in larger classes, where the sheer number of students becomes overwhelming. Students who require more intensive, tailored support are especially vulnerable within this framework. Teachers tended to work in contexts with little to no institutional support and lacked the much-needed psychologists and counsellors, placing significant limits on the scope for practical action. A teacher expressed, *"I cannot get any work done because of how disengaged the students in class are, distracted, and unwilling to work."* With no desire to do any work, the students were perpetually unengaged. These issues are connected to systemic and contextual factors

within the educational framework that should be addressed.

Teachers' and Parents' Perceptions of the "Schooling But Not Learning" Phenomenon

An analysis of the given data combines quantitative evidence with teachers' and parents' opinions on the factors that influence children's learning engagement. Teachers rated the issue of children paying attention to the task during class at a mean of 3.19. Parents gave a lower score of 2.91. This illustrates sharper attention problems from a teacher's perspective compared to a parent's. This gap likely exists since teachers deal with attention problems daily. Family factors emerged as a highly influential variable, with teachers assigning a mean score of 4.57 and parents a slightly lower, yet still substantial, score of 4.08. All participants strongly believed that family dynamics are especially pivotal for children's attitudinal and behavioural engagement with school. However, the stronger view among teachers is suspected to stem from their greater emphasis on family involvement than on learning in the home.

Parental and teacher assessments of support given to students were relatively high at 3.86 and 4.00, suggesting that support is perceived as adequate. The more favourable rating from parents is noteworthy, as it suggests they perceive that staff are giving sufficient attention to their children. Concerning perceived anxiety or stress, both the teachers (mean = 2.62) and parents (mean = 2.43) rated the anxiety as low. The higher rating by teachers, however, may reflect their greater awareness of the academic and social pressures that tend to be invisible to parents at home. The two responding groups rated the inclusivity and supportiveness of the school environment highly, with teachers reporting a mean of 4.00 and parents 4.02, indicating strong alignment in perceptions and that schools are regarded as successful in fostering an inclusive environment for learning. The parents' perceptions were complemented by the teachers' assessments, which were high (mean = 4.86) and 4.62 from the parents, signalling the importance of parental involvement and a strong synergy between home and school, both perceived as necessary for students to perform academically.

Despite this, both educators and parents highlighted significant gaps in the model's ability to address students' socio-psychological aspects, with the learning model receiving the lowest mean ratings—1.76 from teachers and 2.49 from parents. This pattern indicates that teachers, if not parents, regarded the current learning models as irrelevant to the social and psychological challenges students faced. In contrast, parents did show some concern, albeit less intensively. In summary, these findings demonstrate the blending and separation of the primary stakeholders' perceptions and illustrate the need for greater flexibility within the learning model and more appropriate developmental educational frameworks that fully support the students' participation and achievement. Detailed data are provided in Table 1.

Table 1. Descriptive Statistics of Parent and Teacher Questionnaire Response

| Statement | Means | | Std. Deviation | |
|--|-------|------|----------------|------|
| | T | P | T | P |
| The child experiences difficulty focusing while studying. | 3.19 | 2.91 | 1.47 | 1.38 |
| Family factors influence the child's engagement at school. | 4.57 | 4.08 | 0.68 | 1.23 |
| The child receives sufficient support from teachers at school. | 3.86 | 4.0 | 1.39 | 1.21 |
| The child frequently feels anxious or stressed while studying. | 2.62 | 2.43 | 1.32 | 1.37 |
| The school environment is inclusive and supportive for all children. | 4.00 | 4.02 | 1.30 | 0.97 |
| Parents have an important role in supporting their child's learning. | 4.86 | 4.62 | 0.36 | 0.63 |
| The current learning model inadequately accommodates the needs of children with social and psychological challenges. | 1.76 | 2.49 | 1.14 | 1.38 |

Note: T= Teacher, P= Parent

Discussion

The findings of this study broaden understanding among teachers and parents of what lies behind the social and psychological elements of the "Schooling but Not Learning" issue. Overall, the findings stress important issues that shape how children participate in learning. First, with respect to the enduring problem of poor attention to learning tasks, both groups defined the challenge, consistent with evidence that classroom transitions and local peer disruptions tend to increase off-task behaviour (Godwin et al., 2013). Teachers had a slightly higher mean score, suggesting educators were often aware of such issues because they actively engaged in teaching and observed learner actions; prior work shows teacher ratings are especially sensitive to classroom attention problems and are supported by structured observation systems (Leff et al., 2011; Murray et al., 2018). The relationship between the classroom setting and behaviours such as off-task behaviour and hyperactivity underscores that environmental factors significantly affect attention problems (Staff et al., 2023).

