

LINGUISTICS & EDUCATION

AI for Invisible Barriers in
Inclusive Education

Home Ecology Barriers for
India's First-Gen

Teacher Readiness and
Student Mental Health

Literature Access in
Peripheral Territories

Discovering Thoughts, Inventing Future

VOLUME 26 / ISSUE 4 / VERSION 1.0

**GLOBAL JOURNAL OF
HUMAN-SOCIAL SCIENCE**

Section G - Linguistics & Education

Volume 26

2026

Issue G4

Global Journal of Human-Social Science

ISSN (Online): 2249-460X • ISSN (Print): 0975-587X

Open Access Policy

All articles published in Global Journal of Human-Social Science are open access articles published under the Global Journals Open Access Publishing Agreement, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Publisher

Global Journals Incorporated
301 Edgewater Place, Suite 100
Wakefield, MA 01880, United States

Copyright

© 2026 by Global Journals Incorporated (USA). All rights reserved.

No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without written permission.

Disclaimer

The authors, editors, and publisher will not accept any legal responsibility for any errors or omissions that may be made in this publication. The publisher makes no warranty, express or implied, regarding the material contained herein.

Global Journal of Human-Social Science

Humanities, education, society, governance, culture, communication and interdisciplinary social research.

Dr. Albrecht Classen

UNIVERSITY DISTINGUISHED PROFESSOR · PH.D.

Department of German Studies · University of Arizona
Tucson, United States

Research focuses on Classics, with related work in History, Arts and Humanities.

ORCID · OpenAlex

Xueyan Hu

RESEARCHER · PH.D.

Department of Education · Texas A&M University
College Station, United States

Research focuses on Developmental and Educational Psychology, with related work in Literature and Literary Theory, Language and Linguistics.

ORCID · OpenAlex

Ferdinand Bulusan

ASSOCIATE PROFESSOR

Education · Batanes State College and University of Cagayan Valley
Basco, Philippines

Research focuses on Developmental and Educational Psychology, with related work in Education, Information Systems.

ORCID · OpenAlex

Dr. Laura Albaine

ADJUNCT PROFESSOR

Social science · DEGREE IN POLITICAL SCIENCE. Faculty of Social Sciences UBA.
Capital Federal, Argentina

Research focuses on Sociology and Political Science, with related work in Social Sciences, Social science.

Dr. Faisal Khamis

ASSOCIATE PROFESSOR · PH.D.

Department of Statistics · Al-Zaytoonah University of Jordan
Amman, Jordan

Research focuses on Economics and Econometrics, with related work in General Economics, Econometrics and Finance, Management of Technology and Innovation.

ORCID · OpenAlex

Dr. Intakhab Khan

PROFESSOR · PH.D.

Department of English · King Abdulaziz University
Jeddah, Saudi Arabia

Research focuses on Language and Linguistics, with related work in Literature and Literary Theory, Education.

ORCID · OpenAlex · ResearchGate

Dr. Vesna Stankovic Pejnovic

RESEARCHER · PH.D.

Department Of Philosophophy · MIT University
Skopje, Croatia

Research focuses on Philosophy, with related work in Political Science and International Relations, Arts and Humanities.

ORCID · Scholar

Dr. Pedro Gomez-Piqueras

RESEARCHER · PH.D.

Department of Sciences · University of Castilla-La Mancha
Petrola, Spain

Research focuses on Developmental and Educational Psychology, with related work in Education, Life-span and Life-course Studies.

ORCID · OpenAlex · Profile

Dr. Nor Azmi Bin Mostafa

RESEARCHER

Education · Doctor of Philosophy University of Malaya, Diploma in General Translation, Master Of Education (Curriculum & Instructions) University of Houston, Texas, USA.

Idris, Malaysia

Research focuses on Education.

Dr. Vincent Jemison

RESEARCHER · PH.D.

Department of Science · University of Phoenix
United States

Research focuses on Management of Technology and Innovation, with related work in Marketing, Organizational Behavior and Human Resource Management.

ResearchGate

Dr. Raymond Chan

ASSOCIATE PROFESSOR · PH.D.

Department of Applied Social Sciences · University of Hong Kong
Hong Kong, Hong Kong

Research focuses on Economics and Econometrics, with related work in Political Science and International Relations, Sociology and Political Science.

ORCID · Scholar · OpenAlex

Dr. Alis Puteh

RESEARCHER · PH.D.

Northern University of Malaysia
Jitra, Malaysia

Research focuses on Linguistics and Language, with related work in Social Sciences, Pedagogy and Education.

ResearchGate

Dr. Marc Schweissinger

RESEARCHER · PH.D.

Department Of Science · Cardiff University
Cardiff, United Kingdom

Research focuses on Literature and Literary Theory, with related work in Arts and Humanities, Modern German Literature.

ORCID · OpenAlex

Dr. Luisa Dall'Acqua

RESEARCHER · PH.D.

Department of Educational Technology & AI · Università di Bologna
Italy

Research focuses on Management Science and Operations Research, with related work in Decision Sciences, E-learning technologies.

Dr. Jun Wang

RESEARCHER · PH.D.

Dept of Public Policy · City University of Hong Kong
Kowloon, Hong Kong

Research focuses on Political Science and International Relations, with related work in Social Sciences, human geography.

ORCID · Scholar · OpenAlex

Dr. Dr. Henrik Paul Bang

RESEARCHER · PH.D.

Department of Political Science · University of Canberra
Australia

Research focuses on Political Participation, with related work in Good Governance, Public Policy Analysis.

ResearchGate

Dr. Tanyawat Khampa

RESEARCHER · PH.D.

Department of Sociology and Anthropology · Naresuan University
Phitsanulok, Thailand

Research focuses on Urban Studies, with related work in Social Sciences, Anthropology.

Dr. S.R. Adlin Johnson

RESEARCHER · PH.D.

Department of English Literature · Bharathiar University
Mumbai, India

Research focuses on Education, with related work in Social Sciences, English Literature.

Dr. Cosimo Magazzino

RESEARCHER · PH.D.

Department of Political Sciences · Roma Tre University
Roma, Italy

Research focuses on Economics and Econometrics, with related work in Renewable Energy, Sustainability and the Environment, Pollution.

ORCID · Scholar · OpenAlex

Dr. Rita Mano

LECTURER · PH.D. · D.SC.

Department of Human Services · University of Haifa
Haifa, Israel

Research focuses on General Health Professions, with related work in Health, Health Information Management.

ORCID · Scholar · OpenAlex

Dr. Giaime Berti

RESEARCHER · PH.D.

Department of Economics and Management · Imperial College London
China

Research focuses on Political Participation, with related work in Governance, Food Systems.

Dr. Noor Hassline Mohamed

LECTURER · PH.D.

Department of Philosophy · International Islamic Science University
Malaysia

Research focuses on Clinical Assessment, with related work in Child Psychology, Clinical Neuropsychology.

Scholar

Mr. Rahul Chauhan

ASSISTANT PROFESSOR · PH.D. · M.B.A.

Department of Business Administration · Gujarat Technological University
Baroda, India

Research focuses on Artificial Intelligence, with related work in Communication, General Agricultural and Biological Sciences.

ORCID · OpenAlex

Dr. Natalia Vladimirovna

RESEARCHER

Economics · Russian Customs Academy, department of Economics, Branch of State Budget Institution of Higher Education ,Russian Customs Academy
Russia

Research focuses on Economics.

Dr. Fararishah Abdul Khalid

RESEARCHER · PH.D.

Department of Management · Monash University
Australia

Research focuses on Business Incubation, with related work in Incubators, Entrepreneurship.

Scholar

Dr. Valerie Zawilski

ASSOCIATE PROFESSOR · PH.D.

Department of Sociology · Western University
Thailand

Research focuses on Social inequality, with related work in social movements, social j.

Dr. Helmut Digel

RESEARCHER · PH.D.

Institute of Sports Science · University of Tübingen
Tübingen, Germany

Research focuses on organisation massmedia social change develo.

Donald Burnes

RESEARCHER · PH.D.

Department of Education · The Burnes Institute for Poverty Research
United States

Research expertise is aligned with human-social science.

Dr. Miditana Y

RESEARCHER

Department of Humanities and Social Science
United States

Research focuses on Arts.

María Gutiérrez González

RESEARCHER

Universidad Bolivariana de Venezuela
PAMPATAR, Canada

She has contributed to the field of education, with a particular focus on pedagogical praxis.

Dr. Hamada Hassanein

RESEARCHER · PH.D.

Department of English · Mansoura University
Mansoura, Egypt

Research focuses on Artificial Intelligence, with related work in Classics, Experimental and Cognitive Psychology.

ORCID · Scholar · OpenAlex

Dr. Joaquin Linne

RESEARCHER · PH.D.

Department of Social Sciences · Universidad de Buenos Aires
Buenos Aires, Argentina

Research focuses on Communication, with related work in Computer Science Applications, Demography.

ORCID · OpenAlex · Profile

Dr. Adrian Armstrong

PROFESSOR · PH.D.

University of Birmingham
Taunton, United Kingdom

Research focuses on Geography, Planning and Development, with related work in Social Sciences.

Dr. André Pinto

RESEARCHER · PH.D. IN GEOSCIENCES

Human Sciences · Universidade Estadual Paulista (Unesp)
Brazil

Research focuses on Water Science and Technology, with related work in Environmental Science, Environmental Geography.

Dr. Leo S.F. Lin

RESEARCHER · PH.D.

Department of International and Strategic Studies · University of Southern Mississippi
United States

Research focuses on Research, with related work in Policymaking, intelligence.

Scholar

Dr. Saeid Motevalli

RESEARCHER · PH.D.

Department of Psychology · UCSI University
Malaysia

Research focuses on Autism Spectrum Disorders, with related work in Child Development, Learning.

Scholar

Dr. Prasad Bidarkota

RESEARCHER · PH.D.

Department of Economics · Florida International University
United States

Research focuses on Economics, with related work in Econometrics, Time Series.

Scholar · ResearchGate

Dr. Jamie L. Burroughs

RESEARCHER · PH.D.

Department of Economics · University of Colorado
United States

Research focuses on Macroeconomics, with related work in Public Economics, Financial E.

Dr. Mark Langweiler

RESEARCHER

London South Bank University
London, United Kingdom

Research focuses on Complementary and alternative medicine, with related work in Medicine.

OpenAlex

Dr. Arturo Suarez

DEAN · PH.D.

Department of Sport Sciences · Universidad de Murcia
Murcia, Spain

Research focuses on General Health Professions, with related work in Physical Therapy, Sports Therapy and Rehabilitation, Health Professions.

ORCID · Scholar · OpenAlex

Dr. Tao Yang

RESEARCHER

Housing and Urban-rural Development · University College London
China

Research focuses on Digital urbanism, with related work in urban vitality.

Dr. Hugo Nami

RESEARCHER · PH.D.

Departamento de Ciencias Geologicas · Universidad de Buenos Aires
Argentina

Research focuses on Hunter-gatherer archaeology, with related work in lithic analysis.

Ernest Williamson

ASSISTANT PROFESSOR · PH.D.

Department of Science · Harvard University
Cordova, United States

Ernest Williamson III, PhD is currently a Test Prep Instructor/Independent Researcher at Memphis Shelby County Schools.

Dr. Thierry Feuillet

RESEARCHER · PH.D.

Department of Geomorphology · University of Nantes
Rodez, France

Research focuses on Mechanical Engineering, with related work in Engineering, Spatial Analysis.

Scholar

WANG Yiwei

RESEARCHER · PH.D.

Department of International Politics · Renmin University
China

Research focuses on BRI Studies, with related work in Public Diplomacy, European Studies.

Magno De Oliveira

RESEARCHER

Human-Social Science Journal
Brazil

Research focuses on Human-Social Science Journal.

Robert Waldo

ASSOCIATE PROFESSOR · PH.D.

Liberty University
Bradenton, United States

Research focuses on Organizational Behavior and Human Resource Management, with related work in Social Psychology, Business, Management and Accounting.

OpenAlex

Dr. Vitalii Nitsenko

PROFESSOR · PH.D.

Department of Accounting and Taxation · Odesa I. I. Mechnikov National University
Kyiv, Ukraine

Research focuses on Economics and Econometrics, with related work in General Economics, Econometrics and Finance, Management, Monitoring, Policy and Law.

ORCID · Scholar · OpenAlex

Dr. Mehdi Taghian

LECTURER · PH.D.

Department of Marketing · Deakin University
Burwood, United States

Research focuses on Marketing, with related work in Sociology and Political Science, Business, Management and Accounting.

ORCID · Scholar · OpenAlex

Dr. Ity Patni

ASSOCIATE PROFESSOR · PH.D. IN BEHAVIORAL FINANCE

Business Administration · Manipal Academy of Higher Education
Jaipur, India

Research focuses on Accounting, with related work in Artificial Intelligence, Economics and Econometrics.

ORCID · OpenAlex

Dr. Julie Melton

RESEARCHER · PH.D.

Department of Political Science · Yale University
Santa Fe, United States

Research focuses on Sociology and Political Science, with related work in Social Sciences, International Development.

ORCID · OpenAlex · ResearchGate

Dr. Bhavesh Vanparia

RESEARCHER · PH.D. · M.B.A.

Department of Business · Veer Narmad South Gujarat University
Adipur, India

Research focuses on Education, with related work in Social Sciences, Marketing Research.

ResearchGate

Dr. Nigel DSilva

PROFESSOR · PH.D. · M.B.A.

Department of Econometrics · University of Mumbai
Mumbai, India

Research focuses on Applied Psychology, with related work in Developmental and Educational Psychology, Economics and Econometrics.

ORCID · OpenAlex

Dr. Iqtidar Shah

RESEARCHER · PH.D.

Department of Business Administration · Yorkville University
Surrey, Canada

Research focuses on Education, with related work in Social Sciences, Business Administration.

Scholar

Dr. Xianbo Zhao

RESEARCHER · PH.D.

Department of Building Engineering · Central Queensland University
Sydney, Australia

Research focuses on Industrial and Manufacturing Engineering, with related work in Management, Monitoring, Policy and Law, Organizational Behavior and Human Resource Management.

ORCID · Scholar · OpenAlex

Dr. Charles Rarick

PROFESSOR EMERITUS · PH.D.

Department of Business and Management · Purdue University Northwest
Hammond, United States

Research focuses on Social Psychology, with related work in Psychology, Management.

Scholar · ResearchGate

Prof. Yue-Jun Zhang

RESEARCHER · PH.D.

Business School · Hunan University
China

Research focuses on Environmental Engineering, with related work in Management, Monitoring, Policy and Law, Environmental Science.

Scholar

Dr. Burcin Becerik-Gerber

RESEARCHER · PH.D.

Department of Civil and Environmental Engineer · Harvard University
United States

Research focuses on Biomedical Engineering, with related work in Health, Toxicology and Mutagenesis, Social Psychology.

Scholar · ResearchGate

Dr. Ali Dehghan

RESEARCHER · PH.D.

Department of Business & Economics · Eastern Michigan University
McDonough, United States

Research focuses on Marketing, with related work in Organizational Behavior and Human Resource Management, Information Systems and Management.

ORCID · OpenAlex

Dr. Philip T Moore

RESEARCHER · PH.D.

School of Information Science and Engineering · Lanzhou University
Lanzhou, China

Research focuses on Artificial Intelligence, with related work in Computer Vision and Pattern Recognition, Developmental and Educational Psychology.

ORCID · OpenAlex

Dr. Maura Sheehan

RESEARCHER · PH.D.

Edinburgh Napier Business School · Edinburgh Napier University

Edinburgh, United Kingdom

Research focuses on Organizational Behavior and Human Resource Management, with related work in Strategy and Management, Business, Management and Accounting.

ORCID · Scholar · OpenAlex

Dr. Dodi Irawanto

RESEARCHER · PH.D.

Department of Management Faculty of Economics · Massey University

Malang, Indonesia

Research focuses on Strategy and Management, with related work in Business, Management and Accounting, Leadership.

Scholar · ResearchGate

Dr. Yiping Li

DIRECTOR · PH.D.

Department of Geography · University of Hong Kong

China

Research focuses on Tourism and Recreation Geography, with related work in social and cultural issues in tourism.

Dr. Samrat Ray

SENIOR RESEARCHER

Economics · Polytechnic University

St Petersburg, Russia

Research focuses on Artificial Intelligence, with related work in Strategy and Management, Business, Management and Accounting.

Dr. Gabariel Dwomoh

RESEARCHER · PH.D.

Department of Human Resource Management · Business University of Costa Rica

Kumasi, Ghana

Research focuses on Marketing, with related work in Business, Management and Accounting, Human Resource Management.

Dr. Ehigiator Egho-Promise

RESEARCHER · PH.D. · M.SC.

Data Communication and Networking · City of Oxford College and University Centre

Ashton-On-Ribble, United Kingdom

Research focuses on Horticulture, with related work in Plant Science, Agricultural and Biological Sciences.

Dr. Xinyao Zhang

RESEARCHER · PH.D.

Department of Environmental Engineering · University of Florida

United States

Research focuses on Control and Systems Engineering, with related work in Mechanical Engineering, Social Psychology.

ORCID · Scholar · OpenAlex

Dr. Ananda Palaniappan

RESEARCHER · PH.D. IN CIVIL · M.B.A.

Faculty of Education · National University of Singapore

Malaysia

Research focuses on Organic Chemistry, with related work in Chemistry, Educational Psychology (Creativity).

ResearchGate

Dr. Dinh Huy

RESEARCHER · PH.D. · M.B.A.

Management · University of Japan

Ho Chi Minh City, Japan

Research focuses on Accounting, with related work in Economics and Econometrics, Finance.

Prof. Rajiv Mishra

DEAN · PH.D. · M.B.A.

School of Hospitality & Tourism · Galgotias University

Greater Noida, India

Research focuses on Tourism, Leisure and Hospitality Management, with related work in Business, Management and Accounting, Management.

Haici Zhang

RESEARCHER · PH.D.

Department of Financial Analytics · University of Delaware

United States

Research focuses on Finance, with related work in Signal Processing, Computer Science.

ORCID · Scholar · OpenAlex

Dr. Jiaming Pei

RESEARCHER · PH.D.

Information Management & Information System · Taizhou University

Nanjing, China

Research focuses on Artificial Intelligence, with related work in Computer Networks and Communications, Control and Systems Engineering.

ORCID · OpenAlex

Dr. Mohd Norfian Alifiah

RESEARCHER · PH.D.

Department of Accounting and Finance · University of Technology Malaysia

Johor Bahru, Malaysia

Research focuses on Accounting, with related work in Business, Management and Accounting, Finance.

OpenAlex

Paul Thaddeus Kazibudski

ASSISTANT PROFESSOR · PH.D. · M.B.A.

Department of Law, Administration and Managem · Jan Długosz University

Opole, Poland

Research focuses on Management Science and Operations Research, with related work in Decision Sciences.

ORCID · OpenAlex · ResearchGate

Dr. Ivona Raguz

RESEARCHER · PH.D.

Department of Economics and Business Economi · University of Dubrovnik

Dubrovnik, Croatia

Research focuses on Accounting, with related work in Archeology, Cultural Studies.

ORCID · Scholar · OpenAlex

Dr. William Felstead

RESEARCHER · PH.D.

Trident University International

Palm Desert, United States

His research interests span Administration and Marketing, Business, and Strategy and Strategic Management.

Dr. Wing-Keung Wonn

PROFESSOR · PH.D.

Department of Finance · Asia University

Wufeng, Taiwan

Research focuses on Economics and Econometrics, with related work in Finance, Economics, Econometrics and Finance.

ORCID · Scholar · OpenAlex

Dr. Mohamed Elheddad

RESEARCHER · PH.D.

Department of Economics · University of Hull

Hull, United Kingdom

Research focuses on Economics and Econometrics, with related work in Environmental Engineering, Finance.

ORCID · Scholar · OpenAlex

Dr. Mohsen Brahmi

RESEARCHER · PH.D.

Department of Economics Innovation · Campus Southern Scientific IAE

Paris, France

Research focuses on Accounting, with related work in Management of Technology and Innovation, Economics and Econometrics.

ORCID · Scholar · OpenAlex

Dr. Afroditi Anagnostopoulou

SENIOR RESEARCHER · PH.D.

Department of Management Science · Athens University of Economics and Business

Peiraeus, Greece

Research focuses on Building and Construction, with related work in Economics and Econometrics, Industrial and Manufacturing Engineering.

ORCID · Scholar · OpenAlex

PREFACE

The Global Journal of Human-Social Science (GJHSS) is pleased to present this issue, bringing together a curated collection of high-quality research papers that explore diverse dimensions of human society, culture, and the social world.

This issue features research spanning topics including arts & humanities, sociology, history, anthropology, economics, political science, linguistics, education, and interdisciplinary social inquiry. Each paper has undergone a rigorous double-blind peer-review process to ensure scholarly rigor and originality.

We would like to express our sincere gratitude to the authors for entrusting their research with us, to the reviewers for their thorough and constructive evaluations, and to our readers for their continued engagement with the academic discourse.