The disparity between students' reported anxiety and the low ratings from teachers and parents suggests a perceptual gap not fully addressed in the study. While students identify anxiety as a significant barrier to learning, teachers may recognize observable symptoms in the classroom, and parents may overlook anxiety occurring at school. The study calls for further investigation into this divergence, particularly regarding the internalized nature of anxiety that may elude parental observation. It highlights the necessity for a more integrated approach between qualitative and quantitative data to achieve a comprehensive understanding of student anxiety and the need to update instructional models to better meet students' psychological needs (Hill & Tyson, 2009; Janus et al., 2023).

Because of attention difficulties, some learners struggled considerably with passive forms of instruction and benefited when instruction minimised passive exposure and maximised active engagement (Deslauriers et al., 2019; Flores et al., 2022). In fact, students struggled because of poor concentration on learning tasks, which posed an active

challenge to their learning, a pattern repeatedly linked to reduced instructional time and academic attainment (Flores et al., 2022).

Equally important, both teachers and parents acknowledged the impact of family dynamics on students' school engagement. Both respondent groups emphasise the family-school relationship and call for system-wide collaboration to enhance students' academic achievement (Hill & Tyson, 2009; Kely & Wakabayashi, 2020; Sheridan et al., 2011). The slight difference in means suggests that teachers might place greater emphasis on the family engagement dimension of students' learning experiences. This finding underscores the need for parent-centred educational campaigns emphasising family interactions and conversations on learning at home (Cosso et al., 2022; Ybañez et al., 2024). Teachers and parents assigned low scores to students' anxiety and stress levels during learning activities. This suggests that the majority of students did not have to grapple with significant stress and anxiety in their everyday learning experiences. However, the comparatively higher score from teachers suggests greater responsiveness to signs of anxiety in the classroom than parents show at home (Janus et al., 2023; Syriopoulou-Delli et al., 2019). This supports the idea that sociability and academic stressors around school more pronounced. The school environment's supportiveness and inclusiveness yielded high scores from both teachers and parents. The favourable ratings from both groups suggest that the school environment was making strides toward fostering inclusiveness, which is commendable. Such environments are essential in aiding students' academic and socio-emotional growth (Daily et al., 2020; Konold et al., 2018).

This favourable perception provides the impetus for schools to strive to enhance and sustain inclusiveness and supports character education, empathy training, and social awareness. The importance of parents in facilitating learning yielded high scores from both teachers and parents. These scores indicate that both groups understood and appreciated the significant impact of parents on the educational sphere. This underscores the necessity for sustained and meaningful

collaboration between families and schools. Throughout the year, schools need to improve their outreach to parents by scheduling meetings to discuss their child's learning milestones and provide guidance on fostering learning at home (Cosso et al., 2022; Sheridan et al., 2011). As for the effectiveness of the learning models used in class in meeting students' social and psychological needs, there were some low scores. This may suggest that, in general, learning models were not adequately equipped or designed to help students with social and psychological difficulties.

The dip in teachers' scores may reflect their awareness that traditional educational frameworks fall short of adequately serving students' diverse needs. This suggests the urgent need to design learning models that are more psychologically flexible, adaptive, cross-inclusive, and holistic, such as project-based learning (Guo et al., 2020), psychologically informed support models, and group work that fulfil social needs (Durlak et al., 2011; Van Ryzin & Roseth, 2018; Zhang & Ma, 2023). Specifically, differentiated instruction is proposed as a learning solution to address student diversity and promote critical diversity literacy in inclusive education (Qorib, 2024). Implementing community of practice models has been shown to be an effective, inclusive approach to supporting children with social, emotional, and behavioural difficulties in school contexts (Botha & Kourkoutas, 2015).

To recapitulate, this investigation provides valuable contributions towards understanding teachers' and parents' perceptions regarding the factors shaping the "Schooling but Not Learning" phenomenon. The results of this study highlight the need for a comprehensive educational system that includes proactive teaching, active family engagement, a positive school climate, and flexible instruction. Overcoming this phenomenon requires a proactive, systematic approach that addresses all these factors, fostering a supportive educational environment that nurtures students academically and emotionally (Cheng et al., 2022). To ensure sustainability, a comprehensive approach to enhancing mental health support must be embedded within

educational policies, particularly in response to various crises (Wiedermann et al., 2023).