We hope that the research presented herein inspires further inquiry and contributes meaningfully to the advancement of knowledge in the human and social sciences.

The Chief Editor
Global Journal of Human-Social Science
Global Journals Organization

TABLE OF CONTENTS

Title	Author	Pages
Copyright		i
Editorial Board		iii
Preface		vii
Use of Artificial Intelligence to Identify Invisible Barriers in Inclusive Education: An Exploratory Bibliographic Review (2020-2026)	dos Santos et al.	1-10
Home Ecological Set up as the Barriers for the First- Generation Learners in the Plateau Fringe of India	Sengupta et al.	11-25
A Correlational Study on Teachers Readiness in Mental Health Capacity Building and Senior High School Students Mental Health Literacy	Detera et al.	27-35
Território e Leitura: O (Não) Acesso à Literatura em Territórios Periféricos	Castro	37-41
Effectiveness of Inquiry and Lecture-Based Approach on the Academic Performance of Grade 11 HUMSS Students in Philippine Politics and Governance	Binag et al.	43-50
Subject Index		51
Author Guidelines		53



GLOBAL JOURNAL

OF HUMAN SOCIAL SCIENCES - G: LINGUISTICS & EDUCATION

Volume 26 | Issue 4 | 2026

Article ID: GJHSS-257066

Language: English

CATALOGING

ACM • K.3.1

DDC • 371.9

LCC • LC1200

ARXIV • cs.CY

ANZSRC FOR • 3904

Use of Artificial Intelligence to Identify Invisible Barriers in Inclusive Education: An Exploratory Bibliographic Review (2020-2026)

Article Record

Israel Bispo dos Santos § § *

§ Ph.D. in Communication Disorders,
Professor and Libras interpreter
ORCID 0000-0001-9346-5664

* Corresponding Author



Elisangela Rambo Sibaldeli da
Fonseca § §

§ Pedagogue, Master's student in Special
Education, AEE Teacher
ORCID 0009-0003-0678-5056



§ IFPR Campus Curitiba, Federal Institute of Paraná, Curitiba, Brazil (OA)
+8 additional authors listed on the metadata continuation page.

RECEIVED

2026-05-05

ACCEPTED

2026-05-15

ONLINE PUBLISHED

2026-06-01

PUBLISHED

2026-09-24

PEER REVIEW

Double Blind

Abstract

Inclusive education faces challenges that go beyond visible barriers related to physical access and infrastructure, involving subtle, recurrent, and often naturalized forms of exclusion. These barriers particularly affect people with disabilities, deaf students, autistic students, atypical learners, and other minority groups, and may appear as low participation, dropout, difficulties in retention, institutional silencing, and the lack of adequate pedagogical responses. This article aims to analyze recent scientific literature on Artificial Intelligence, inclusion, and education, discussing the possibilities and limits of intelligent systems in identifying invisible barriers. This is an exploratory bibliographic review inspired by the PRISMA protocol, conducted through the CAPES Journals Portal using CAFE/IFPR access. The initial search retrieved 147 records. After applying filters for publication period (2020-2026) and peer review, 55 records remained, of which 24 were considered relevant to the synthesis: 9 directly related to the core theme of Artificial Intelligence, inclusion, and people with disabilities, and 15 used as theoretical support. The findings suggest that AI can serve as a tool for reading institutional patterns of exclusion, provided that it is connected to ethics, data protection, community participation, and human validation. The study concludes that AI should not replace educational listening, but it can support the identification of less visible inequalities and strengthen policies for student retention, accessibility, and educational justice.

Artificial intelligence

Bibliographic Review

Educational Inclusion

inclusive education

Invisible Barriers

minorities

people with disabilities

AI USE STATEMENT

No generative AI was used for analysis or results.

FUNDING

No external funding was declared for this work.

CONFLICT OF INTEREST

The authors declare no conflict of interest.

DATA AVAILABILITY

Not applicable for this article.

ETHICS

No ethics committee approval was required for this article type.

CONSENT

Not applicable for this article.

TRIAL REG.

Not applicable.

Crossref DOI: 10.34257/GJHSSG257066

How to Cite: dos Santos et al. (2026). Use of Artificial Intelligence to Identify Invisible Barriers in Inclusive Education: An Exploratory Bibliographic Review (2020-2026). Global Journal of Human-Social Science, 26(4), 1-10. DOI: 10.34257/GJHSSG257066

LICENSE

© 2026 Global Journals. Open-access article under CC BY-NC-ND 4.0 International License.



Print ISSN 0975-587X



9 770975 587004

Online ISSN 2249-460X



9 772249 460013

Under the strict compliance and defined process of



METADATA CONTINUATION

AUTHOR CONTACT QR LEDGER

Israel Bispo dos Santos 	Elisangela Rambo Sibaldeli da Fonseca 	Silvana Elisa de Moraes Schubert 	Cristianne Seara Costa Vasconcelos 
Luiz André Brito Coelho 	Jéssica Raignieri 	Lucas de Moraes Negri 	Josiane Maria Cândido Gomes da Silva 
	Ringo Bez de Jesus 	Eugênio da Silva Lima 	

COMPLETE AUTHOR LEDGER

01. Israel Bispo dos Santos §ð* | ð Ph.D. in Communication Disorders, Professor and Libras interpreter | IFPR Campus Curitiba, Federal Institute of Paraná, Curitiba, Brazil
02. Elisangela Rambo Sibaldeli da Fonseca §§ | § Pedagogue, Master's student in Special Education, AEE Teacher | Federal Institute of Paraná
03. Silvana Elisa de Moraes Schubert ‡ð | ð Ph.D. in Education, Professor | Universidade Tuiuti do Paraná
04. Cristianne Seara Costa Vasconcelos § | § Specialist in Clinical Neuropsychopedagogy, Special and Inclusive Education, and Social Pedagogy | Federal Institute of Paraná
05. Luiz André Brito Coelho ¶ | ¶ Master in Science and Technology Teaching | Federal University of Technology - Paraná
06. Jéssica Raignieri ¶ | ¶ Ph.D. candidate | Pontifícia Universidade Católica de São Paulo
07. Lucas de Moraes Negri ¶ | ¶ Master's student in Special Education | Federal University of São Carlos
08. Josiane Maria Cândido Gomes da Silva § | § Specialist in Psychopedagogy and Special Education, degree in Letras-Libras | Federal Institute of Paraná
09. Ringo Bez de Jesus ¶ | ¶ Ph.D. in Translation Studies | Federal University of Santa Catarina
010. Eugênio da Silva Lima § | § Master in Science, Technology and Society | Federal Institute of Paraná

ARCHIVAL RECORD

Use of Artificial Intelligence to Identify Invisible Barriers in Inclusive Education: An Exploratory Bibliographic Review (2020-2026)

Israel Bispo dos Santos^{§*} , Elisangela Rambo Sibaldeli da Fonseca^{§§} , Silvana Elisa de Moraes Schubert[‡] , Cristianne Seara Costa Vasconcelos[§] , Luiz André Brito Coelho[¶] , Jéssica Raignieri^{||} , Lucas de Moraes Negri[¥] , Josiane Maria Cândido Gomes da Silva[§] , Ringo Bez de Jesus[✳] , and Eugênio da Silva Lima[§] 

Affiliations

§ IFPR Campus Curitiba, Federal Institute of Paraná, Curitiba, Brazil ^(OA)
‡ Universidade Tuiuti do Paraná ^(OA)
¶ Federal University of Technology - Paraná ^(OA)
|| Pontifícia Universidade Católica de São Paulo ^(OA)

Qualifications / Designations

§ Ph.D. in Communication Disorders, Professor and Libras interpreter
‡ Pedagogue, Master's student in Special Education, AEE Teacher
¶ Ph.D. in Education, Professor
|| Specialist in Clinical Neuropsychopedagogy, Special and Inclusive Education, and Social Pedagogy

+2 additional affiliations and +6 additional qualification/designation entries listed on metadata continuation page.

Abstract

Inclusive education faces challenges that go beyond visible barriers related to physical access and infrastructure, involving subtle, recurrent, and often naturalized forms of exclusion. These barriers particularly affect people with disabilities, deaf students, autistic students, atypical learners, and other minority groups, and may appear as low participation, dropout, difficulties in retention, institutional silencing, and the lack of adequate pedagogical responses. This article aims to analyze recent scientific literature on Artificial Intelligence, inclusion, and education, discussing the possibilities and limits of intelligent systems in identifying invisible barriers. This is an exploratory bibliographic review inspired by the PRISMA protocol, conducted through the CAPES Journals Portal using CAFE/IFPR access. The initial search retrieved 147 records. After applying filters for publication period (2020-2026) and peer review, 55 records remained, of which 24 were considered relevant to the synthesis: 9 directly related to the core theme of Artificial Intelligence, inclusion, and people with disabilities, and 15 used as theoretical support. The findings suggest that AI can serve as a tool for reading institutional patterns of exclusion, provided that it is connected to ethics, data protection, community participation, and human validation. The study concludes that AI should not replace educational listening, but it can support the identification of less visible inequalities and strengthen policies for student retention, accessibility, and educational justice.

Keywords: *Artificial intelligence, Bibliographic Review, Educational Inclusion, inclusive education, Invisible Barriers, minorities, people with disabilities*

* Corresponding Author
Israel Bispo dos Santos

DOI
10.34257/GJHSSG257066

1. Introduction

Educational inclusion has become one of the central axes of contemporary education policies, especially when considering the right to participation of people with disabilities, deaf students, autistic students, people with neurodevelopmental conditions, racialized subjects, migrants, students in situations of socioeconomic vulnerability, and other historically minoritized groups. Despite legal and institutional advances, the mere presence of these students in educational spaces does not, by itself, guarantee retention, learning, belonging, or effective participation.

A significant part of educational exclusion does not appear through immediately visible barriers, such as stairs, the absence of ramps, or lack of equipment. Many barriers operate silently, routinely, and cumulatively: low teacher expectations, absence

of linguistic mediation, inaccessible communication, inflexible assessment systems, statistical invisibility, lack of listening, inaccessible technologies, difficulties in belonging, and institutional policies unable to identify patterns of inequality before they become dropout, suffering, or school failure.

In this article, invisible barriers are understood as the set of pedagogical, communicational, attitudinal, institutional, digital, and informational obstacles that hinder educational participation but do not always appear in traditional management indicators. These barriers are not invisible because they do not exist; they become invisible because educational systems often do not know where, how, and with whom to look. Artificial Intelligence, in this context, may contribute to expanding institutional analytical

capacity, provided that it is used as a decision-support instrument rather than as a deterministic mechanism for classifying students.

Recent literature already points to significant relationships between AI, education, inclusion, and disability. Studies on autism and discourse ethics discuss the risks of reducing subjects to computational profiles (Paiva and Carneiro, 2024), while research on atypical learners and inclusive education highlights possibilities for pedagogical personalization and trajectory monitoring (Dutra et al., 2025). In the field of deafness, debates on rights, technologies, and AI show the potential of digital resources to expand communicational accessibility, provided that the linguistic and cultural specificities of the deaf community are respected (Assis et al., 2026; Amaral, Pereira, and Damatto, 2025).

At the same time, the expansion of AI in education requires caution. Literature on ethics, regulation, data protection, and pedagogical uses of AI warns of risks related to surveillance, reproduction of biases, algorithmic opacity, and replacement of human mediation by automated decisions (Jardim et al., 2025; Miranda and Souza, 2022; Eller and Santos, 2024). Therefore, the guiding question of this study is: how does recent scientific literature articulate Artificial Intelligence, inclusive education, and the identification of invisible barriers affecting people with disabilities and other minority groups?

The general objective of this article is to analyze, through an exploratory bibliographic review, the scientific production retrieved from the CAPES Journals Portal between 2020 and 2026 on Artificial Intelligence and inclusion, focusing on pathways for detecting invisible barriers in inclusive education, especially those affecting people with disabilities, deaf students, autistic students, atypical learners, and other minority groups.

2. Methodology

This study is characterized as an exploratory bibliographic review of qualitative and descriptive nature, with the organization of the search and screening process inspired by the PRISMA protocol. The choice of an exploratory bibliographic review is justified by the recent and dispersed nature of scientific production on Artificial Intelligence, inclusive education, people with disabilities, and minorities, allowing the mapping of trends, gaps, and possibilities for application without claiming the status of a strict systematic review.

The search was conducted in the CAPES Journals Portal through CAFE access linked to the Instituto Federal do Paraná (IFPR). The strategy considered the articulation between the descriptors Artificial Intelligence and inclusion, followed by refinement by publication year and peer review.

The search expression, registered here as a bibliographic location strategy/prompt, was: "artificial intelligence" AND "inclusion". The filters applied were publication period 2020-2026 and peer-reviewed articles. The initial search returned 147 results; after applying the period and peer-review filters, 55 records remained and were exported in BibTeX format for thematic screening. This procedure was adopted to ensure minimal traceability of the review and to distinguish between records retrieved by the broad strategy and studies effectively aligned with the objective of the article.

After organizing the records, titles and available metadata were read and classified into four groups: core corpus, theoretical support, lateral adherence, and outside the scope. The core corpus included articles directly linked to the interface between AI, inclusion, and people with disabilities. The theoretical support group included studies on AI in education, ethics, regulation, data

Table 1. Search strategy and selection criteria

Step	Description
Database consulted	CAPES Journals Portal, accessed through CAFE/IFPR.
Initial search	Broad strategy based on the terms "artificial intelligence" and "inclusion".
Initial result	147 records retrieved.
Filters applied	Publication period 2020-2026 and peer-reviewed articles.
Result after filters	55 records exported in BibTeX format.
Thematic screening	Classification by title, bibliographic metadata, and adherence to AI, education, inclusion, people with disabilities, minorities, ethics, and data protection.
Inclusion criteria	Articles related to AI in educational contexts, inclusive education, people with disabilities, deafness, autism, atypical learners, minorities, ethics, equity, assistive technology, or data protection.
Exclusion criteria	Studies without sufficient relation to education, inclusion, disability, minorities, or educational barriers; papers focused only on health, industry, labor, bidding processes, insurance, logistics, or technical applications without an inclusive educational dimension.
Applied search strategy/prompt	"artificial intelligence" AND "inclusion"; filters: 2020-2026 and peer-reviewed articles.

Source: Prepared by the authors based on the records exported from the CAPES Journals Portal.

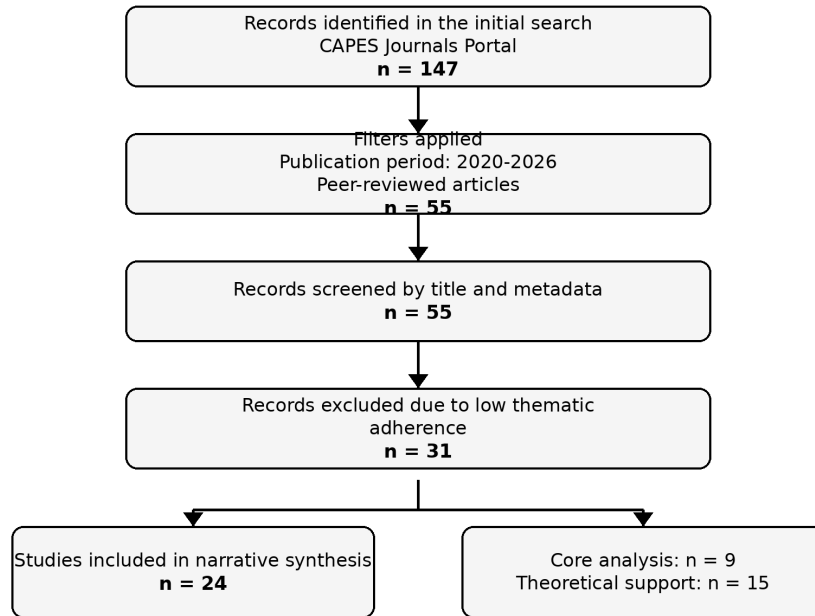
protection, teacher education, and emerging technologies, used to broaden the discussion. Articles classified as lateral adherence or outside the scope were excluded from the main synthesis because they did not directly respond to the study objective.

Table 2. Record selection flow

Phase	Procedure	n
Identification	Records found in the initial search in the CAPES Journals Portal	147
Filtering	Records remaining after applying the 2020-2026 and peer-review filters	55
Screening	Records assessed by title and bibliographic metadata	55
Exclusion	Records excluded due to low thematic adherence	31
Inclusion	Records included in the narrative synthesis	24
Core synthesis	Records directly related to AI, inclusion, and people with disabilities	9
Theoretical support	Records used for contextual grounding and ethical/pedagogical discussion	15

Source: Prepared by the authors based on the records exported from the CAPES Journals Portal.

PRISMA-inspired selection flow



Source: Prepared by the authors based on the records exported from the CAPES Journals Portal.

Figure 1. Flowchart of record selection inspired by PRISMA

3. Results

The analysis of the 55 records revealed a temporal concentration in 2024, which accounted for 26 publications, followed by 2023 with 13 publications and 2025 with 9 publications. This movement suggests a recent intensification of interest in Artificial Intelligence in educational, ethical, and social contexts, especially after the popularization of generative AI systems and the expansion of debates on digital transformation.

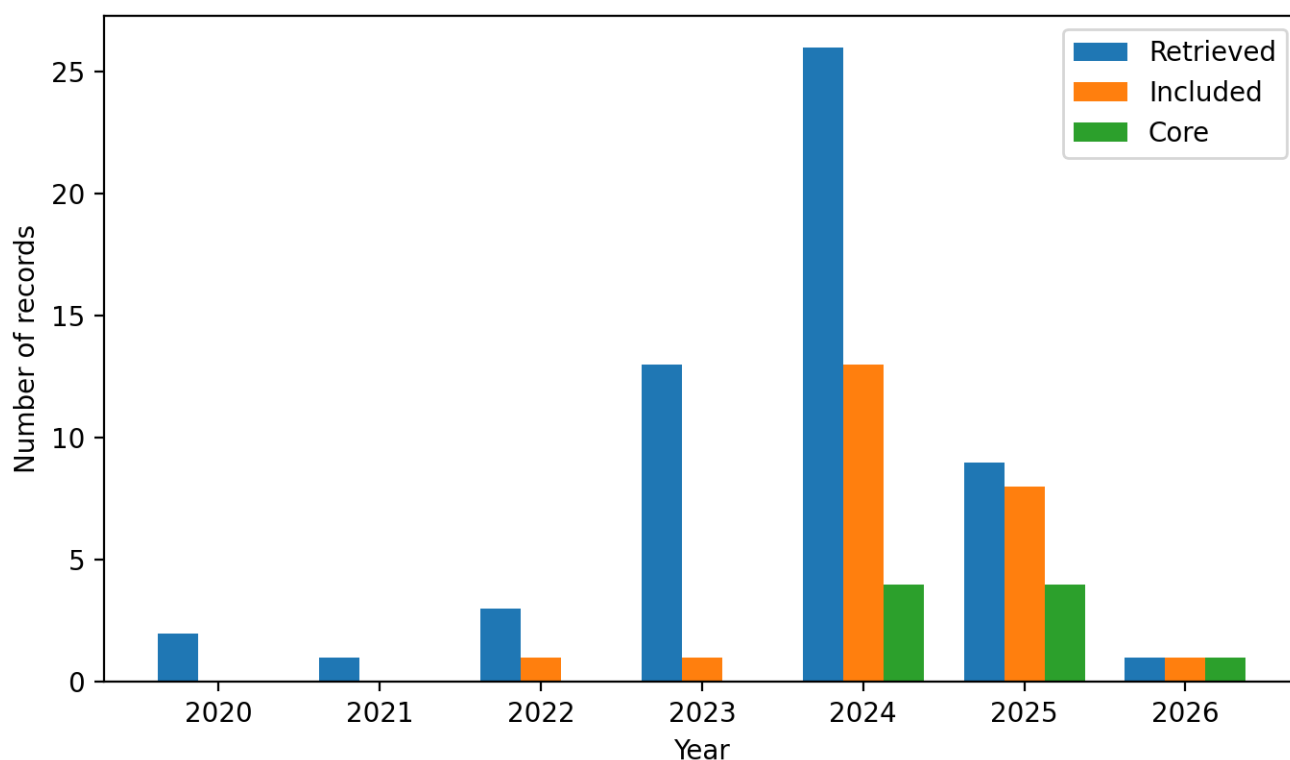
The thematic screening showed that only part of the records retrieved through the broad search on AI and inclusion directly addressed people with disabilities or inclusive education. This finding is methodologically relevant because it shows that the term inclusion is used in multiple fields, such as health, management, migration, public administration, labor, digital transformation, and technological innovation. Therefore, the distinction between a broad search corpus and a corpus effectively adherent to the research objective proved essential.

Chart 1 shows that the highest concentration of publications occurred in 2024. However, the number of studies directly related to people with disabilities remained proportionally small, which indicates a relevant research gap in the specific articulation between AI, disability, inclusive education, and minority groups.

The core corpus comprised 9 articles directly related to AI, inclusion, and people with disabilities, including studies on deaf education, autism, atypical learners, assistive technologies, and AI applied to disability data. Another 15 articles were used as theoretical support because they addressed AI in education, ethics, regulation, data protection, teacher education, and pedagogical processes.

Table 3. Temporal distribution of records

Year	Retrieved records (n=55)	Included in synthesis (n=24)	Core records (n=9)
2020	2	0	0
2021	1	0	0
2022	3	1	0
2023	13	1	0
2024	26	13	4
2025	9	8	4
2026	1	1	1



Source: Prepared by the authors based on the records exported from the CAPES Journals Portal.

Figure 2. Distribution of retrieved and included records by year

Table 4. Articles in the core corpus of the review

ID	Year	Title	Journal	Adherence to scope
4	2024	Ética discursiva, inclusão do autismo e inteligência artificial	Logeion Filosofia da Informação	AI, inclusion, and people with disabilities/atypical learners
6	2026	Os direitos da comunidade surda no brasil: avanços legais, inclusão e o papel da inteligência artificial	Revista Foco	AI, inclusion, and people with disabilities/atypical learners
10	2025	Inteligência artificial como ferramenta para a promoção da inclusão educacional: desafios éticos, estratégias pedagógicas e impactos na aprendizagem de estudantes atípicos	Revista Foco	AI, inclusion, and people with disabilities/atypical learners
12	2024	Modelo de Inteligência Artificial aplicado à análise de dados de pessoas com deficiência: utilização de LangChain	Revista de Gestão e Secretariado (Management and Administrative Professional Review)	AI, inclusion, and people with disabilities/atypical learners
19	2024	Educação 5.0 e inclusão: explorando o potencial das tecnologias emergentes para pessoas com deficiência	Revista Políticas Públicas & Cidades	AI, inclusion, and people with disabilities/atypical learners
20	2025	Inteligência artificial na inclusão	Logeion Filosofia da Informação	AI, inclusion, and people with disabilities/atypical learners
28	2025	Tecnologia e inteligência artificial na educação de pessoas surdas	Fiep Bulletin - online	AI, inclusion, and people with disabilities/atypical learners
33	2024	uso da IA para pessoas com deficiência considerando aspectos da propriedade intelectual	Educação	AI, inclusion, and people with disabilities/atypical learners
36	2025	TEA HelpBot - Avaliação de um Assistente Pedagógico Conversacional no Ensino de Matemática para Estudantes Autistas das Series Finais do Ensino Fundamental	RENOTE	AI, inclusion, and people with disabilities/atypical learners

Table 5. Theoretical support articles used in the discussion

ID	Year	Title	Axis of contribution
1	2024	Inteligência artificial e arte generativa: descolonização, inclusão e reflexividade em estudos com migrantes	Minorities, inclusion, and reflexivity
2	2025	Uso ético da IA (inteligência artificial) como geração de significado e inclusão	Ethics, regulation, and data protection
3	2025	Desafios e potencialidades da inteligência artificial na educação profissional: tecnologias digitais, gestão e inclusão	AI, education, and pedagogical practice
5	2025	Tecnologias Digitais na Educação Linguística: Foco na Gamificação e na Inteligência Artificial para Promover a Inclusão	AI, education, and pedagogical practice
8	2025	Avaliação regulatória de software como dispositivo médico com foco na inclusão e equidade nas aplicações da inteligência artificial em saúde	Ethics, regulation, and data protection
11	2023	O uso da inteligência artificial na educação com ênfase à formação docente	AI, education, and pedagogical practice
21	2024	O papel da Inteligência Artificial no Ensino Tecnológico	AI, education, and pedagogical practice
25	2024	Os impactos da inteligência artificial na sala de aula	AI, education, and pedagogical practice
26	2024	Gestão e mídia do conhecimento: Educação em rede e os desafios da IAG na escrita acadêmica	AI, education, and pedagogical practice
27	2022	Legislação global sobre inteligência artificial: uma análise crítica sobre o papel da unesco	Ethics, regulation, and data protection
29	2024	A aplicação de inteligência artificial e robótica assistiva no cuidado de idosos: uma revisão sistemática	Assistive technology and care
32	2024	Inteligência artificial: panorama da produção científica no contexto educacional	Contextualization of AI
45	2024	A Evolução Recente da Inteligência Artificial	Contextualization of AI
46	2024	Coleta, proteção e uso de dados pessoais em negócios: a quem pertencem, como podem ser protegidos e explorados?	Ethics, regulation, and data protection
48	2024	Contributos da IA nos Processos Pedagógicos e no Desenvolvimento Profissional e Organizacional: Percepções de Professores Portugueses	AI, education, and pedagogical practice

4. Discussion

The results allow the discussion to be organized into complementary axes: AI as a support technology for the inclusion of people with disabilities; AI as an instrument for reading educational trajectories; ethics, data protection, and the risk of bias; human and community validation of algorithmic findings; and, specifically, the implications of AI for the linguistic accessibility of deaf people who use Brazilian Sign Language (Libras). (Dutra et al., 2025; Lima et al., 2024; Possato et al., 2024; Assis et al., 2026; Amaral, Pereira, and Damatto, 2025).

4.1. Artificial Intelligence, disability, and educational inclusion

The core corpus of the review indicates that the relationship between AI and the inclusion of people with disabilities has developed on several fronts. In the field of deafness, the studies by Assis et al. (2026) and Amaral, Pereira, and Damatto (2025) connect technology, rights, and deaf education, allowing AI to be discussed not only as a technical resource but also as a potential mediation for communicational accessibility. This dimension is essential because the exclusion of deaf students is often not located in the absence of enrollment, but in the absence of effective linguistic conditions for participation. (Assis et al., 2026; Amaral, Pereira, and Damatto, 2025; Santos et al., 2025; Santos et al., 2026).

Santos et al. (2025), in reviewing scientific production on Libras and Artificial Intelligence between 2019 and 2025, demonstrate that the interface between AI and sign languages has been concentrated especially in three areas: automatic translation and digital avatars, assistive technologies and Libras teaching, and sign recognition through computer vision. This contribution directly dialogues with the present review, as it shows that the inclusion of deaf people cannot be reduced to the presence of digital tools. The central challenge remains linguistic, cultural, and pedagogical: AI must recognize Libras as a language, respect its visual modality, its own grammar, its facial and bodily expressions, and not treat it as a simple mechanical conversion from Portuguese into signs.

(Santos et al., 2025; Amaral, Pereira, and Damatto, 2025; Assis et al., 2026).

In the same direction, the qualitative study by Santos et al. (2026), conducted with deaf Libras users in Brazil, points to a relevant issue for the discussion of invisible barriers: many participants demonstrated limited knowledge, mistaken associations, or restricted use of AI, although they also expressed interest in learning more about the technology. This finding reinforces that digital exclusion is not limited to access to a device or the internet. It involves critical digital literacy, mediation in an accessible language, continuing education, and real opportunities for technological appropriation. In the case of deaf people, the invisible barrier may lie precisely in the distance between the promise of innovation and the way this innovation reaches, or fails to reach, the community in Libras. (Santos et al., 2025; Santos et al., 2026).

Regarding autism, Paiva and Carneiro (2024) and Barboza, Catabriga, and Cury (2025) contribute to understanding both the ethical limits and the pedagogical possibilities of conversational assistants and intelligent systems. The presence of studies on autistic students is relevant because many barriers faced by this population are interpreted in an individualizing way, as behavior or personal difficulty, when they may reveal failures in pedagogical organization, communication, predictability, reception, and institutional adaptation. (Paiva and Carneiro, 2024; Barboza, Catabriga, and Cury, 2025).

In the broader field of people with disabilities, Lima et al. (2024), Possato et al. (2024), Marques, Silva, and Santos (2024), and Pizzi, Porto, and Kolmar (2025) indicate that AI may contribute to data analysis, assistive technology, inclusion, and the identification of needs. However, the contribution of these studies must be read with caution: AI only becomes inclusive when guided by a conception of rights, participation, and accessibility. Intelligent systems that merely classify, rank, or predict risk without pedagogical intervention may reinforce inequalities under the appearance of technological neutrality. (Lima et al., 2024; Possato et al., 2024; Marques, Silva, and Santos, 2024; Pizzi, Porto, and Kolmar, 2025).

4.2. Invisible barriers and institutional reading of patterns

The main conceptual contribution of this article is to argue that AI can help educational institutions identify invisible barriers when applied to the reading of collective and structural patterns. This may include, for example, cross-analysis of attendance, performance, participation in activities, support requests, service records, communicational accessibility, use of virtual environments, retention, and dropout. The goal should not be to label students as problems, but to reveal situations in which the institution fails to guarantee equitable learning conditions. (Dutra et al., 2025; Lima et al., 2024; Possato et al., 2024; Barboza, Catabriga, and Cury, 2025).

Dutra et al. (2025) discuss AI as a tool for promoting the educational inclusion of atypical learners, pointing to ethical challenges, pedagogical strategies, and impacts on learning. This perspective approaches the proposal of the present article: to use AI as an institutional radar for barriers. The term radar is important because it moves AI away from the position of judge and places it in the position of signaler. Educational decision-making must remain human, contextual, participatory, and pedagogical. (Dutra et al., 2025).

The supporting literature on AI in education also contributes to this reading. Souza (2025), Marcom and Porto (2023), Menta and Brito (2024), Pacheco et al. (2024), Reis, Souza, and Müller (2024), Barin and Ellensohn (2024), and Madureira and Batista (2024) show that AI has been discussed in teacher education, classrooms, technological education, academic writing, and pedagogical processes. These studies help to understand that inclusion does not depend only on the existence of a tool, but on the institutional capacity to train teachers, interpret data, and transform information into pedagogical action. (Souza, 2025; Marcom and Porto, 2023; Menta and Brito, 2024; Pacheco et al., 2024; Reis, Souza, and Müller, 2024; Barin and Ellensohn, 2024; Madureira and Batista, 2024).

4.3. Ethics, data, and the risk of reproducing inequalities

The ethical dimension appears as an unavoidable axis. Jardim et al. (2025) discuss the ethical use of AI as meaning-making and inclusion, while Miranda and Souza (2022) analyze global AI legislation and the role of UNESCO. Jambor (2025), although situated in the field of health, contributes to the debate on regulation, inclusion, and equity in AI applications. Eller and Santos (2024), in turn, expand the discussion on the collection, protection, and use of personal data. Taken together, these studies indicate that educational AI must be conceived from the perspectives of governance, transparency, legitimate purpose, data minimization, security, and human control. (Jardim et al., 2025; Miranda and Souza, 2022; Jambor, 2025; Eller and Santos, 2024).

This caution is decisive when dealing with people with disabilities and minorities. Educational data are sensitive not only because they reveal performance, attendance, or academic history, but also because they may expose vulnerabilities, diagnoses, accessibility conditions, trajectories of exclusion, and power relations. An institution using AI to predict dropout, for example, needs to ask: who will benefit from this prediction? What intervention will be carried out? Will the student be supported or marked? Will the data be used to expand rights or to justify exclusions? (Jardim et al., 2025; Miranda and Souza, 2022; Eller and Santos, 2024; Lima et al., 2024).

Thus, AI applied to inclusion must obey at least five principles: explicit inclusive purpose; anonymization and data protection; bias auditing; participation of affected subjects; and institutional commitment to intervention. Without these principles, AI risks transforming historical inequalities into elegant but scarcely transformative statistics. (Jardim et al., 2025; Miranda and Souza, 2022; Dutra et al., 2025; Eller and Santos, 2024).

4.4. Analytical matrix for detecting invisible barriers

Based on the review conducted, an analytical matrix is proposed to guide educational institutions interested in using AI in a critical and inclusive way. The matrix organizes possible indicators, barriers, and institutional responses. Its purpose is not to offer a closed model, but a reading pathway so that educational data can be interpreted in light of inclusion, accessibility, and educational justice. (Dutra et al., 2025; Lima et al., 2024; Possato et al., 2024; Pizzi, Porto, and Kolmar, 2025).

4.5. Deafness, Libras, and Artificial Intelligence: from promised accessibility to effective participation

The discussion on deafness deserves emphasis because it clearly reveals the difference between formal access and effective participation. An institution may claim to be inclusive because it enrolls deaf students or provides some technological resource; however, inclusion only occurs when communication, curriculum, assessment, digital environments, and institutional interactions are effectively accessible in Libras and in written Portuguese as a second language. At this point, AI can help map gaps, but it cannot replace the institution's language policy. (Assis et al., 2026; Amaral, Pereira, and Damatto, 2025; Santos et al., 2025; Santos et al., 2026).

The studies retrieved in this review indicate that AI applied to deafness tends to appear in association with automatic translation, sign recognition, signing avatars, the creation of teaching materials, and communication support. These uses are relevant, but they need to be analyzed critically. An automatic translation system that fails to recognize regional variations, nonmanual expressions, discourse rhythm, classifiers, and cultural aspects of Libras may produce only apparent accessibility. In other words, the system seems to include, but delivers an impoverished, unnatural, or inadequate mediation for the linguistic experience of the deaf community. (Santos et al., 2025; Amaral, Pereira, and Damatto, 2025; Assis et al., 2026).

For this reason, AI should be conceived as support rather than as a replacement for the Libras translator/interpreter, bilingual teacher, deaf instructor, or communicational accessibility policies. The risk of automatic replacement is particularly serious when managers interpret technology as a cheaper solution to complex demands. The linguistic inclusion of deaf people involves qualified human presence, visual pedagogical planning, accessible materials, fair assessment, and recognition of deaf culture. AI may assist these processes, but it must not be used to make them precarious. (Assis et al., 2026; Santos et al., 2025; Santos et al., 2026; Amaral, Pereira, and Damatto, 2025).

The contribution of Santos et al. (2025) strengthens this interpretation by showing that scientific production on Libras and AI is still strongly concentrated on technical solutions, but needs to advance in evaluations carried out with the participation of the deaf community itself. Similarly, Santos et al. (2026) show that the appropriation of AI by deaf people depends on training, linguistic access, and cultural mediation. These findings dialogue with the notion of invisible barriers because they reveal that a tool may be available and still remain distant from the user when it is not

Table 6. Matrix for the ethical use of AI in identifying invisible barriers

Dimension	Possible indicators	Invisible barrier signaled	Recommended institutional response
Communicational and linguistic accessibility	Class participation, use of accessible materials, linguistic mediation, access to Libras, captions, visual resources, and assistive technologies.	The student is enrolled but does not fully participate because of communication and accessibility failures.	Map linguistic needs, guarantee accessible resources, strengthen mediation, and review materials and assessment practices.
Academic trajectory	Attendance, performance, repetition, dropout, recurring delays, and low submission of assignments.	The system notices failure only at the end, when exclusion has already consolidated.	Create early pedagogical alerts, activate support teams, offer tutoring, and provide evidence-based flexibility.
Participation and belonging	Participation in projects, interactions in virtual environments, presence in extracurricular activities, records of isolation or low interaction.	Formal retention does not guarantee social and educational belonging.	Promote listening circles, mentoring, anti-ableist actions, and psycho-pedagogical support.
Institutional support	Requests to NAPNE/CNAPNE, response time, referrals, adaptations provided, and case follow-up.	The barrier lies in institutional slowness, not in the student.	Reduce response time, standardize flows, record interventions, and evaluate the effectiveness of actions.
Ethics and data governance	Consent, anonymization, purpose limitation, transparency, bias auditing, and human review of results.	Sensitive data may generate surveillance, stigma, or unfair automated decisions.	Establish a governance committee, review models, ensure participation of affected groups, and prevent exclusively automated decisions.

presented in their language, context, and real needs. (Santos et al., 2025; Santos et al., 2026).

Thus, in the specific case of deaf students, AI could support important institutional diagnoses: which subjects show a greater drop in performance? In which components is there less participation in forums and virtual environments? Is there an interpreter in all activities? Are materials made available in advance? Do assessments consider Portuguese as a second language? Do videos include a Libras window, adequate captions, and visual description when necessary? These questions demonstrate that the invisible barrier is not in the deaf student, but in the communicational architecture of the institution. (Assis et al., 2026; Amaral, Pereira, and Damatto, 2025; Santos et al., 2026).

Therefore, the main contribution of AI to the inclusion of deaf people should not be merely to "translate signs", but to help the institution see where communication is failing. When used ethically, with deaf participation and human validation, AI can function as an instrument of pedagogical auditing of linguistic accessibility. When used without these precautions, it may merely automate superficial inclusion, producing the appearance of modernization without confronting the linguistic ableism that still marks many educational spaces. (Santos et al., 2025; Santos et al., 2026; Assis et al., 2026; Amaral, Pereira, and Damatto, 2025).

4.6. From data to intervention: pathways for a responsive institutional policy

The expanded discussion makes it possible to affirm that the usefulness of AI in inclusive education depends less on the technical sophistication of the model and more on the institutional capacity to transform indicators into actions. A dashboard that shows risk of dropout, low participation, or performance inequality only has value if it triggers a concrete response. Otherwise, technology merely produces a more elegant picture of exclusion that remains intact. In pedagogical terms, the central question is not whether AI can detect patterns, but whether the institution is prepared to act on them. (Dutra et al., 2025; Lima et al., 2024; Barin and Ellensohn, 2024; Marcom and Porto, 2023).

A responsive institutional policy should articulate at least four levels of action. The first is the preventive level, focused on early identification of exclusion signals. The second is the pedagogical level, which reorganizes curriculum, assessment, materials, timeframes, and methodologies. The third is the communicational level, responsible for ensuring linguistic, visual, digital, and informational accessibility. The fourth is the political-institutional level, which defines responsibilities, budget, staff training, and continuous monitoring. Without this articulation, AI risks becoming just another attractive tool in meetings, one that shines in PowerPoint and disappears in practice. (Dutra et al., 2025; Jardim et al., 2025; Souza, 2025; Madureira and Batista, 2024).

Another decisive element is the return of results to the educational community. Students, teachers, and inclusion teams need to understand what was identified, which data were analyzed, what limits exist, and which actions will be adopted. Transparency prevents AI from being perceived as a surveillance mechanism and strengthens its role as an instrument of institutional care. In contexts involving minorities, disability, and deafness, this feedback must be accessible, translated when necessary, collectively discussed, and open to contestation. (Jardim et al., 2025; Eller and Santos, 2024; Santos et al., 2026; Dutra et al., 2025).

In this way, the bibliographic review supports a central thesis: AI can help detect invisible barriers, but inclusion remains a human, ethical, and collective responsibility. The algorithm may indicate that something is repeated; the educational community must interpret why it is repeated; and management must decide what will be transformed. Technology alone includes no one. It only expands the capacity to perceive problems that were often already before the institution but had been naturalized by routine, bureaucracy, or lack of listening. (Dutra et al., 2025; Jardim et al., 2025; Pizzi, Porto, and Kolmar, 2025; Possato et al., 2024; Santos et al., 2026).

5. Implications for inclusive educational policies

The review indicates that the use of AI in inclusive education may contribute to three levels of institutional action. The first is the

diagnostic level, in which intelligent systems help identify patterns of exclusion that do not appear clearly in conventional reports. The second is the preventive level, in which risk signals are used to activate pedagogical support before dropout or academic failure occurs. The third is the evaluative level, in which the institution monitors whether its own accessibility, retention, and inclusion policies produce concrete effects.

In this sense, AI can support the construction of more responsive retention policies. Instead of waiting for the student to seek help, the institution can identify patterns of low participation and offer proactive support. Instead of treating dropout as an individual decision, it can recognize that certain trajectories reveal accumulated barriers. Instead of understanding disability only as a characteristic of the subject, it can investigate how the educational environment produces or reduces impediments.

For this use to be legitimate, however, AI must be linked to teacher education, ethical data governance, and the participation of students and inclusion professionals. Intelligent tools should not replace the teacher, interpreter, pedagogue, support professional, NAPNE, or collective decision-making spaces. The role of AI is to expand the visibility of problems; the role of the educational community is to transform this visibility into institutional justice.

6. Limitations of the study

This study has limitations. The first refers to the fact that the search was conducted on a single platform, the CAPES Journals Portal, although this database brings together a wide diversity of journals. The second concerns the exploratory character of the screening, based on exported bibliographic records and on the thematic adherence of titles and metadata. The third limitation relates to the breadth of the terms Artificial Intelligence and inclusion, which retrieve publications from very different areas, not always linked to inclusive education or people with disabilities. For this reason, the core corpus was separated from the theoretical support articles.

Despite these limitations, the study offers a relevant contribution by organizing a recent corpus, identifying trends, and proposing an analytical matrix for the ethical use of AI in detecting invisible barriers. Future research may expand the search to databases such as Scopus, Web of Science, ERIC, SciELO, and Google Scholar, in addition to conducting full-text reading of the articles, in-depth thematic analysis, and empirical validation of the proposed matrix in educational institutions.

7. Final considerations

The analysis of recent scientific production allows us to affirm that Artificial Intelligence has the potential to contribute to inclusive education, especially when used to identify institutional patterns of exclusion that remain invisible in traditional analyses. However, this potential is not automatic. AI may either expand educational justice or reinforce inequalities, depending on the principles, purposes, and forms of governance that guide its use.