The presence of children in school, yet their disengagement from the learning process, is determined by several psychological and social factors. Di Vincenzo et al. (2024), for example, highlight school refusal behaviour in children and adolescents, noting its potentially negative psychological implications and its frequent association with common psychopathological disorders such as anxiety and depression. This is the issue of interest in the present study. A few social, psychological, and economic factors determine a child's active participation in the learning process. A study by Dignath et al. (2022) found that teachers' recognition of inclusive education influences their beliefs about the potential of children who are likely to struggle in the learning process. Mpu and Adu (2021) point out that social issues like separation anxiety, emotional disorders, and other social problems can prevent children from being actively involved in learning. Tekin et al. (2018) observed that psychological issues such as anxiety and depression have the potential to interfere with children's participation in educational activities even when they are present physically. As noted in the OECD report, socio-economic factors are among the primary determinants of a child's access to education and the quality of the education they receive. Economically disadvantaged students are usually unable to engage in education fully because of myriad factors around the school environment, such as the lack of financial resources, exposure to domestic violence, or insufficient parental support.

Students with special educational needs (SEN) require appropriate emotional and psychological support to function optimally in fully inclusive educational settings. The need for psychological support for children with special educational needs to foster their development in inclusive classrooms is well-established. Various psychological and emotional factors are critical for facilitating children's learning. In their research on children with learning disabilities, Salas-Pilco et al. (2022) highlighted the social and emotional difficulties these children face in their interactions with peers and teachers. Much social and psychological evidence

supports a child's learning achievement. Lakkala et al. (2021) noted that children from less nurturing backgrounds experience stress and anxiety, causing difficulties in concentrating on learning and tackling academic challenges. Emotional and stress management difficulties can severely hinder a student's ability to complete homework, participate in class, or engage fully in learning activities. Equally important are social aspects, including peer relations, familial support, and a welcoming school climate, which are critical to educational attainment. As cited in Pulimeno (2020), children who receive a supportive social environment at home and school feel safer and more confident, which motivates them to engage in learning and active class participation.

Inclusive education as an approach systematically seeks to engage all children, including those with biopsychosocial difficulties, within an encouraging learning atmosphere. As Rapp and Corral-Granados (2024) noted, educational psychology is particularly concerned with formulating and integrating suitable inclusive practices guided by pertinent psychological principles. It seeks to ensure that all children, regardless of their physical, social, and psychological difficulties, have equal access to educational opportunities within a nurturing atmosphere. This education model emphasises the need to support children with diverse needs and learning difficulties and to ensure active engagement in learning. As outlined by Krämer et al. (2021), the inclusive learning model benefits not only children with disabilities but also those who face social and psychological barriers to learning. It seeks to promote a more equitable and enriched educational environment so that all children have the opportunity to learn in the manner most suitable to their needs. As highlighted by Szumski et al. (2022), the effectiveness of inclusive learning is greatly influenced by adaptive classroom management, teachers prepared to identify and address special needs, and the learning materials and strategies used. Supporting the general teachers' experience in implementing instructional approaches that acknowledge students' natural learning systems is vital for successful inclusive classrooms (Rasmitadila et al., 2021). As such, creating a learning

model that supports the social and psychological domains, alongside the curriculum, for students encountering learning challenges is essential.

A clear next step is a longitudinal evaluation of the proposed learning model, which combines adaptive attention routines, structured home-school collaboration, and targeted counselling supports. A feasible design would be a cluster-randomised or stepped-wedge trial across classes/schools, with follow-up over 2 to 4 semesters. Primary outcomes should include multi-informant engagement ratings, on-task attention and distraction incidents, and standardised literacy or numeracy scores; secondary measures can track motivation or anxiety, classroom climate, teacher scaffolding, and family routines.

To strengthen explanatory power and transportability, a mixed-methods process evaluation (midline/endline interviews, classroom ethnography, and joint displays) should be embedded to explain how and for whom the model works. Heterogeneity analyses by baseline proficiency and socio-economic background, robustness checks (missingness, cluster imbalance), and documentation of reliability and longitudinal invariance of instruments may be planned.

CONCLUSION

This research underscores the importance of both social and psychological factors in children's learning engagement. Social disruptions caused by peers, inadequate family support, and an unpleasant school climate hindered a child's active participation in the learning process. Psychologically, anxiety, motivational deficits, and poor emotional regulation compounded the issues. There were also inadequate resources and inappropriately applied teaching methods during the learning process, which further complicated matters for these children. Children with social and psychological issues had learning difficulties, which compounded the complexity of social interactions, anxiety, emotional regulation, and emotional management. From a parenting perspective, challenges arose due to insufficient time, skills, and resources. From an educator's point of view, there was a lack of insight into the assistance these children require and how to

address their individual, holistic needs. As a result of the noted gaps, there is a need for greater parental engagement, a revised approach to the school's culture, teaching from a psychological standpoint, and better access to educational materials such as books, writing devices, and technology. Implementing these measures will increase children's motivation and engagement, and the impact will be seen in their academic activities and outcomes.

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