The 55 records retrieved after the period and peer-review filters demonstrate that the theme of AI has been growing rapidly, but they also reveal thematic dispersion. Only 9 articles composed the core corpus directly related to the interface between AI, inclusion, and people with disabilities, while another 15 were used as theoretical support. This finding reinforces the need for more specific scientific production on AI, inclusive education, deafness, autism, disability, and minorities.

It is concluded that AI can function as a support tool for identifying invisible barriers, provided that it is used with ethics,

transparency, data protection, community participation, and institutional commitment to intervention. Its value does not lie in replacing human listening, but in expanding the capacity of institutions to perceive what, for a long time, remained naturalized: the silent exclusion of students who were present in the system but absent from the real conditions of participation.

■ REFERENCES

- [1] BUSATO, Manuela; BRÜNING, Camila. Inteligência artificial e arte generativa: descolonização, inclusão e reflexividade em estudos com migrantes. *Revista Políticas Públicas & Cidades*, v. 13, n. 2, p. e1230-e1230, 2024. DOI: 10.23900/2359-1552v13n2-267-2024.
- [2] JARDIM, Ery et al. Uso ético da IA (inteligência artificial) como geração de significado e inclusão. *REVISTA INTERSABERES*, v. 20, p. e25do203-e25do203, 2025. DOI: 10.22169/revint.v20.e25do203.
- [3] SOUZA, Francisco Wallisson Moreira de. Desafios e potencialidades da inteligência artificial na educação profissional: tecnologias digitais, gestão e inclusão. *DEVIR EDUCAÇÃO*, v. 9, n. 1, 2025. DOI: 10.30905/rde.v9i1.926.
- [4] PAIVA, Bárbara Gabriella da Silva; CARNEIRO, Rosalvo Nobre. Ética discursiva, inclusão do autismo e inteligência artificial. *Logeion Filosofia da Informação*, v. 11, 2024. DOI: 10.21728/logeion.2024v11e-7376.
- [5] ANJOS, Flávio Almeida dos. Tecnologias Digitais na Educação Linguística: Foco na Gamificação e na Inteligência Artificial para Promover a Inclusão. *EAD em FOCO*, v. 15, n. 1, p. e2398-e2398, 2025. DOI: 10.18264/eadf.v15i1.2398.
- [6] ASSIS, Justiniana Arruda de et al. Os direitos da comunidade surda no Brasil: avanços legais, inclusão e o papel da inteligência artificial. *Revista Foco*, v. 19, n. 1, p. e11239-e11239, 2026. DOI: 10.54751/revistafoco.v19n1-042.
- [7] JAMBOR, Daniela Guarita. Avaliação regulatória de software como dispositivo médico com foco na inclusão e equidade nas aplicações da inteligência artificial em saúde. *Revista de Direito Sanitário*, v. 25, n. 1, p. e0017-e0017, 2025. DOI: 10.11606/issn.2316-9044.rdisan.2025.231708.
- [8] DUTRA, Bruno V. et al. Inteligência artificial como ferramenta para a promoção da inclusão educacional: desafios éticos, estratégias pedagógicas e impactos na aprendizagem de estudantes atípicos. *Revista Foco*, v. 18, n. 12, p. e11151-e11151, 2025. DOI: 10.54751/revistafoco.v18n12-234.
- [9] MARCOM, Jacinta Lúcia Rizzi; PORTO, Ana Paula Teixeira. O uso da inteligência artificial na educação com ênfase à formação docente. *Revista de ciências humanas*, v. 24, n. 3, p. 229-246, 2023. DOI: 10.31512/19819250.2023.24.03.229-246.
- [10] LIMA, Francisco André Moreira de et al. Modelo de Inteligência Artificial aplicado à análise de dados de pessoas com deficiência: utilização de LangChain. *Revista de Gestão e Secretariado (Management and Administrative Professional Review)*, v. 15, n. 10, p. e4281-e4281, 2024. DOI: 10.7769/gesec.v15i10.4281.

- [11] POSSATO, Alvaro Búbola et al. Educação 5.0 e inclusão: explorando o potencial das tecnologias emergentes para pessoas com deficiência. *Revista Políticas Públicas & Cidades*, v. 13, n. 2, p. e1390-e1390, 2024. DOI: 10.23900/2359-1552v13n2-353-2024.
- [12] PIZZI, Jovino; PORTO, Nádia dos Santos Gonçalves; KOLMAR, Angelita Vargas. Inteligência artificial na inclusão. *Logeion Filosofia da Informação*, v. 12, 2025. DOI: 10.21728/loggeion.2025v12ne-7799.
- [13] MENTA, Eziquiel; BRITO, Gláucia da Silva. O papel da Inteligência Artificial no Ensino Tecnológico. *Educitec - Revista de Estudos e Pesquisas sobre Ensino Tecnológico*, v. 10, n. jan./dez., p. e232524-e232524, 2024. DOI: 10.31417/educitec.v10.2325.
- [14] PACHECO, Rafael Durant et al. Os impactos da inteligência artificial na sala de aula. *Revista Foco*, v. 17, n. 6, p. e5429-e5429, 2024. DOI: 10.54751/revistafoco.v17n6-104.
- [15] REIS, Cristina Da Silva; SOUZA, Márcio Vieira de; MÜLLER, Felipe de Matos. Gestão e mídia do conhecimento: Educação em rede e os desafios da IAG na escrita acadêmica. *Navus - Revista de Gestão e Tecnologia*, p. 1-14, 2024. DOI: 10.22279/navus.v15.2061.
- [16] MIRANDA, José Alberto Antunes de; SOUZA, Liziane Menezes de. Legislação global sobre inteligência artificial: uma análise crítica sobre o papel da unesco. *Pensar - Revista de Ciências Jurídicas*, v. 27, n. 1, p. 13-13, 2022. DOI: 10.5020/2317-2150.2022.12029.
- [17] AMARAL, Dhiogo de Jesus; PEREIRA, Flaviano Moura; DAMATTO, Ricardo Luiz. Tecnologia e inteligência artificial na educação de pessoas surdas. *Fiep Bulletin - online*, v. 95, n. 1, p. e7095-e7095, 2025. DOI: 10.16887/n190ag72.
- [18] CHAGAS, Artur D'Angelo; RABELLO, Roberto dos Santos. A aplicação de inteligência artificial e robótica assistiva no cuidado de idosos: uma revisão sistemática. *Revista Foco*, v. 17, n. 10, p. e6069-e6069, 2024. DOI: 10.54751/revistafoco.v17n10-046.
- [19] BARIN, Cláudia Smaniotto; ELLEN SOHN, Ricardo Machado. Inteligência artificial: panorama da produção científica no contexto educacional. *RENOTE*, v. 22, n. 1, p. 273-284, 2024. DOI: 10.22456/1679-1916.141554.
- [20] MARQUES, Adriano Ventura; SILVA, Gabriel Francisco da; SANTOS, José Osman dos. uso da IA para pessoas com deficiência considerando aspectos da propriedade intelectual. *Educação*, v. 47, n. 1, 2024. DOI: 10.15448/1981-2582.2024.1.44691.
- [21] BARBOZA, Delma A. S.; CATABRIGA, Lúcia; CURY, Davidson. TEA HelpBot - Avaliação de um Assistente Pedagógico Conversacional no Ensino de Matemática para Estudantes Autistas das Series Finais do Ensino Fundamental. *RENOTE*, v. 22, n. 3, p. 197-208, 2025. DOI: 10.22456/1679-1916.144984.
- [22] CHAHAD, José Paulo Zeetano; ISSA, Tuffy Licciardi. A Evolução Recente da Inteligência Artificial. *Ciência & Trópico*, v. 48, n. 1, 2024. DOI: 10.33148/cetropv48n1(2024)2278.
- [23] ELLER, Isabella Furtado Carvalho; SANTOS, Glícia Vieira dos. Coleta, proteção e uso de dados pessoais em negócios: a quem pertencem, como podem ser protegidos e explorados?. *Revista de Gestão e Secretariado (Management and Administrative Professional Review)*, v. 15, n. 7, p. e3894-e3894, 2024. DOI: 10.7769/gesec.v15i7.3894.
- [24] MADUREIRA, Cristiana; BATISTA, José António Flambó Afonso. Contributos da IA nos Processos Pedagógicos e no Desenvolvimento Profissional e Organizacional: Percepções de Professores Portugueses. *Fronteiras Journal of Social Technological and Environmental Science*, v. 13, n. 3, p. 51-61, 2024. DOI: 10.21664/2238-8869.2024v13i3.p51-61.
- [25] SANTOS, Israel Bispo dos; SCHUBERT, Silvana Elisa de Moraes; LIMA, Eugênio da Silva; JESUS, Ringo Bez de; RICHTER, Juliana da Silva; FONSECA, Elisângela Rambo Sibaldeli da; MASSI, Giselle; LACERDA, Adriana. Língua Brasileira de Sinais (LIBRAS) e Inteligência Artificial (I.A): revisão da produção científica (2019-2025). *DELOS: Desarrollo Local Sostenible*, v. 18, n. 74, p. e7331, 2025. DOI: 10.55905/rde-losv18.n74-045.
- [26] SANTOS, Israel Bispo dos; MORAIS, Everton de; SCHUBERT, Silvana Elisa de Moraes; LIMA, Eugenio da Silva; JESUS, Ringo Bez de; MAGRINI, Amanda Monteiro; RAIGNIERI, Jéssica; GARCIA, Ana Carla Oliveira; MASSI, Giselle; LACERDA, Adriana. AI and the Inclusion of Deaf People in Brazil: A Qualitative Study. *Global Journal of Human-Social Science: H Interdisciplinary*, v. 25, n. H5, p. 1-8, 2026. DOI: 10.34257/GJHSSAVOL25IS7PG51.

8. Appendix A - Screening of the 55 retrieved records

The table below presents the classification of the records exported from the CAPES Journals Portal. The classification was used to separate core corpus articles, theoretical support texts, and records excluded from the synthesis due to low thematic adherence.

Table 7. Screening of the 55 retrieved records

ID	Year	Title	Category	Decision
1	2024	Inteligência artificial e arte generativa: descolonização, inclusão e reflexividade em estudos com migrantes	Theoretical support	Included as contextual support
2	2025	Uso ético da IA (inteligência artificial) como geração de significado e inclusão	Theoretical support	Included as contextual support
3	2025	Desafios e potencialidades da inteligência artificial na educação profissional: tecnologias digitais, gestão e inclusão	Theoretical support	Included as contextual support
4	2024	Ética discursiva, inclusão do autismo e inteligência artificial	Core corpus	Included in the core analysis
5	2025	Tecnologias Digitais na Educação Linguística: Foco na Gamificação e na Inteligência Artificial para Promover a Inclusão	Theoretical support	Included as contextual support
6	2026	Os direitos da comunidade surda no Brasil: avanços legais, inclusão e o papel da inteligência artificial	Core corpus	Included in the core analysis
7	2024	Inteligência artificial generativa no ensino de programação: um mapeamento sistemático da literatura	Lateral adherence/excluded from synthesis	Excluded from the main synthesis; use only if necessary
8	2025	Avaliação regulatória de software como dispositivo médico com foco na inclusão e equidade nas aplicações da inteligência artificial em saúde	Theoretical support	Included as contextual support
9	2020	Transliteracias: A Terceira Onda Informacional nas Humanidades Digitais	Outside the scope	Excluded
10	2025	Inteligência artificial como ferramenta para a promoção da inclusão educacional: desafios éticos, estratégias pedagógicas e impactos na aprendizagem de estudantes atípicos	Core corpus	Included in the core analysis
11	2023	O uso da inteligência artificial na educação com ênfase à formação docente	Theoretical support	Included as contextual support
12	2024	Modelo de Inteligência Artificial aplicado à análise de dados de pessoas com deficiência: utilização de LangChain	Core corpus	Included in the core analysis
13	2022	Tecnologias para o cuidado em saúde mental e enfermagem: Revisão integrativa	Outside the scope	Excluded
14	2023	Inteligência artificial e saúde: ressituar o problema	Outside the scope	Excluded
15	2024	Reflexões e práticas críticas na educação a distância: perspectivas contemporâneas	Outside the scope	Excluded
16	2023	Educação híbrida e cultura digital: reflexões sobre docência, aprendizagem e tecnologias na contemporaneidade	Outside the scope	Excluded
17	2024	A razão estratégica e as relações contemporâneas de trabalho	Outside the scope	Excluded
18	2024	Novas tecnologias e seus impactos no mundo do trabalho e do processo do trabalho	Outside the scope	Excluded
19	2024	Educação 5.0 e inclusão: explorando o potencial das tecnologias emergentes para pessoas com deficiência	Core corpus	Included in the core analysis
20	2025	Inteligência artificial na inclusão	Core corpus	Included in the core analysis
21	2024	O papel da Inteligência Artificial no Ensino Tecnológico	Theoretical support	Included as contextual support
22	2024	Utilização de tecnologias digitais na educação infantil em comunidades de baixa renda	Lateral adherence/excluded from synthesis	Excluded from the main synthesis; use only if necessary
23	2024	A interação homem-máquina na psicoterapia	Outside the scope	Excluded
24	2023	Transformação digital e seguro: uma revisão sistemática da literatura	Outside the scope	Excluded
25	2024	Os impactos da inteligência artificial na sala de aula	Theoretical support	Included as contextual support
26	2024	Gestão e mídia do conhecimento: Educação em rede e os desafios da IAG na escrita acadêmica	Theoretical support	Included as contextual support
27	2022	Legislação global sobre inteligência artificial: uma análise crítica sobre o papel da unesco	Theoretical support	Included as contextual support
28	2025	Tecnologia e inteligência artificial na educação de pessoas surdas	Core corpus	Included in the core analysis
29	2024	A aplicação de inteligência artificial e robótica assistiva no cuidado de idosos: uma revisão sistemática	Theoretical support	Included as contextual support
30	2023	Análise comparativa dos processos de avaliação da qualidade do Ensino Superior	Outside the scope	Excluded
31	2023	Uso da inteligência artificial na predição do risco de sepsis pós-ureteroscopia flexível: uma revisão sistemática	Outside the scope	Excluded
32	2024	Inteligência artificial: panorama da produção científica no contexto educacional	Theoretical support	Included as contextual support
33	2024	uso da IA para pessoas com deficiência considerando aspectos da propriedade intelectual	Core corpus	Included in the core analysis
34	2021	Cenário da publicação científica sobre a Indústria 4.0 no Brasil: Uma revisão bibliométrica	Outside the scope	Excluded
35	2023	"Implementação" da Logística Hospitalar 4.0 no Brasil: benefícios e desafios	Outside the scope	Excluded
36	2025	TEA HelpBot - Avaliação de um Assistente Pedagógico Conversacional no Ensino de Matemática para Estudantes Autistas das Series Finais do Ensino Fundamental	Core corpus	Included in the core analysis
37	2024	Cultura na era da educação 5.0	Lateral adherence/excluded from synthesis	Excluded from the main synthesis; use only if necessary
38	2024	Aplicação de Inteligência Artificial na Predição da Obesidade Adulta: Inovações e Desafios no Setor de Saúde	Outside the scope	Excluded
39	2023	Inteligência artificial e violência doméstica: a garantia à integridade física por meio da relativização da privacidade.	Lateral adherence/excluded from synthesis	Excluded from the main synthesis; use only if necessary
40	2024	Uso de inteligência artificial no processo avaliativo do residente multiprofissional de saúde: uma revisão da literatura	Outside the scope	Excluded
41	2023	Monitoramento de integridade estrutural em rotores dinâmicos usando inteligência artificial com aprendizado contínuo	Outside the scope	Excluded
42	2024	Desafios contemporâneos e novas fronteiras do direito e da sociedade	Outside the scope	Excluded
43	2023	Inovação, Internacionalização e Inclusão	Lateral adherence/excluded from synthesis	Excluded from the main synthesis; use only if necessary
44	2024	Mapeamento de algoritmos de inteligência artificial para gerenciamento de serviços de oncologia hospitalar	Outside the scope	Excluded
45	2024	A Evolução Recente da Inteligência Artificial	Theoretical support	Included as contextual support
46	2024	Coleta, proteção e uso de dados pessoais em negócios: a quem pertencem, como podem ser protegidos e explorados?	Theoretical support	Included as contextual support
47	2024	Entre continuidades e rupturas: a representação do cientista e da ciência a partir de imagens geradas pelo ChatGPT	Outside the scope	Excluded
48	2024	Contributos da IA nos Processos Pedagógicos e no Desenvolvimento Profissional e Organizacional: Percepções de Professores Portugueses	Theoretical support	Included as contextual support
49	2024	Educação visual sobre o Holocausto:	Outside the scope	Excluded
50	2023	Instrumentos para avaliação e tratamento de Lesões por Pressão: revisão da literatura	Outside the scope	Excluded
51	2025	As inovacoes da lei 14.133/2021 na conducao das licitacoes	Outside the scope	Excluded
52	2020	A inteligência artificial e a eficiência na administração pública	Outside the scope	Excluded
53	2023	Aprendizagem ativa: experiências e pesquisas com metodologias ativas	Outside the scope	Excluded
54	2023	O estado da arte da aplicação da inteligência artificial no esfregaço de sangue periférico	Outside the scope	Excluded
55	2022	Administração pública digital e a implementação dos objetivos do desenvolvimento sustentável	Outside the scope	Excluded



Home Ecological Set up as the Barriers for the First- Generation Learners in the Plateau Fringe of India

Article Record

Dr. Susmita Sengupta § § *

§ PhD, Associate Professor
ORCID 0000-0003-0602-8242

* Corresponding Author



Sanat Kumar Guchhait ‡ §

§ Professor



§ Department of Geography, Rabindra Mahavidyalaya, Hooghly, India

‡ Department of Geography, University of Burdwan (OA)

RECEIVED

2026-04-26

ACCEPTED

2026-05-06

ONLINE PUBLISHED

2026-05-30

PUBLISHED

2026-09-24

PEER REVIEW

Double Blind

Abstract

Human ecology is investigated in the diverse and complicated directions as it opts to intensify not only the relationship between man and its physical environment but also the socio-economic environment. Therefore, home ecological set up as the most intriguing factor for the access and success of school education of the plateau fringe areas of India is analyzed under the backdrop of first-generation learner. Taking a sizeable number of purposive sample descriptive statistics is employed to reveal the drop out and social category of the first-generation learners. Factor analysis is adopted to glean out the dimensions of learning environment at home. Mediation model assesses the impact of poverty on parental attitude towards the educational success of their wards.

barriers

desire

encouragement

Factor analysis

First-Generation Learners

Home ecology

Mediation model

AI USE STATEMENT

No generative AI was used for analysis or results.

FUNDING

There is no funding related to this research study.

CONFLICT OF INTEREST

The authors declare that they have no competing interests

DATA AVAILABILITY

The datasets generated during and/or analysed during the current...

ETHICS

No ethics committee approval was required for this article type.

CONSENT

Not applicable for this article.

TRIAL REG.

Not applicable.

Crossref DOI: 10.34257/GJHSSG256649

How to Cite: Sengupta et al. (2026). Home Ecological Set up as the Barriers for the First- Generation Learners in the Plateau Fringe of India. Global Journal of Human-Social Science, 26(4), 11-25. DOI: 10.34257/GJHSSG256649

LICENSE

© 2026 Global Journals. Open-access article under CC BY-NC-ND 4.0 International License.

AR Experience Web Page



DOI

Print ISSN 0975-587X



9 770975 587004

Online ISSN 2249-460X



9 772249 460013

Under the strict compliance and defined process of



METADATA CONTINUATION

FULL DATA AVAILABILITY STATEMENT

The datasets generated during and/or analysed during the current study are available from the corresponding author on reasonable request.

ARCHIVAL RECORD

GJHSS · Vol 26 · Issue 4 · 2026

Article ID GJHSS-256649 · DOI 10.34257/GJHSSG256649

Print ISSN 0975-587X · Online ISSN 2249-460X

Home Ecological Set up as the Barriers for the First- Generation Learners in the Plateau Fringe of India

Dr. Susmita Sengupta[§]  and Sanat Kumar Guchhait[‡] 

Affiliations

[§] Department of Geography, Rabindra Mahavidyalaya, Hooghly, India
[‡] Department of Geography, University of Burdwan ^(OA)

Qualifications / Designations

 PhD, Associate Professor
 Professor

Abstract

Human ecology is investigated in the diverse and complicated directions as it opts to intensify not only the relationship between man and its physical environment but also the socio-economic environment. Therefore, home ecological set up as the most intriguing factor for the access and success of school education of the plateau fringe areas of India is analyzed under the backdrop of first-generation learner. Taking a sizeable number of purposive sample descriptive statistics is employed to reveal the drop out and social category of the first-generation learners. Factor analysis is adopted to glean out the dimensions of learning environment at home. Mediation model assesses the impact of poverty on parental attitude towards the educational success of their wards.

Keywords: *barriers, desire, encouragement, Factor analysis, First-Generation Learners, Home ecology, Mediation model*

* Corresponding Author
Dr. Susmita Sengupta

DOI
10.34257/GJHSSG256649

1. Introduction

Ecology, the study of the relations between organisms and their environments or of the organism-environment nexus, has been used as an interactive and also integrative interrelationship in the study of human society, popularly known as human ecology. The dimensions of human ecology are more dynamic as it is not guided by rigid laws of ecology. Extended from biotic ecology, human ecology is investigated in the diverse and complicated directions as it opts to intensify not only the relationship between man and its physical environment but also the socio-economic environment (Baker et al., 2016). It is used in the social interaction as social ecology, political dimension as political ecology. In the forgoing analysis it considers the interactive interaction in the context of school education.

Looking at this interactive interdisciplinary nature, sociologists, anthropologist and geographers of India are widely investigating ecology of school education for its diverse social, economic, educational and infrastructural problems which are posing the barriers for the access and the success to school education of under privileged society. In the realm of social and cultural geography, it basically portrays a diverse array of outlook and planning in regard to geographic (Hartshorne 2016; Berry 2005), economic and social (Zhan, 2005; World Bank Group District Level Survey, 2012) consideration analysing different attributes in spatio-temporal context (Sheppard, 2002; Dearing et al., 2006). A handful of studies of the ecology of school education deals with infrastructure, school climate, curriculum, and teacher-student interaction (Sudla et al. 2020; Berkowitz et al. 2017; Wang and Degol 2016; Hung et al. 2015; Ramelow et al. 2015; Motiram 2011; Huisman et al. 2010; Bacolod and Tobias 2006; Welsh 2000; Adeujimi, 2002; Wang & Degol, 2016),

while, the importance of home environment or home ecological set up in terms of desire, awareness, encouragement of parents and family members, economic support of the family etc. are not so much interactively interpreted. Therefore, home ecological set up is another intriguing factor for the access and success of school education of the backward areas. For the students of the under privileged society, home ecological set up seems to be the most important factor which sets barriers for each and every step for the success in school education. The grimness of the situation is more acute for the first-generation learners – the core area of this investigation.

First-generation learners are those who among the family members come for education for the first time in school, and their parents have no formal education at all. They lack any guidance from anyone neither at home nor there any stimulation for them to learn. Within the complex social landscape of the Jhalda plateau fringe, these 211 first-generation learners share distinct sub-ecologies that differentiate parental involvement. First, socio-cultural sub-ecologies, particularly tribal affiliations (mainly Santhal and Munda), feature varying traditional knowledge systems or communal attitudes toward formal schooling that moderate parental engagement. Second, spatial sub-ecologies based on proximity to the Jhalda urban center create a gradient, where families closer to the town have higher exposure to the formal education system and greater economic opportunities compared to those living in more isolated fringe areas near the hills and forests. By considering these factors, the study moves beyond a single definition of first-generation learners to capture the nuanced and diverse social landscape of the plateau fringe. Consequently, these learners have a number of handicaps while entering the school.

Unlike the second or third generation learners, they do not get the necessary motivation to pursue academic studies (Geeta 2001). They lack basic knowledge of time management, school finances, and bureaucratic operations of higher education (Richardson and Skinner 2000). They have been less likely to encounter a welcoming environment on campus (Terenzini et al. 1996; Welsh, 2000). Most of them get discouraging and dis-facilitating educational environment at home. This may result in poor academic achievement and less healthy attitudes towards life and society (Ghosh and Susmita, 2014).

2. Theoretical Framework

The home environment is ‘the most powerful informal learning’ (Doley 2017) space in which the family, especially parents, act as ‘an educator’. The term home environment refers to all objects, forces, and conditions prevailing at home which influence the child physically, intellectually and emotionally (Muola 2010; Nyarko, 2010; Oyserman et al., 2007; Ramelow et al., 2015; Reddy, 2004). An encouraging learning atmosphere at home and parents’ involvement carry huge importance in child’s educational performance in school (Hill & Tyson, 2009; Jeynes, 2005; Kim and Sheridan, 2015). The social environment of the family can be portrayed as the “interpersonal relationships among the family members, the directions of the personal growth and the family’s basic organizational structure” (Spokane et al., 2000) which are emphasized in the system. This environment positively influences mental development as healthy family relationships increase the level and the quality of the stimulations provided for the child (Motiram, 2011). The home and school are probably the two most influential contexts within which child develops. Besides, when parents and teachers both are focused on the child’s schooling simultaneously, this ‘mutual involvement’ will enhance child’s success in school (Sudla et al., 2020). Parent involvement in a child’s education, especially in earlier phase is consistently shown to be positively associated with the child’s academic performance (Hill and Craft 2003).

Considering this ideological perspective, school education in rural remote areas of India faces a dynamic reality where the hurdles are more, and opportunities are less. Physical barriers in terms of remote location, connectivity, accessibility is there. Social inertia of schooling is rampant. Participating in schools regularly and survive up to the last grade of the cycle with no one at home to support is an uphill task for first-generation learners. The backstopping support from home/parents and the sheer economics of school participation tend to push learners out of school.

Apart from this, each and every family possesses its distinct socio-economic individuality as well as parents’ participation in child’s access and success in schooling. Children whose parents are more concerned in child’s education achieve better performance in school than the children of parents involved in a lesser degree. It goes without saying that child’s education with lack of encouragement, limited or no involvement with least motivation from parents’ part reduce home effectiveness as a learning environment (Doley, 2017). Parents having low Socio-Economic Status (SES) with little or no formal education may devoid of the sense of efficacy in assisting their child succeed in school. These group of parents feel less potent to help their children in school related activities as compared to the educated parents, and also become less comfortable to interact with teachers whenever necessary (Zhan 2005).

Against this backdrop, some pertinent questions arise: To what extent does home ecology act as barriers for academic maladjustment in school for first-generation learners? Are their parents really interested about school education? Why do the first-generation students hardly achieve desired school success? The study opts to analyse the role of a learning home environment to child’s access and success in school education in rural context. It also seeks to measure the parental expectation as well as involvement in child’s education with little or no educational background.

In this study, Bronfenbrenner’s social ecological model and resilience theory have been applied as a framework to investigate the broader contextual ecological factors as well as academic resilience among the disadvantaged children, especially first-generation learners of rural and hilly background. In particular, this paper examines the role of home-ecology as barrier on school-level academic adjustment of these hard-to-reach learners of disadvantaged background.

2.1. Importance of Home Ecological Set Up Needed for First Generation Learners

“All the years that children attend school; they attend home” (Islam et al., 2021; Kumar et al., 2023; Flora et al., 2004; Froiland et al., 2013; Geeta, 2001). The impression of home and family factors on child’s education has been extensively acknowledged (Grolnick et al., 2008; Gwirayi and Shumba, 2007; Hill and Taylor, 2004; Hartshore, 2016; Hill and Craft, 2003; Hong and Ho, 2005). Family structure and demography, socioeconomic status (SES) and parental education, on the one hand, and parental involvement (Giallo et al., 2010; Stone et al., 2010; Agabrian, 2007; Lichter et al., 2003; Crosnoe and Benner, 2015) in terms of parental processes and parenting style, on the other, are considered mainly the home-ecological factors related to the child’s access and success in schooling. In addition, parents’ perception (Gi et al., 2018; Dusi, 2023; Lawson, 2003; Lisa et al., 2006) on child’s schooling, parental attitudes on teachers and schools exert great influence on child’s schooling (Lavenda, 2011; Huisman et al., 2010; Hung et al., 2015).

The **socio-economic status (SES) of a family** and the academic performance of children is well-established in the arena of sociological research (Järvinen et al., 2023; Paulus et al., 2025; Mullis et al., 2003; Muola, 2010). It may be defined as ‘a person’s overall social position...to which attainments in both the social and economic domain contribute’ (Considine and Zappalà, 2002; Jensen and Seltzer, 2000; Altschul, 2012). Socio-Economic status is determined by an individual’s condition in education, occupational status and income. In developing country’s context, specifically in India, research have already explored that children from low SES families do not perform good in school as per their potential compared to the children from high SES families (Dubey et al., 2024; Assan et al., 2021; Barro, 2013; Basant and Chandra, 2021; Green-Demers and Pelletier, 2003). Because “school success depends strongly on the socio-economic status of one’s parents” (Wise, 2003; Vaz et al., 2014). Lower SES parents usually feel less welcome at school as compared to higher SES parents and this perception in turn flows with low teacher perceptions about their child’s actual academic potentials and skills (Dumais 2006). A strong sense of internalized social marginalization often shapes these parents’ perspective, leading them to pre-assume that teachers will not favour their children due to the parents’ own lack of formal education. This perceived status differential creates a persistent social barrier between the home and the school. Rather than actively engaging with the educational institution, parents

adopt a passive role, believing their illiteracy renders them less capable in the eyes of school authorities. This expectation of bias operates as a self-fulfilling prophecy, where the parents' hesitance is misread by teachers as a lack of interest, further deepening the cycle of educational exclusion. A few social linkages and their less expectation will enhance worry and anxiety among the parents thinking that they will not be able to provide support their children in future due to the paucity of intellectual, material or cultural resources. With low expectation these parents tend to be less engaged in child's school-related activities, including encouraging them in co-curricular activities or monitoring their academic progress (Sy et al. 2005). Teachers also pay attention to those children whose parents regularly participate in child's education believing that their classroom effort are being reinforced at home (Pastorelli et al., 2001; Shams et al., 2011; Barley and Beesley, 2007; Berkowitz et al., 2017; Berry, 2005).

Parental education, specifically *mother's educational attainment* in the family is a strong predictor of child's good academic outcomes (Ekstrom et al. 1986; Renzuli and Park, 2004; Elffers and Oort, 2013; Van der Veen and Peetsma, 2006; Ghosh and Sengupta, 2014). The bio-ecological model of human development proposed by Bronfenbrenner (2006; 1986) adds flavour of the relationship between family and school as important for child's development contexts. Family with educated parents possesses enough expectations as well as quality involvement for child's positive school outcomes than do those whose parents have relatively low expectations. High parental expectation motivates a child to achieve in school, scholastic and social resilience, and aspirations to attend higher educational institutions (Richardson and Skinner, 2000; Robinson et al., 2001). On the contrary, parents with very little or no education and limited economic resources become less effective helping their children with school work and also feel become uncomfortable interacting with teachers, being influenced by internalized social barriers and perceived status differentials, leading them to assume that school teachers will not communicate productively with illiterate parents. These parents may develop low academic expectations for their children. Several researches uncover the racial/ethnic differences in parent expectation saying that "certain social class gives rise to a specific level of parent expectations which in turn affect students' educational and occupational attainment" (Sengupta and Ghosh, 2011).

The concerned literatures of **parents' involvement in child's schooling** have made two separated but interrelated stream of concepts, firstly, those related to parent-school involvement, such as parents' participation in school activities, parent-teacher communication (Hill and Taylor 2004; Dearing et al. 2006; Doley, 2018; Dumais, 2006) whereas the second stream explores parenting processes and parenting style at home which are related to child's school performance. Scott-Jones (1995) suggested four levels of parent-child interactions: '*valuing*', '*monitoring*', '*helping*' and '*doing*'. *Valuing* means self-awareness, self-respect, expectations and accomplishments. Generally, it is believed that monitoring develops 'self-management strategies' that facilitate achievement in school. *Helping* is the 'assistance of skill development of child through a tutorial relationship', directing the behaviour and helping in finding resources. Checking homework, keeping eyes on child's home and school activities, even limiting the leisure include the *monitoring* and lastly *doing* is excess involvement of parents in child's schooling.

However, **parents with academic expectation** for child generally *participate* in educational activities both at home and in school. A growing body of research has highlighted that child

performs better in school if their parents are more involved with their schooling (Froiland et al. 2013; Shaff et al., 2008). A study of Parcel and Dufur showed positive link of parental involvement with mathematics achievement of students. *Parental involvement* may cover a wide range of activities, from reading at home to attending school functions and participating in school governance. Another set of research has also shown that parental involvement varies widely by caste, social class, and even family structure and thus may help explain differential achievement levels among such families (Monserud and Elder, 2011). In addition, Parenting styles are instrumental to their children's learning achievement. Students develop more psychological maturity and do better in school when they come from families in which parents monitor and regulate their children's activities at the same time they provide *emotional support* and encourage *independent decision making* (Froiland and Oros, 2013; Stein et al., 2014; Baker, 2017). Again, these *parenting styles* have been proved to vary by family caste structure, socio-economic status resulting differential educational achievement (Fedak et al., 2015; Cooper and Stewart, 2020).

3. Methodological Framework

3.1. Methodological analytics

Bronfenbrenner (1986) and Ryan and Adams (1995) postulated a set of interrelated but distinct model that endeavored to provide "an organization for studying family processes, individual characteristics of child and children's school achievement and adjustment". The model considers child's personal behaviours in school as "most proximal", therefore, mediating family process and parenting style that work within the family. Moreover, the tone of family climate will determine what kind of parent-child interactions are likely to occur. These constitute the "distal" social contexts that probably influence the proximal effects of the child's characteristics on school success. Congruent with the Ecological theories (such as Bronfenbrenner 2013; Scaglioni et al., 2018), a hierarchy of several contexts or layers of within-family characteristics and processes influence child's educational outcome to a great extent.

The figure 1 displays the Ecological model of Family-School Relationships that encompasses all of the related family characteristics that may be interweaved in child's school adjustment as well as educational outcomes. The model is oriented along a proximal-distal dimension, where the child's schooling outcome is labelled as 'Level 0', the next adjacent place occupied by child's personal characteristics labelled by 'Level 1'. The successive levels are dragged out to exogenous socio-cultural and biological variables up to 'level 6'. Obviously, the intensity of interaction is generally highest between the adjoining levels.

Employing the concept into parents' involvement practices, the ecological model addresses four issues: 1. Parents' home-centric involvement; 2. Relevant educational atmosphere at home; 3. Family structure and SES and lastly 4. Physical aspects of the home learning environment. At the initial phase of child's schooling, parents do function like a school by extending their help with cognitive tasks to smooth child's schooling, motivate for better learning and guide school-related behaviour. Ryan and Adams (1995) outlined educational atmosphere at home as consisting of a few strata, viz. school-focused parent-child interaction, general parent-child interaction, family relations and parents' personal characteristics pertaining to exogenous socio-cultural (socio-economic status) and biological (gender of parent and child) variables. Family structure and its size play significant

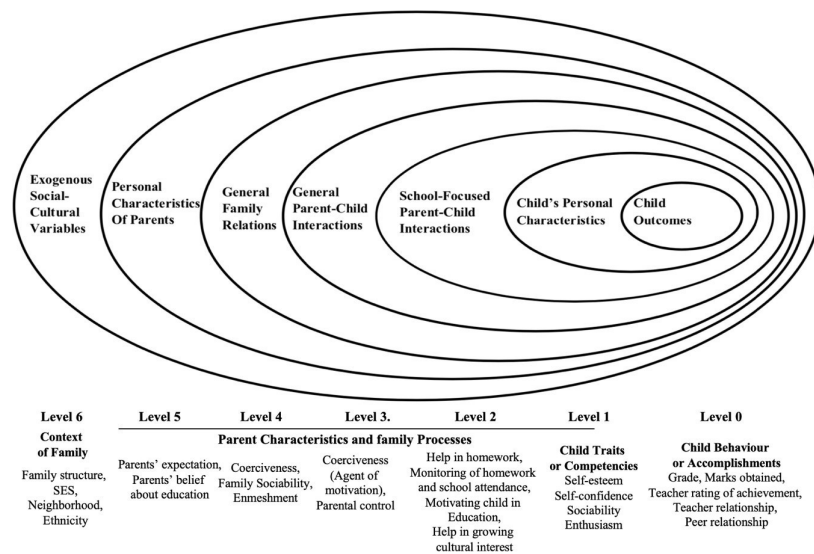


Figure 1. The Family-School Relationships Model (After Ryan and Adams, 1995)

roles in shaping child's educational outcome in school. Several recent researches (Mullis et al. 2003) have revealed positive impact of physical aspects of learning home environment (study hours, availability of learning materials, and place of study at home) on child's outcome. The present study has limited its focus on within the family processes and not wished to judge the role of all other socialization agents on child's academic outcome.

4. Study area

The rain-fed Purulia district is part of Chota Nagpur plateau representing an area of particularly low agricultural productivity and a high incidence of poverty among the rain-fed areas in Asia. High seasonality of rainfall confines the cropping period to only part of the year (mono-cropping). The district of Purulia is one of the most "resource-poor" districts dominated mainly by people of scheduled social affiliation. The population living below the poverty line is very high (35 percent). The district is positioned within the top three in respect of poverty (World Bank Group District Level Survey 2012). Unproductive land, extreme rurality, lack of proper industrialization, limited in-situ employment opportunities, the concentration of tribal population, and social customs and traditions have resulted in a totally stagnated region socially and economically. Being "resource-poor," the district has been ranked in the lower rung of the human development ladder (16th out of 17 districts, Human Development Report, West Bengal, 2004).

Livelihood exerts a typified impact on the educational scenario of any area. Besides socio-economic marginalization, also the educational scenario of the district is featured by distinct rurality. The Census reports in different decades reveal that the district's rural literacy rate has not changed significantly throughout the last 50 years. Various push-pull factors like poor accessibility, poverty and economic uncertainties, and socio-cultural discontinuities contribute a great deal to the educational marginalization of the rural pockets of Purulia district. Economic uncertainty and back-stopping support from family pushes these students to dropout prematurely from school.

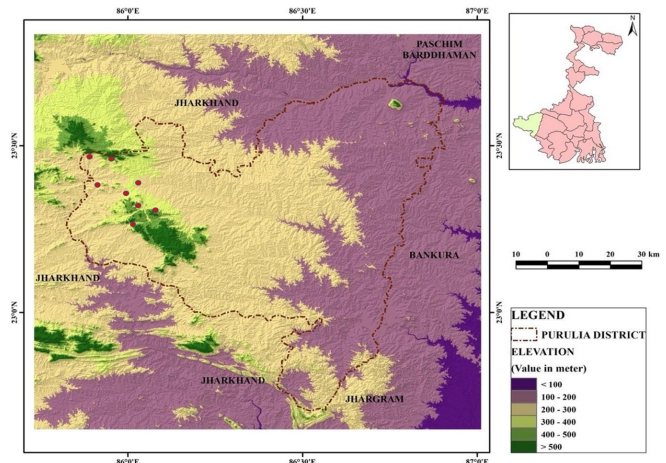


Figure 2. Map of the study area and the candidate villages (red dots) selected for micro-level analysis

4.1. Data Collection and Sampling Techniques

The necessary data for the present study have been collected through the household survey in two distinct phases. Firstly, a close-ended structured questionnaire was administered to each and every learner regarding learning atmosphere prevailing at their home. The questionnaire captured learners' socio-demographic status, economic condition of the households, parents' level of educational attainment; and the existing learning atmosphere at home and parenting processes. To have a quantitative flavour, most of the questions were in close-ended fashion, designed by Likert scale. In the next phase, to explain the quantitative findings collection of qualitative data were collected in semi-structured and open-ended fashion regarding parents' perception and attitudes on child's education. Key informant interviews and focus group discussions were arranged with learners, parents, teachers, and head of the institutions to supplement the quantitative findings. Multistage sampling techniques were used to select the candidate households for the present enquiry. After choosing the Chota Nagpur plateau fringe (Figure 2) as a broad study area, the district of Purulia was selected as micro-level study based on the criteria of marginality in the field of socio-economy and education. In the

next stage, the westernmost part of the districts was chosen due to its topographic uniqueness, prevalence of physical barrier in terms of poor accessibility and connectivity, and also stagnancy in socio-economic scenario. In recent past, the administrative area was declared the 'poorest in education' (18.4 percent literacy, Census 2001) within Asia continent. Still, ample illiteracy (39.53 percent), huge gender gap in education (36.24 percent, 2011) and quite high non-working population (59.61 percent, 2011) speak in favour of the backwardness of the area. The terms like 'remoteness', 'forest dependence', 'illiteracy', 'poverty', 'first-generation learner' are the keywords to diagnose the target group of the study. The home ecology of first-generation learners in the Jhalda plateau fringe is well-described by a material dependence on forest resources that directly hampers a consistent learning structure. For instance, during the winter season, when parents go outside for seasonal migration, the elder sisters mainly have to take over the domestic responsibilities, and the household's 'learning ecology' stays suspended. Similarly, the daily necessity of firewood collection—a time-consuming task exacerbated by receding forest covers—occupies several hours of a child's day, leaving no time for the 'study at home' envisioned by formal schooling models. Therefore, the forest's seasonal labor cycles form a 'rhythm of survival' that overlaps with the 'rhythm of the school's academic calendar,' where academic pursuits are frequently sacrificed for the immediate material needs of the family. Keeping these key terms in mind, specific villages were identified lying in the physically and socio-economically isolated pockets of western part of Purulia district for micro-level study. Eight villages of the district possessing relatively high relief have been purposively chosen to capture the essence of the study. The set of participants are exclusively first-generation learners (N=211), either 'school-going' or 'dropped out' status during the time of field investigation whose parents have no experience of formal school education at all. The 'Siksha Bandhu', the key participant of the study, helped a lot to capture the home learning atmosphere as barriers and resultant academic challenges leading to dropout of these 'uncertain climbers' from the school prematurely.

The first type includes variables of home ecology that consists of continuous variables of SES of the family and parental involvement. SES echoes with the parental educational attainment in years and monthly income of the family. The next category variables relating to family learning structure capture the background conducive to learning at home (Altschul 2012), i.e. (a) the amount of money the family spent on children's education, (b) the presence of reading materials, (c) private tuition fee of children provided by the family, (d) time of home assignment and (e) the time of engagement in domestic chore (inverse). The Likert scale fitted for the items include: (a) money spent on child's education [No money spent (1), less than Rs. 50/ (2), Rs. 50/ to Rs. 100/ (3), Rs. 100/ to Rs. 200/ (4) and more than Rs. 200/ (5)]; (b) reading materials available at home [No materials (1), less than 5 (2), 5 to 10 study materials (3), 11-15 study materials (4) and above 15 (5)]; (c) availing private tuition [Never (1), seldom (2), often (3), almost always (4) and always (5)]; (d) child spending for learning at home? [No time spent (1), Less than one hour (2), one to two hours (3), two to three hours (4), above three hours (5)]; and (e) child's engagement in domestic chores [No hour spent (5), less than 2 hours (4), 2-4 hours (3), 4-6 hours (2) and above 6 hours (1)].

Parental involvement generally refers to the extent and quality of helping child in doing homework, contacting with teachers and attending school meetings regularly, participating in school-related activities and facilitating cognitively stimulating activities (Sy

& Schulenberg, 2005). The typology of parental involvement is categorized broadly into two by various contexts in which it occurs, i.e., at home or school (Giallo et al. 2010; Godenberg et al., 2001). Parameters like (a) attending school meeting, (b) visiting school teacher (Nyarko 2010) whenever needed and (c) attending school function cater parents' school-based participation (Oyserman et al. 2007), whereas (a) helping child in doing homework, (b) checking homework (Nyarko 2010) and (c) talking with them about school represent parents' home-based participation (Sy et al., 2005) in child's schooling. The parents' responses range from 1 (never done) to 5 (always done) in Likert scale. The last but the most important parameters of parenting style include (a) encouraging the learners for education, (b) giving emotional support, (c) decision-making independence and (d) motivating them in continuing education. All responses have been scaled after Likert ranging from 1 (never) to 5 (always). Both the dimensions of parental involvement have maintained homogeneity¹⁰ (Cronbach's Alpha). In this study, academic performance is measured as a continuous variable, representing the aggregate percentage of marks obtained by the student in the final examination of their last completed academic session. For the active school-going students, these represent current records, whereas for the 93 dropped-out students, academic performance was obtained as the aggregate percentage in the final examination of their last completed academic year, retrieved directly from school databases. While a time gap exists between their departure and the current study's assessment of home ecological factors, the structural nature of these home environment variables (such as parental educational attainment and chronic economic insecurity) ensures a high degree of context-specific temporal consistency.

The grading system is aligned with the West Bengal Board of Secondary Education guidelines. The aggregate marks comprise seven core school subjects: Language-I (Bengali), Language-II (English), Mathematics, Physical Science, Life Science, History, and Geography. However, a deeper qualitative and quantitative analysis of the results reveals that first-generation learners face uneven academic challenges across these subjects. They struggle disproportionately in English (Language-II) and Mathematics compared to other subjects. The average marks in English (32.4 percent) and Mathematics (28.7 percent) are significantly lower than the average marks in History (46.2 percent) and Geography (44.8 percent). This disparity stems from the complete absence of academic guidance and language exposure at their home, as well as their parents' inability to afford private tuition, which is crucial for mastering subjects like English and Mathematics in these rural pockets. Academic performance, as detailed above, serves as the singular continuous outcome variable in our predictive models.

5. Data Analysis and Results

The study opts to address how the learning environment at home shapes a child's desired success in school under varying socio-economic contexts. Therefore, the study considers some specific hypotheses regarding socio-demographic features (gender, social group affiliation, generation status, family size and location) and SES (family income and parent education) determining child's achievement in school; The study hypothesizes that learning environment at home, especially parents' involvement in child's education bears positive relation with child's academic outcome. First-generation learners in rural areas may face more challenges in achieving school success. Poor socio-economic status, limited

educational attainment levels of parents and low income may be responsible for this uncertainty.

6. Sample Characteristics

The research participants comprise of 211 first-generation learners systematically and purposively selected from the candidate villages, out of which 118 are from school going students studying at Upper Primary and Secondary Grade (including Higher Secondary also). The little learners of S.S.K. have been carefully excluded from the survey due to their below the age and immature response. To capture the essence of socio-economic barriers, the study has included another 93 participants who dropped out of school at different grades. To sort out this group, the office of School Inspector (S.I.) helped to identify the houses of dropped out students which are marked as “D” by the *Siksha Bandhu* of S.I. Office. In addition, Village Information Center and Village Education Communities of Jhalda Blocks helped a lot recognize these groups and carry on survey of the parents as well.

6.1. First-Generation Learners – Descriptive Statistics

To analyze the sample features of first-generation learners, descriptive statistics have been summarized in table 1. Out of 211 learners, 120 (56.87 percent) were boys and 91 were girls (43.12 percent). Majority (55.92 percent) are currently enrolled in school (55.92 percent), others (44.08 percent) have dropped out in the mid-way. The enrolled learners’ average age is 14.76 years with SD of 1.449. These special types of learners mainly consist of first-generation type as stated earlier, out of which 72.99 percent participants belong to the scheduled group category with a tiny SD of 0.45. The literacy status of parents shown in the descriptive statistics reveals very gloomy picture; fathers on an average enjoyed 0.9 years of school education, whereas it is only 0.18 years for mothers, though in case of fathers the standard deviation is higher (1.238 years) than mothers (0.39 years). The Skewness of fathers’ (1.699) and mothers’ (2.312) education indicate shallow educational attainment levels of both holding the maximum frequency. It is also noteworthy that parental education exerts a strong influence (father’s education: $r^2=0.447$; mother’s education: $r^2=0.556$) on children’s education. Keeping in mind the economic condition, it has been found that more than the half of the learners’ family (63.51 percent) belong to the daily-wage labour group in various farm and off-farm sectors whereas 36.49 percent family are self-employed with very low SD of 0.67 and skewness (0.78).

6.2. Dominant Components of Learning Environment at Home

To investigate ‘which one dominates the learning atmosphere of a child at home?’ the study has performed Exploratory Factor Analysis (EFA) applying maximum-likelihood extraction and varimax-rotation method with Kaiser-Normalization and have identified three dominant components carrying significant weights (Table 2). The scree-plot reveals three components with Eigen values greater than one, which together explains 72.99 percent of the learning environment variance and parental involvement. The Kaiser-Meyer-Olkin (KMO) value of 0.960 tells in favour of sample adequacy.

The analysis reveals that demographic status along with SES and learning environment at home form the most dominant component explaining 35.094 percent (Eigen value: 8.072) followed by parent participation in child’s school activities explaining 20.883

percent (Eigen value: 4.803) of the variance and parenting style being the third and last component explaining only 17.014 percent of total Variance (Eigen value: 3.913) of the analysis. The magnitude of the factor loadings was acceptable, ranging from 0.55 to 0.84. The findings echo with the literature that the first-generation with scheduled groups does not get a healthy learning environment at home for smooth access to schooling (Bandyopadhyay and Subrahmanian 2008; Reddy 2004). A considerable family income with parental education, especially mothers’ education, is a strong predictor of the learning environment at home. The higher loading of parents’ education than income signifies the former variable’s importance for creating a healthy atmosphere at home that helps a child achieve school success (Baker et al., 2001; Rumberger and Rotermund, 2012). Likewise, availability of learning structure at home, i.e., private tuition, sufficient reading materials, money spent for child’s education and time of engagement at homework generate an effective learning home environment. In contrast, engagement in domestic chores speaks opposite and carry a negative sense. After SES, parental physical involvement, both at home, and in school, takes a major role in providing a good academic atmosphere at home, while internalized behaviour from parents is also in queue to support children in his/her education.

6.3. Determinants of Learning Environment at Home on School Performance

After exploring the dominant components creating a favourable learning environment at home, it is now pertinent to know ‘to what extent do these components predict learners’ success?’ The transition from Exploratory Factor Analysis (EFA) to Stepwise Multiple Regression is structured to test the predictive power of the distinct dimensions identified in the factor solution. The three-factor EFA solution (Table 2) reduced the complex learning environment variables into three core dimensions: (1) SES and Family Background, (2) Parents’ Participation, and (3) Parenting Style. To systematically evaluate how these factor dimensions determine academic success, our stepwise regression models (Table 3) introduce them sequentially, while controlling for baseline socio-demographic factors. Model 1 establishes the baseline predictive power of socio-demographic covariates. Model 2 introduces the variables loading heavily on Factor 1 (SES and Family Background), specifically monthly family income and parental educational attainment, to evaluate their incremental contribution. Model 3 adds the physical and material variables representing the home-based ‘Learning Structure’. Model 4 incorporates variables associated with Factor 2 (Parents’ Participation in school-centric and home-centric activities) to capture active behavioral engagement. Finally, Model 5 includes the variables defining Factor 3 (Parenting Style and internalized psychological behaviors), thereby completing the transition from distal socio-cultural structures to proximal active behavioral interactions, and demonstrating the unique predictive variance of each EFA-derived dimension on student academic achievement. The regression analysis starts (Table 3) with covariates of socio-demography that explain 65 percent of predicting school success. In the first step of the Regression analysis, out of six covariates, except gender and location, four are significantly related to school performance. A first-generation learner of scheduled group of Jhalda does not get desirable marks in school, large family size and increasing age hinder desired success in school.

In the second step, the analysis considers three more covariates of SES, family income and parents’ educational attainment explaining another 15 percent of school success. Family income

Table 1. Descriptive Statistics: First-Generation Learners

Variable	Frequency	Mean (SD)	Skewness	Kurtosis	Description
N	211				
Gender		0.58 ± 0.50	-0.33	-1.91	Boy (0) and Girl (1)
Boy	120 (56.87)				
Girl	91 (43.12)				
Age (Enrolled learners)		14.76 ± 1.449	0.106	0.589	Age (in years)
Social affiliation		0.72 ± 0.45	-0.96	-1.09	Social Affiliation status: Scheduled (1) and Non-Scheduled (0)
Scheduled group	154 (72.99)				
Non-Scheduled group	57 (27.01)				
Educational status		0.86 ± 0.14	0.15	-0.79	Currently enrolled (1) and dropped out (0)
Enrolled	118 (55.92)				
Dropped out	93 (44.08)				
Father's education		0.9 ± 1.238	1.699	2.893	Father's year of schooling
Mother's education		0.18 ± 0.39	2.312	5.106	Mother's year of schooling
Family Occupation		1.56 ± 0.666	0.779	-0.48	
Daily wage labour	134 (63.51)				
Self-employed	77 (36.49)				

**Values in parentheses indicate percentage*

Table 2. Dimensions of Learning Environment at Home

ItemDetails	SESandFamily Background	Parents' Participation	Parenting Style
Generation	-0.817		
Mother'seducation	0.798		
Father'seducation	0.790		
Caste	-0.788		
Privatetuition	0.716		
Monthlyincome	0.708		
Readingmaterialsathome	0.697		
Engagementinhomework	0.694		
Moneyspentineducation	0.683		
Engagementindomesticchore	-0.590		
Attendschoolmeeting		0.795	
Visitschoolteacher		0.794	
Helpchildindoinghomework		0.732	
Checkinghomework		0.691	
Attendschoolfunction		0.649	
Talkingwithchildaboutschoo		0.547	
Motivation			0.841
Emotionalsupport			0.677
Encouragement			0.571
Decisionmakingindependence			0.549
<i>EigenValue</i>	8.072	4.803	3.913
<i>ExplainedVariance (percent)</i>	35.094	20.883	17.014
<i>Accumulated (Rotated) Explained Variance (percent)</i>	35.094	55.977	72.992

Approx. Chi. Sq. 7.255, degree of freedom: 253, Sig. 0.000, Kaiser-Meyer-Olkin: 0.960

predicts better success than education level of parents in the initial model. All three are significantly correlated with school success. It is interesting to note that mothers' education ascertains a child's school performance better than the father's education level. The findings look similar to the work of Sengupta and Ghosh (2011), Cooper and Stewart (2020), Costello et al., 2003, Lai et al., (2020) and Beeber et al., (2008). In step three, availing learning structure explains only seven percent of students' success, in which recurring expenses for the smooth running of education and availability of reading materials are positively associated with child's school performance. The child engaged more in homework is more likely to succeed in school, in contrast, the child, who is busy in domestic chores perform poorer in the school examination than others.

The fourth step predicts children's better performance in school due to parents' more participation in school-centric activities, maintaining parent-teacher relationship, helping children at home in doing homework to lift ward's success. Parents' internalized behaviour explaining only two percent of child's success presents a gloomy picture of school education scenario, all covariates, though significant; carry very little weightages predicting good performance in examination. It is noteworthy that while considering all predictors, boys significantly perform better in school examination than girls; family size no longer remains a significant predictor of school success. Interestingly, parental education, especially mother's education determines child's school performance better than family income.

6.4. Parental Attitudes and Learning Outcomes

The parental expectation is a causal determinant of a child's academic success. Sociologists rely on the theory of membership of a certain 'social class' giving rise to a particular level of parental expectation that affects learners' academic outcome. Poor SES may generate low expectation, minimum awareness, and little knowledge regarding a child's education, thus, leading to an unhealthy and discouraging the learning environment at home. *Siksha Bandhu* opined that this depressive scenario aggravates native parents to hold a pessimistic perception towards the child's education a lot.

The mental map (Figure 3) shows that the parents hardly perceive any positive attitude regarding school education, and in all the cases, parents' perception work negatively. Nearly 88 percent parents (N=80) feel very pessimistic that education bears minimum significance, useless and nothing but a luxury. The sufficient number of responses, i.e., 'Education is not necessary' or 'a wastage' is also disappointing. Still, it is a hard reality to them. This kind of indifferent attitudes invite less expectation (Hong and Ho, 2005) and dissatisfaction (Ahmetoglu and Acar, 2017; Bacolod and Tobias, 2006; Bandyopadhyay and Subrahmanian, 2008) among the parents. This is quoted by the following interview narrative given by a father and confirmed by *Siksha Bandhu*:

"What is the benefit to become a graduate? In our village, a graduate student remains still unemployed. He goes to Jhalda for the daily casual job like us, what is the difference between this graduate and us- the illiterate people? He also teaches as a private tutor, but no one sends children to avail the tuition. Within the village, a so- called 'failure' graduate without salaried job lessens our expectation to the existing education system."

"Those who perform well in school migrate to town with the whole family and get admitted to the renowned school for better education. The educated parents also don't want to keep the children in that 'poor' environment. The low SES villagers cannot see anybody to become successful in staying in that remote village. This depressive scenario aggravates native parents to hold a pessimistic perception towards the child's education a lot."

6.5. Parental Attitude as Mediator of Poverty on Child's Learning Outcome

Following the relevant literature of parental negative attitudes in the context of India's rural and hilly pockets of India, several dimensions of low expectation, minimum awareness and little knowledge about child's schooling have been considered for the analysis. To acquire an idea of *parental expectation*, the parents were asked of how far educational achievement they think that their children will achieve in terms of formal schooling (Belardo and Candelaria, 2023; Sandra, 2021; Goldenberg et al. 2001); to realize *parental awareness*, they were asked to what extent they think education is necessary, and whether they have any knowledge of the present school education system. A mediation regression analysis is fruitful in establishing the mediator role of parents' negative attitudes towards education under specific SES. The study mainly concentrates on first generation learners' home environment featured by high poverty and low educational attainment. To measure the depth of the poverty, the study has taken the per capita MCE of each family and its gap from the calculated 'cut off' value, i.e., Rs. 594.49/. The relevant research question of the analysis includes: Does the negative attitude of parents mediate the influence of poverty on child's school outcome?

The hypotheses are as follows:

Hypothesis 1: Poverty significantly affects school outcome;

Hypothesis 2: Parents' negative attitude has a significant unique effect on school outcome;

Hypothesis 3: Parents' negative attitudes significantly affect parents' expectation;

Hypothesis 4: The effect of poverty on school outcome *shrinks upon the addition of the parents' negative attitude (Mediator) to the model*;

The equations are as follows:

$$\text{School Outcome} = b_0 + b_1(\text{Poverty Depth}) [\text{Significant}] \quad \dots \quad (1)$$

$$\text{Negative Attitude} = b_2 + b_3(\text{Poverty Depth}) [\text{Significant}] \quad \dots \quad (2)$$

$$\text{School Outcome} = b_4 + b_5(\text{Negative Attitude}) [\text{Significant}] \quad \dots \quad (3)$$

Table 3. Determinants of Learning Environment at Home by Stepwise Multiple Regression Analysis

Variable	Model1:Socio-Demographic	Model2: SES	Model3: Learning Structure	Model 4: Parents' Participation	Model5: ParentingStyle
R^2 Adjusted (Sig.)	0.641(0.000)	0.789(0.000)	0.864(0.000)	0.926(0.000)	0.946(0.000)
ΔR^2	0.648	0.148	0.074	0.061	0.019
ΔH (Sig.)	91.724 (0.000)	71.215 (0.000)	33.267 (0.000)	62.97(0.000)	26.225 (0.000)
Predictors	b	b	b	b	b
Intercept	11.373*	11.944	15.121*	15.828*	15.992*
Socio-Demographic					
Gender	0.015	0.046	0.096*	0.053*	0.033*
SocialGroupAffiliation	-0.039*	0.012*	0.052*	0.023	0.013
Age	-0.093*	-0.094	0.046*	-0.05*	-0.046*
Generation Status Location	-0.092*	0.092*	0.002	0.001	0.006
FamilySize	-0.109	0.179*	0.179*	0.156*	0.171*
	-0.711*	-0.275*	-0.088*	0.028	0.008
SES					
Monthly Income		0.746*	0.333*	0.176*	0.122*
Fathers' Educational Attainment		0.141*	0.244*	0.054	0.253*
Mothers' Educational Attainment		0.168*	0.188*	0.033	0.288*
Learning Structure					
Money Spent in Education			0.381*	-0.092*	0.48*
Reading Materials at Home			-0.13*	0.223*	0.238
Availing Private Tuition			-0.01	-0.2*	-0.13*
Time of Doing Homework			0.157*	0.03	0.008
Engagement in Domestic Chores			-0.176*	-0.227*	-0.27*
Parents' Participation					
Attending SchoolMeeting				0.199*	0.141*
Visiting School Teacher				0.114*	0.084*
Attending School Function				0.074*	0.16*
Helping child in Homework				0.105*	-0.037
Checking Homework				0.056*	0.045
Taking with child about School				0.067*	0.234*
Parenting Style					
Encouragement Emotional Support					0.131*
DecisionMaking					0.13*
Independence					0.015
Motivation					0.08

Note: Δ denotes change; $N = 211$; * $P < 0.05$.

$$\text{School Outcome} = b_6 + b_7(\text{Poverty Depth}) [\text{Insignificant}] + b_8(\text{Negative Attitude}) [\text{Significant}] \quad \dots (4)$$

Primarily, the three models interacting separately with each other are associated in significant ways, i.e., poverty adversely affects school performance [(F1,118) = 27.04, $R^2 = 0.27$, $p = 0.003$], parents' negative attitude also has ill-effect on the school performance [(F1,118) = 83.69, $R^2 = 0.76$, $p = 0.000$] and poverty affects parents' negative attitude towards child's education [(F1,118) = 8.80, $R^2 = 0.24$, $p = 0.006$]. Three regression analyses show that unit increase in poverty increases 0.19 negative attitude among the parents (a path). One unit more depth in poverty decreases

0.17 unit of child's school performance (c path) determining 27 percent of it. But coupled with parents' negative attitude, poverty hinders 0.67 unit of child's school outcome determining 76 percent of child's school performance that is far greater than the influence of poverty alone. It is to note that a full mediation occurs in the above analysis as the addition of parents' negative attitude totally makes the influence of poverty (c' path) insignificant on child's academic performance (Figure 4). Therefore, it is the parents' detrimental attitude, not poverty, that comes first to determine child's achievement in school.

However, this finding of full mediation must be qualified with caution, as poverty and parental attitudes are deeply endogenous. In the context of the Jhalda plateau, these attitudes are not independent psychological traits; rather, they are deeply embedded

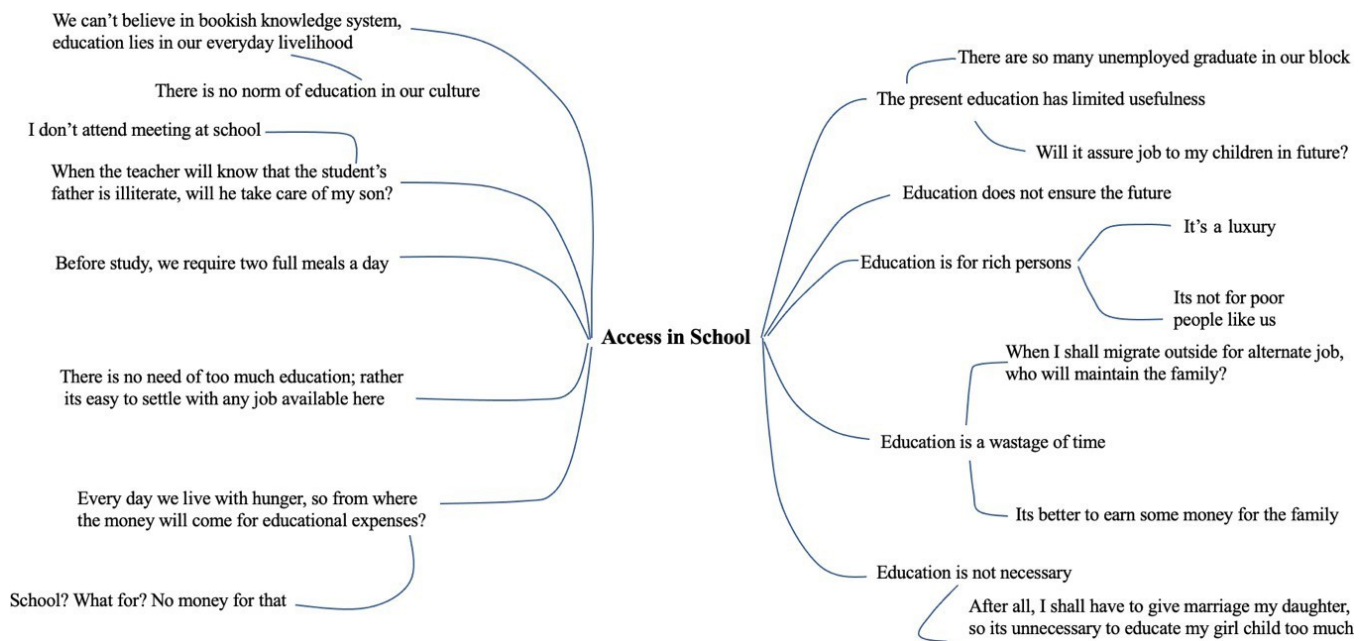


Figure 3. The mental map represents the negative attitudes of parents about the importance of school education.

in structural poverty. Parents' "negative attitude" is perhaps a logical survival adaptation; when families experience long-term economic instability, the immediate demands of the forest-based economy sometimes take precedence over the uncertain benefits of formal secondary education. Therefore, poverty "speaks through"

parental attitude, making the latter a psychological proxy for long-term material deprivation.

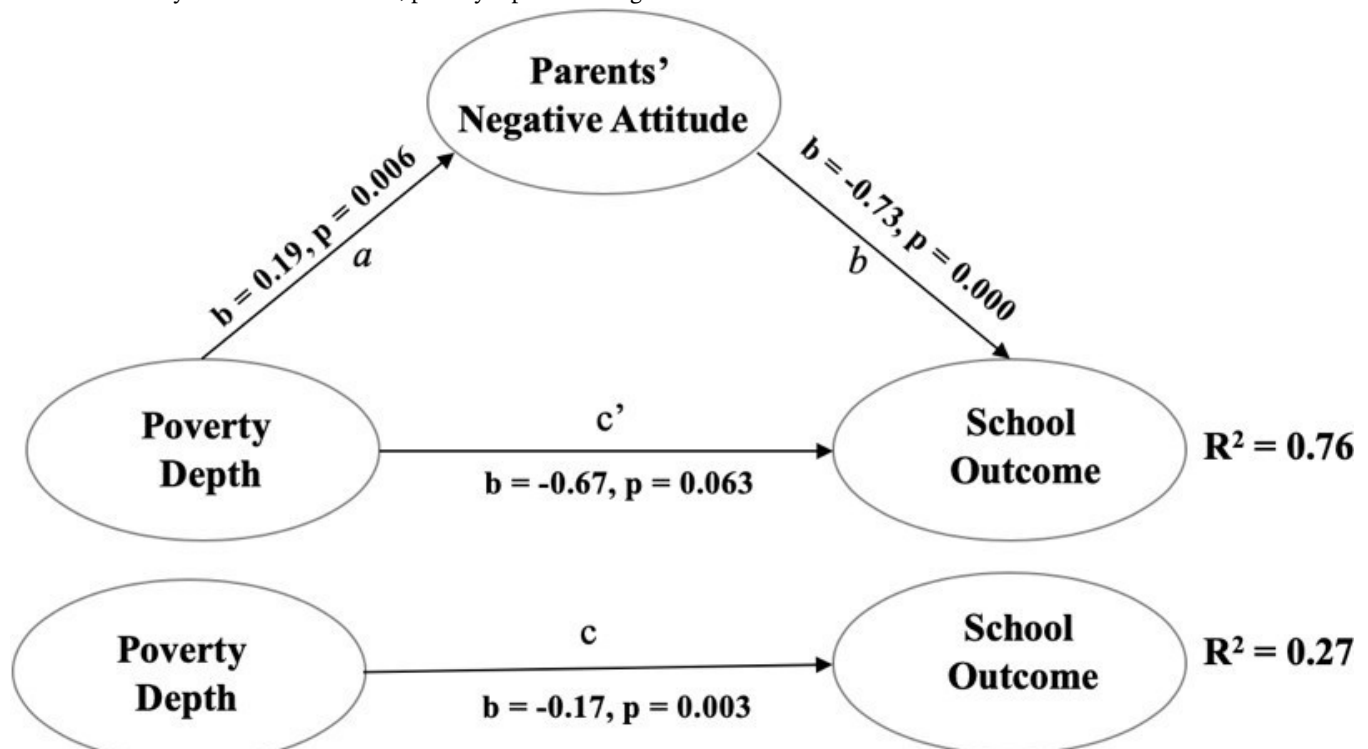


Figure 4. Full Mediation Model: Parents' negative attitude mediating the role of poverty on child's school outcome

This negative attitude of parents to child's access and success in school education flows into next-generation plaguing today's teenage youth of a lack of motivation towards academic activities (Lisa et al., 2006). A huge number of learners, especially of first

generation, locate themselves in a condition in which they do not desire to continue the school activities required for them (Green-Demers and Pelletier, 2003). This lack of motivation can give birth to the feelings of loneliness and frustration, thus hampering well-

being. This kind of home ecological issues is not alike to the home atmosphere of subsequent generation learners, a comparative view is pertinent to analyse to address the question: "To what extent does the home ecology differ by generations?"

7. Discussion

In the context of developing countries, particularly in India, children in rural India from poor economic and social backgrounds are disadvantaged concerning their development and learning potential (Kamper, 2008; Ademujimi, 2002; Oyeka, 2002). Research on rurality demand sensitivity to the uniqueness and individuality (Barley and Beesley, 2007). Practically, in rural areas hurdles are more and opportunities are less. Rural schools serve large number of scheduled social groups, families in socio-economic distress, and parents with little or no educational attainment (Flora et al., 2003; Pitan, 2012; Schneider, 2002). Students from rural base are at risk of low motivation and devoid of school success (Lichter et al., 2003). Parents of these children with no education and skill spend little or no quality time with them, mainly due to keep engaged in different income generating activities as survival strategy (Robinson et al. 2001). This lack of time deepened by the inability of poor parents to extend support due to their own levels of educational attainment hinders nourishing from within the families. Secondly, poverty decreases child's motivation for learning (Gwirayi and Shumba, 2007). Poverty aggravates discrepancy in academic aspiration with great number of children believing that they hardly possess any ability to achieve. Teachers also believe that these children, especially first-generation learners, are incapable of reaching their learning potential.

Children living with poverty are less likely to attend school regularly and pursue higher education, as it is an arduous task for them to break out of the poverty cycle. The association between poverty and academic achievement is complicated by social identity factor, as a large number of scheduled social groups with a long history of legal and social discrimination have hardly got any chances of academic and material success (Rienks et al., 2017; Kamper, 2008). Children of low SES parent usually lag behind academically in their school years and are more prone to dropout before the completion of school education cycle.

8. Conclusion

Agriculture is the backbone of economy of India even at the end of first quarter of the 21st century and agro-economy is too much regressive in the plateau fringe area and poverty is the integral part of household economy of this region. Under such consideration, most of the parents of school goers struggle for their livelihood where desire or success of school education of their wards is nothing but a luxury. Success completion of school education up to the last grade of the cycle with no one at home to support is an uphill task for first generation learners. Not only researchers, but policy makers also have felt the importance of learning environment and parental involvement on child's academic performance and have stated assimilated effort aimed at including parental involvement into broader educational policy initiatives. EFA clearly proves that learning environment at home comes first succeeded by parental participation in child's school activities. Poverty and livelihood struggle of parents seems to be the most crucial barriers in this context. Poverty not only affects their livelihood and household economy; it has some negative impact on parental attitudes to send their wards to attend school and also the learning outcome of the school goers.

Parents are more interested to engage their wards in farming, day labouring and household chore especially for the girl child. To sustain their family, most of the parents are engaged in day labouring frequently. Girl child have to take the responsibility to take care of the household duty of the mother in terms caring kids and other household chores. The scenario has slightly changed with the introduction of Universal Literacy programme. With such programme initiated from 2007, school goers up to 8th standard get mid-day meal, book grant, school dresses and even different scholarships under central and provincial government, but the desire of the parents about successful school education of their wards is drain out due to lack of gainful employability of the first-generation learner and even non- first-generation learners even after success completion of their higher education as stated by the respondents. The opportunity cost for school education of their wards is lessened now, but the non-encouraging home environment and psychological barriers of first-generation learners still prevails which is at the root for drop out. Psychological barriers are more pervasive for dropout. During their home study, they rarely get any help in understanding the lessons. As a result, they are afraid of attending school. Continuation of this process leads to drop out. Therefore, school curriculum and syllabus up to 8th standard should not be a burden to them. The moto of school education up to 8th standard is to be developed to gain knowledge and general understanding about the nature and society through which they will be in a joyful learning with subsequent development of sociability. Opportunity cost can be reduced through government planning which is gradually being established through Universal literacy programme, but psychological barriers can only be removed by joyful learning.

■ ACKNOWLEDGEMENT

The authors are grateful to the respondents for their kind cooperation in completing the study.

■ REFERENCES

- [1] Ahmetoğlu, E., and Acar, İ. (2017). PARENTS' SATISFACTION WITH THEIR CHILDREN'S EDUCATIONAL EXPERIENCES IN EARLY CHILDHOOD PERIOD. *Turkish Studies*, 12(6), 1-14. <http://dx.doi.org/10.7827/TurkishStudies.11550>
- [2] Altschul, I. (2012). Linking socioeconomic status to academic achievement of Mexican youth through parent involvement in education. *Journal of the Society for Social Work and Research*, 3, 13-30.
- [3] Ademujimi, I. M. (2002) Funding and academic performance of students in secondary education in Ondo State, Nigeria. Unpublished M.Ed Thesis, University of Ado Ekiti, Nigeria. 65-66
- [4] Assan, T. E. B., Dudu, W. T., Kunene, N. T., Mlambo, S., Mutsvangwa, A., Samuel, K. B., Nel, M., Nwosu, L. I., Petzer, V., ... Rambe, P. (2021). Quality education: The nexus of human capital development, economic growth and social justice in a South African context. <https://doi.org/10.4102/aosis.2021.bk287> DOI: <https://doi.org/10.4102/aosis.2021.BK287>
- [5] Bacolod, M.P. and Tobias, J.L., (2006). "Schools, school quality and achievement growth: Evidence from the Philippines," *Economics of Education Review*, 25(6), 619-632.

- [6] Bandyopadhyay, M. and Subrahmanian, R. (2008). Gender Equity in Education: A Review of Trends and Factors. CREATE Pathways to Access Research (Monograph No. 18). New Delhi/Falmer: CREATE and NUEPA.
- [7] Barley, Z. A., and Beesley, A. D. (2007). Rural school success: What can we learn? *Journal of Research in Rural Education*, 22(1). Retrieved from <http://www/jrre.psu.edu/articles/221.pdf>.
- [8] Berkowitz, R., Moore, H., Astor, R. A., and Benbenishty, R. (2017). A research synthesis of the associations between socioeconomic background, inequality, school climate, and academic achievement. *Review of Educational Research*, 87(2), 425-469. doi:10.3102/0034654316669821
- [9] Berry, B. (2005). Approaches to Regional Analysis: A Synthesis. *Annals of the Association of American Geographers*. 54. 2 - 11. 10.1111/j.1467-8306.1964.tb00469.x.
- [10] Bronfenbrenner, U. (2013). Ecology of the family as a context for human development: Research perspectives. *Adolescents and their families*, 1-20.
- [11] Bronfenbrenner, U. (1986). Ecology of the family as a context for human development: Research perspectives. *Developmental Psychology*, 22, 723-742.
- [12] Baker, J. A., Derrer, R. D., Davis, S. M., Dinklage-Travis, H. E., Linder, D. S., & Nicholson, M. D. (2001). The flip side of the coin: Understanding the school's contribution to dropout and completion. *School Psychology Quarterly*, 16(4), 406-426. <http://psycnet.apa.org/doi/10.1521/scpq.16.4.406.19901>
- [13] Barro, R. J. (2013). Education and economic growth. *Annals of Economics and Finance*, 14(2), 301-328. <https://doi.org/10.2139/ssrn.1886131>
- [14] Basant, R., & Chandra, P. (2021). Innovation and education in India: Strategies for growth. Oxford University Press.
- [15] Beeber, L. S., Perreira, K. M., & Schwartz, T. (2008). Supporting the mental health of mothers raising children in poverty: how do we target them for intervention studies? *Annals of the New York Academy of Sciences*, 1136, 86-100. <https://doi.org/10.1196/annals.1425.008>
- [16] Agabrian, M. (2007). Relationships between School and Family: The Adolescents' Perspective. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*. 8.
- [17] Belardo, S. and Candelaria, A. (2023). Aspirations of Fisherfolk Communities on Their Children's Education in Albay, Asid, and Ragay Gulfs of Bicol, Philippines. *Journal of Geoscience and Environment Protection*, 11, 136-155. doi: <https://doi.org/10.4236/gep.2023.117009>.
- [18] Baker S. (2017). The Influence of Social Circumstances on "Risky" Patterns of Alcohol Consumption Among Mothers With Preschool-Aged Children in England. *Substance use & misuse*;52(5):624-31.
- [19] Baker, T. L., Wise, J., Kelley, G., & Skiba, R. J. (2016). Identifying barriers: Creating solutions to improve family engagement. *The School Community Journal*, 26(2), 161-184.
- [20] Crosnoe, R., & Benner, A. D. (2015). Children at school. In M. H. Bornstein, T. Leventhal, & R. M. Lerner (Eds.), *Handbook of child psychology and developmental science: Ecological settings and processes* (7th ed., pp. 268-304). John Wiley & Sons, Inc. <https://psycnet.apa.org/doi/10.1002/9781118963418.childpsy407>
- [21] Considine, G., & Zappalà, G. (2002). The influence of social and economic disadvantage in the academic performance of school students in Australia. *Journal of Sociology*, 38(2), 129-148. <https://doi.org/10.1177/144078302128756543>
- [22] Census. (2011). Primary Census Abstracts, Registrar General of India, Ministry of Home Affairs, Government of India. Retrieved. From <http://www.censusindia.gov/>
- [23] Census. (2001). Primary Census Abstracts, Registrar General of India, Ministry of Home Affairs, Government of India. Retrieved. From <http://www.censusindia.gov/>
- [24] Cooper K, and Stewart K. (2020). Does household income affect children's out- comes? A systematic review of the evidence. *Child Indicators Research*: 1-25.
- [25] Costello, E. J, Compton S. N, Keeler G, Angold A. (2003). Relationships between poverty and psychopathology: A natural experiment. 290(15):2023-9.
- [26] Dusi, P. (2023). The family-school relationship in primary education. *International Journal about Parents in Education*. 12. 10.54195/ijpe.14109.
- [27] Dearing, E., Kreider, H., Simpkins, S., and Weiss, H. (2006). Family Involvement in School and Low-Income Children's Literacy: Longitudinal Associations Between and Within Families. *Journal of Educational Psychology*, 98, 653-664.10.1037/0022-0663.98.4.653.
- [28] Doley, L. (2018). The Impact of Home Environment Factors on Academic Achievement of Adolescents. *Researchers World. Journal of Arts, Science and Commerce*. IX (1), 137-147. DOI : 10.18843/rwjasc/v9i1/17
- [29] Dumais, S. A. (2006). Early childhood cultural capital, parental habitus, and teachers' perceptions. *Poetics*, 34, 83-107.
- [30] Dubey, V. A., Ranjan, R., & Nangia, R. (2024). Socio-economic Variables and their Effect on Education in India. *International Journal of Experimental Research and Review*, 44, 162-172. <https://doi.org/10.52756/ijerr.2024.v44spl.014>
- [31] Elffers, L., Oort, F.J. (2013). Great expectations: students' educational attitudes upon the transition to post-secondary vocational education. *Soc Psychol Educ* 16, 1-22 . <https://doi.org/10.1007/s11218-012-9192-4>
- [32] Epstein, J. L. (1986). Parents' reactions to teacher practices of parent involvement. *The Elementary School Journal*, 86,276-294.
- [33] Froiland, J., Peterson, A., and Davison, M. (2013). The long-term effects of early parent involvement and parent expectation in the USA. *School Psychology International*, 34, 33-50. 10.1177/0143034312454361.

- [34] Flora, C.B., Flora, J. L., and Fey, S. (2004). *Rural Communities: Legacy and Change*. (2nd ed). Boulder, CO: Westview Press.
- [35] Fedak, K. M, Bernal A, Capshaw, Z.A, Gross, S. (2015). Applying the Bradford Hill criteria in the 21st century: how data integration has changed causal inference in molecular epidemiology. *Emerging themes in epi- demiology*;12(1):1–9.
- [36] Gil, A. J., Antelm-Lanzat, A. M., Cacheiro-González, M. L., & Pérez-Navío, E. (2018). School dropout factors: A teacher and school manager perspective. *Educational Studies*, 45(5), 1-14. doi: 10.1080/03055698.2018.1516632.
- [37] Geeta, I. M. (2001). *A Psycho-social Study of First Generation Learners*. PG Department of Education. Goa University. <http://hdl.handle.net/10603/32078> on March 11, 2018.
- [38] Ghosh, S., and S. Sengupta. (2014). Hard Realities of School Education in Rural Areas: A Profile of Balagarh Block, Hugli District, West Bengal. *Eastern Geographer*, XX (1), 181-196.
- [39] Giallo, R., Treyvaud, K., Matthews, J., and Kienhuis, M. (2010). Making the Transition to School: An Evaluation of a Transition Program for Parents. *Australian Journal of Educational & Developmental Psychology*, 10, 1- 17.
- [40] Goldenberg, C., Gallimore, R., Reese, L., and Garnier, H. (2001). Cause or effect? A longitudinal study of immigrant Latino parents' aspirations and expectations, and their children's school performance. *American Educational Research Journal*, 38(3), 547–582.
- [41] Government of West Bengal. (2004). *West Bengal Human Development Report, 2004*. Development and Planning Department, West Bengal.
- [42] Green-Demers, I., and Pelletier, D. (2003). Motivation, goals, and future perspectives of high school students of the Outaouais area, 1–14. Gatineau, Quebec, Canada: Université 'du Qué'becen Outaouais.
- [43] Grolnick, W. & Slowiaczek, M. (2008). Parents' Involvement in Children's Schooling: A Multidimensional Conceptualization and Motivational Model. *Child Development*. 65. 237 - 252. 10.1111/j.1467-8624.1994.tb00747.x.
- [44] Gwirayi, P. and Shumba, A. (2007). Students' self-concept and academic achievement in Zimbabwe: A preliminary study. *Journal of Psychology in Africa*, 17, 119-122.
- [45] Hartshorne, R. (2016). (Reprint) *The Nature of Geography. A Critical Survey of the Current Thought in the Light of the Past*. New Delhi: Rawat Publications.
- [46] Hill, N. E., and Taylor, L. C. (2004). Parent–school involvement and children's academic achievement. *Pragmatics and issues*. *Current Directions in Psychological Science*, 13, 161–164.
- [47] Hill, N. E. and Craft, S.A. (2003). Parent–School Involvement and School Performance: Mediated Pathways Among Socioeconomically Comparable African American and Euro-American Families. *Journal of Educational Psychology*, 95(1), 74-83. DOI: 10.1037/0022-0663.95.1.74
- [48] Hong, S., and Ho, H. Z. (2005). Direct and indirect longitudinal effects of parental involvement on student achievement: Second-order latent growth modeling across ethnic groups, *Journal of Educational Psychology*, 97, 32–42. doi:10.1037/0022-0663.97.1.32
- [49] Islam, S. M., Rahman, M. M., Moonajilin, M. S., & Chowdhury, M. A. R. (2021). Factors contributing to school dropout among adolescents in developing countries: A systematic review. *Children and Youth Services Review*, 129, 105-118.
- [50] Kumar, P., Patel, S. K., Debbarma, S., & Saggurti, N. (2023). Determinants of school dropouts among adolescents: Evidence from a longitudinal study in India. *PLoS ONE*, 18(3), e0282468. <https://doi.org/10.1371/journal.pone.0282468>
- [51] Hill, N. E., & Tyson, D. F. (2009). Parental involvement in middle school: a meta-analytic assessment of the strategies that promote achievement. *Developmental psychology*, 45(3), 740–763. <https://doi.org/10.1037/a0015362>
- [52] Huisman, J., Rani, U. and Smits, J.(2010). School characteristics socio-economic status and culture as determinants of primary school enrolment in India. NICE Working Paper 10-109. The Netherlands: Nijmegen Center for Economics (NiCE), Institute for Management Research, Radboud University Nijmegen.
- [53] Hung, A. H., Luebbe, A. M., and Flaspohler, P. D. (2015). Measuring school climate: Factor analysis and relations to emotional problems, conduct problems, and victimization in middle school students. *School mental health*, 7(2), 105-119. doi: 10.1007/s12310-014-9131-y
- [54] Jensen, B. and Andrew S. (2000) 'Neighbourhood and Family Effects in Educational Progress', *The Australian Economic Review* 33(1): 17–31. <https://doi.org/10.1111/1467-8462.00133>
- [55] Jeter, S. (2021). Exploring the Impact of School Factors on Expectations to Complete Post Secondary Education Among Black Girls. *Education and Urban Society*. 54. 001312452110484. 10.1177/00131245211048429.
- [56] Jeynes, W. (2005). A meta-analysis of the relation of parental involvement to urban elementary school student academic achievement. *Urban Education*, 40, 237–269. <https://doi.org/10.1177/0042085905274540>
- [57] Kim, E. M., & Sheridan, S. M. (2015). Foundational aspects of family-school connections: Definitions, conceptual frameworks, and research needs. In S. M. Sheridan and E. M. Kim (Eds.), *Foundational aspects of family school partnership research* (pp. 1–14). Switzerland: Springer International Publishing.
- [58] Kamper, G. (2008). A profile of effective leadership in some South African high-poverty schools. *South African Journal of Education*, 28(1), 1-18.
- [59] Järvinen, T., Tikkanen, J., af Ursin, P. (2023). The Significance of Socioeconomic Background for the Educational Dispositions and Aspirations of Finnish School Leavers. In: Thrupp, M., Seppänen, P., Kauko, J., Kosunen, S. (eds) *Finland's Famous Education System*. Springer, Singapore. https://doi.org/10.1007/978-981-19-8241-5_15

- [60] Lena P, Frank M. S, Elisabeth H. (2025). How socioeconomic status affects a child's education – Investigating objective and subjective factors involved in shaping educational success in Germany, *Intelligence*, Volume 113, 101970, ISSN 0160-2896, <https://doi.org/10.1016/j.intell.2025.101970>.
- [61] Lavenda, O. (2011). Parental involvement in school: A test of Hoover-Dempsey and Sandler's model among Jewish and Arab parents in Israel. *Children and Youth Services Review*. 33. 927-935. 10.1016/j.childyouth.2010.12.016.
- [62] Lai ET, Schlueter DK, Lange T, (2020). Understanding pathways to inequalities in child mental health: a counterfactual mediation analysis in two national birth cohorts in the UK and Denmark. *BMJ open*;10(10):e040056.
- [63] Lichter, D., Graefe, D. and Brown, J. (2003). Is Marriage a Panacea? Union Formation Among Economically Disadvantaged Unwed Mothers. *Social Problems*, 50, 60-86. 10.1525/sp.2003.50.1.60.
- [64] Lawson, M. (2003). School-Family Relations In Context: Parent and Teacher Perceptions of Parent Involvement. *Urban Education - URBAN EDUC.* 38. 77-133. 10.1177/0042085902238687.
- [65] Lisa, L., Green-Demers, I., and Pelletier, L. (2006). Why Do High School Students Lack Motivation in the Classroom? Toward an Understanding of Academic amotivation and the Role of Social Support. *Journal of Educational Psychology*, 98 (3), 567- 582. DOI:10.1037/0022-0663.98.3.567
- [66] Mullis, R. L., Rathge, R., and Mullis, A. K. (2003). Predictors of academic performance during early adolescence: A contextual view. *International Journal of Behavioral Development*, 27(6), 541–548. <https://doi.org/10.1080/01650250344000172>
- [67] Muola, J. M. (2010). A study of the relationship between academic achievement motivation and home environment among standard eight pupils. *Educational Research and Reviews* 5: 213–217.
- [68] Monserud, M. A., & Elder, G. H., Jr (2011). Household Structure and Children's Educational Attainment: A Perspective on Co-residence with Grandparents. *Journal of marriage and the family*, 73(5), 10.1111/j.1741-3737.2011.00858.x. <https://doi.org/10.1111/j.1741-3737.2011.00858.x>
- [69] Motiram, O. S. (2011). Demand or Supply for Schooling in Rural India? WP-2011-010. Mumbai: Indira Gandhi Institute of Development Research.
- [70] Nyarko, K. (2010). Parental home involvement: The missing link in adolescents' academic achievement. *Educational Research*, 1, 340-344.
- [71] Oyserman, D., Brickman, D., and Rhodes, M. (2007). Racial-ethnic identity in adolescence: Content and consequences for African American, Latina, and Latino youth. In A. Fuligni (Ed.), *Social categories, identities, and educational participation*, pp. 91–114. New York: Russell Sage Foundation.
- [72] Oyeka, C.F. (2002). An analysis of resource management in public secondary schools in Edo State, Unpublished Doctoral Thesis, University of Benin, Benin City; Nigeria
- [73] Pastorelli, C & Caprara, G & Barbaranelli, C & Rola, J & Rózsa, S & Bandura, A. (2001). The Structure of Children's Perceived Self-Efficacy: A Cross-National Study. *European Journal of Psychological Assessment*. 17. 87-97. 10.1027//1015-5759.17.2.87.
- [74] Pitan, O.S. (2012). Analysis of internal efficiency in the utilization of human resources in selected secondary schools of Oyo state, Nigeria. *Journal of Emerging trends in Educational Research and Policy Studies*, 3(5):748-752
- [75] Ramelow, D., Currie, D., and Felder-Puig, R. (2015). The assessment of school climate: Review and appraisal of published student-report measures. *Journal of Psychoeducational Assessment*, 33(8), 731-743. doi: 10.1177/0734282915584852
- [76] Reddy, S. (2004). The Social Context of Elementary Education in Rural India. Bangalore: Azim Premji Foundation. Available from : [http:// scripts.mit. edu /~varun_ag/reading_group/media/1/1 /Social_context_of_elementary_education.pdf](http://scripts.mit.edu/~varun_ag/reading_group/media/1/1/Social_context_of_elementary_education.pdf)
- [77] Richardson, R & Skinner, E. (2006). Helping First-Generation Minority Students Achieve Degrees. *New Directions for Community Colleges*. 1992. 29 - 43. 10.1002/cc.36819928005.Renzulli, J. S., & Park, S. (2004). Gifted Dropouts: The Who and the Why. In S. Baum (Ed.), *Twice-exceptional and special populations of gifted students*: 117–137. Corwin Press.
- [78] Rienks S, Phillips J, McCrae J, Bender K, Brown S. Complex health concerns among child welfare populations and the benefit of pediatric medical homes. *Child Abuse Negl.* 2017 Mar;65:212-225. doi: 10.1016/j.chiabu.2017.01.021. Epub 2017 Feb 10. PMID: 28189959.
- [79] Robinson, C., Mandlco, B., Olsen, F., and Hart, C. (2001). The parenting styles and dimensions questionnaire (PSDQ). In: Perlmutter, B.F., Toulaitos, J., Straus, M.A., (Eds.) *Handbook of Family Measures Techniques*. Vol 3. Sage Publications; Thousand Oaks, CA, pp. 319–321.
- [80] Rumberger, R. W. & Rotermund, S. (2012). The relationship between engagement and high school dropout. In S. L. Christenson, A. L. Reschly, & C. Wylie (Eds.), *Handbook of research on student engagement* (pp. 491–513). Springer Science + Business Media. https://psycnet.apa.org/doi/10.1007/978-1-4614-2018-7_24
- [81] Sy, S. R., Rowley, S. J., and Schulenberg, J. E. (2005). Predictors of parent involvement across contexts in Asian American and European American families. *Journal of Comparative Family Studies*, 38(1), 1–29.
- [82] Spokane, A & Meir, E & Catalano, M. (2000). Person-Environment Congruence and Holland's Theory: A Review and Reconsideration. *Journal of Vocational Behavior - J VOCAT BEHAV.* 57. 137-187. 10.1006/jvbe.2000.1771.
- [83] Sengupta, S. and S. Ghosh. (2011). The Societal Momentum of Access and Success of Schooling at Pancha Block of Purulia District, West Bengal. *Advanced Journal of Geographical World*. Vol. 1(2). Pritam publications: Jalgaon.

- [84] Sudla, W., Wongwanich, S., and Sriklaub, K. (2020). Development of a School Climate Scale Based on School Members' Shared Experiences. *The Journal of Behavioural Sciences*. 15 (1): 52-72. <http://www.researchgate.net/publication/338984319>
- [85] Shaff, K & Wolfinger, N & Jones, L & Smith, K. (2008). Family structure transitions and child achievement. *Sociological Spectrum*. 28. 681-704. 10.1080/02732170802342966.
- [86] Shams, F., Mooghali, A.R., Tabebordbar, F., Soleimanpour, N. (2011). The mediating role of academic self-efficacy in the relationship between personality traits and mathematics performance, *Procedia - Social and Behavioral Sciences*. 29: 1689-1692, <https://doi.org/10.1016/j.sbspro.2011.11.413>.
- [87] Schneider, M. (2002). Do school facilities affect academic outcome: National clearing house for Educational facilities, survey of Chicago teachers. Unpublished manuscript, State University of New York: Stony Brook, Department of Political Science.
- [88] Sheppard, E. (2002). The Spaces and Times of Globalization: Place, Scale, Networks, and Positionality. *Economic Geography*, 78(3), 307–330. <https://doi.org/10.2307/4140812>
- [89] Scaglioni, S.; De Cosmi, V.; Ciappolino, V.; Parazzini, F.; Brambilla, P.; Agostoni, C. (2018). Factors Influencing Children's Eating Behaviours. *Nutrients*, 10, 706. <https://doi.org/10.3390/nu10060706>
- [90] Stein A, Pearson R. M, Goodman S.H. (2014). Effects of perinatal mental disorders on the fetus and child. *The Lancet*;384(9956):1800–19.
- [91] Stone L.L, Otten R, Engels R.C, Vermulst A.A, Janssens J.M. (2010). Psycho- metric properties of the parent and teacher versions of the strengths and difficulties questionnaire for 4- to 12-year-olds: a review. *Clinical child and family psychology review*;13(3):254–74.
- [92] Vaz, S., Parsons, R., Falkmer, T., Passmore, A., Falkmer, M. (2014). The impact of personal background and school contextual factors on academic competence and mental health functioning across the primary-secondary school transition. *PLoS ONE*, 9(3(e89874)): 1-13. <http://dx.doi.org/10.1371/journal.pone.0089874>
- [93] Van der Veen, I., & Peetsma, T. (2006). Parents' expectations and the development in motivation for school of migrant and Dutch background students in the lowest level of secondary school in the Netherlands. Paper presented at the 10th international conference on motivation, Landau, Germany.
- [94] Wise, S. (2003). *Family structure, child outcomes and environmental mediators: An overview of the Development in Diverse Families Study* (Research Paper No. 30). Melbourne: Australian Institute of Family Studies.
- [95] Wang, M. T., and Degol, J. L. (2016). School climate: A review of the construct, measurement, and impact on student outcomes. *Educational Psychology Review*, 28(2), 315-352. doi: 10.1007/s10648-015-93191
- [96] Welsh, W. N. (2000). The effects of school climate on school disorder. *The Annals of the American Academy of Political and Social Science*, 567(1), 88-107. doi: 10.1177/000271620056700107
- [97] World Bank Group District Level Survey (2012) West Bengal: Poverty, Growth and Inequality. Available at: <http://www.119344-BRI-P157572-West-Bengal-Poverty.pdf/>
- [98] Zhan, M. (2005). Assets, parental expectations and involvement, and children's educational performance. *Children and Youth Services Review*, 28, 961–975.



GLOBAL JOURNAL

OF HUMAN SOCIAL SCIENCES - G: LINGUISTICS & EDUCATION

Volume 26 | Issue 4 | 2026

Article ID: GJHSS-256194

Language: English

CATALOGING

LCC • RA790.8

DDC • 371.713

MESH • D000075302

ANZSRC • 3904

A Correlational Study on Teachers Readiness in Mental Health Capacity Building and Senior High School Students Mental Health Literacy

Article Record

Dr. Pinky Detera § §*

§ RN, MAN

* Corresponding Author



Luke Jensen R. Detera §

§ MAEd

§ Graduate Studies, University of Eastern Philippines, Ph

RECEIVED

2026-04-15

ACCEPTED

2026-04-25

ONLINE PUBLISHED

2026-07-18

PUBLISHED

2026-09-24

PEER REVIEW

Double Blind

Abstract

This study examined the relationship between teachers' readiness in mental health capacity building and the mental health literacy of senior high school students. Utilizing a quantitative research design, the study involved 83 senior high school teachers and 342 student-respondents from selected institutions. Teachers' readiness was assessed across four domains: mental health awareness, early identification, intervention strategies, and self-care practices. Meanwhile, students' mental health literacy was evaluated in terms of beliefs, knowledge of mental health problems, first aid skills and help-seeking behaviors, and self-help strategies. Findings revealed that teachers demonstrated a generally very high level of readiness in all domains of mental health capacity building, with grand means ranging from 4.28 to 4.59, interpreted as "Very Much Ready." Among the domains, self-care practices obtained the highest mean, indicating strong recognition among teachers of the importance of maintaining their own mental well-being. Teachers also showed strong readiness in fostering supportive environments, collaborating with mental health professionals, and referring students to appropriate services, although slightly lower ratings were observed in areas related to communication and application of specific intervention strategies. Correlation analysis showed significant positive relationships between teachers' readiness and students' mental health literacy. Specifically, all four domains of teachers' readiness were significantly correlated with students' beliefs about mental health,...

Full abstract continues on the metadata continuation sheet.

mental health capacity building

mental health literacy

readiness of teachers

AI USE STATEMENT

No generative AI was used for analysis or results.

FUNDING

No external funding was declared for this work.

CONFLICT OF INTEREST

The authors declare no conflict of interest.

DATA AVAILABILITY

Not applicable for this article.

ETHICS

No ethics committee approval was required for this article type.

CONSENT

Not applicable for this article.

TRIAL REG.

Not applicable.

Crossref DOI: 10.34257/GJHSSG256194

How to Cite: Detera et al. (2026). A Correlational Study on Teachers Readiness in Mental Health Capacity Building and Senior High School Students Mental Health Literacy. Global Journal of Human-Social Science, 26(4), 27-35. DOI: 10.34257/GJHSSG256194

LICENSE

© 2026 Global Journals. Open-access article under CC BY-NC-ND 4.0 International License.

AR ExperienceWeb Page



DOI

Print ISSN 0975-587X



9 770975 587004

Online ISSN 2249-460X



9 772249 460013

Under the strict compliance and defined process of



METADATA CONTINUATION

FULL ABSTRACT

This study examined the relationship between teachers' readiness in mental health capacity building and the mental health literacy of senior high school students. Utilizing a quantitative research design, the study involved 83 senior high school teachers and 342 student-respondents from selected institutions. Teachers' readiness was assessed across four domains: mental health awareness, early identification, intervention strategies, and self-care practices. Meanwhile, students' mental health literacy was evaluated in terms of beliefs, knowledge of mental health problems, first aid skills and help-seeking behaviors, and self-help strategies. Findings revealed that teachers demonstrated a generally very high level of readiness in all domains of mental health capacity building, with grand means ranging from 4.28 to 4.59, interpreted as "Very Much Ready." Among the domains, self-care practices obtained the highest mean, indicating strong recognition among teachers of the importance of maintaining their own mental well-being. Teachers also showed strong readiness in fostering supportive environments, collaborating with mental health professionals, and referring students to appropriate services, although slightly lower ratings were observed in areas related to communication and application of specific intervention strategies. Correlation analysis showed significant positive relationships between teachers' readiness and students' mental health literacy. Specifically, all four domains of teachers' readiness were significantly correlated with students' beliefs about mental health, knowledge of mental health problems, and use of self-help strategies. These findings suggest that higher levels of teacher preparedness contribute to more positive mental health perceptions, improved knowledge, and increased use of coping strategies among students. Overall, the study highlights the critical role of teachers as frontliners in promoting mental health within schools. Enhancing teachers' competencies in mental health capacity building can significantly influence students' mental health literacy and well-being. The results underscore the need for continuous professional development programs to further strengthen teachers' skills in communication, early identification, and intervention practices.

ARCHIVAL RECORD

GJHSS · Vol 26 · Issue 4 · 2026

Article ID GJHSS-256194 · DOI 10.34257/GJHSSG256194

Print ISSN 0975-587X · Online ISSN 2249-460X

A Correlational Study on Teachers Readiness in Mental Health Capacity Building and Senior High School Students Mental Health Literacy

Dr. Pinky Detera[§]* and Luke Jensen R. Detera[§]§

Affiliations

§ Graduate Studies, University of Eastern Philippines, Ph

Qualifications / Designations

§ RN, MAN

§ MAEd

Abstract

This study examined the relationship between teachers' readiness in mental health capacity building and the mental health literacy of senior high school students. Utilizing a quantitative research design, the study involved 83 senior high school teachers and 342 student-respondents from selected institutions. Teachers' readiness was assessed across four domains: mental health awareness, early identification, intervention strategies, and self-care practices. Meanwhile, students' mental health literacy was evaluated in terms of beliefs, knowledge of mental health problems, first aid skills and help-seeking behaviors, and self-help strategies. Findings revealed that teachers demonstrated a generally very high level of readiness in all domains of mental health capacity building, with grand means ranging from 4.28 to 4.59, interpreted as "Very Much Ready." Among the domains, self-care practices obtained the highest mean, indicating strong recognition among teachers of the importance of maintaining their own mental well-being. Teachers also showed strong readiness in fostering supportive environments, collaborating with mental health professionals, and referring students to appropriate services, although slightly lower ratings were observed in areas related to communication and application of specific intervention strategies. Correlation analysis showed significant positive relationships between teachers' readiness and students' mental health literacy. Specifically, all four domains of teachers' readiness were significantly correlated with students' beliefs about mental health, knowledge of mental health problems, and use of self-help strategies. These findings suggest that higher levels of teacher preparedness contribute to more positive mental health perceptions, improved knowledge, and increased use of coping strategies among students. Overall, the study highlights the critical role of teachers as frontliners in promoting mental health within schools. Enhancing teachers' competencies in mental health capacity building can significantly influence students' mental health literacy and well-being. The results underscore the need for continuous professional development programs to further strengthen teachers' skills in communication, early identification, and intervention practices.

Keywords: *mental health capacity building, mental health literacy, readiness of teachers*

* Corresponding Author

Dr. Pinky Detera

DOI

10.34257/GJHSSG256194

1. INTRODUCTION

Mental health awareness has gained global attention, especially after the COVID-19 pandemic, with increased recognition of its crucial role in overall wellbeing, impacting behavior, learning, relationships, and quality of life.

Adolescence is a critical period for mental health, as many mental health issues emerge during this time, making it essential to assess adolescents' knowledge, attitudes, and beliefs—collectively known as mental health literacy.

Building on this understanding, mental health literacy has garnered growing attention worldwide as a key strategy for promoting psychological well-being and addressing mental health challenges across diverse populations. Coined by Jorm, mental health literacy encompasses the knowledge and skills necessary to understand, manage and promote mental health. It involves recognizing symptoms, seeking appropriate support, reducing

stigma, and fostering proactive help-seeking behaviors. Enhancing mental health literacy empowers individuals to take an active role in maintaining their mental health and supporting others.

The urgency of improving mental health literacy is underscored by global data. The World Health Organization (2023) reports that one in seven individuals aged 10–19 experiences a mental disorder, contributing to 15% of the global disease burden for this age group. Depression, anxiety, and behavioral disorders are among the leading causes of illness and disability among adolescents. Alarming, suicide ranks as the third leading cause of death among individuals aged 15–29.

In the local context of Northern Samar, particularly in the pacific region, recent reports indicate a troubling prevalence of mental health concerns among senior high school students. These concerns are compounded by limited awareness of available mental health services and entrenched cultural beliefs that inhibit

helpseeking behavior. These dynamics suggest a significant gap in mental health literacy among students and highlight the critical need to assess and enhance teachers' readiness to promote mental well-being in this unique socio-cultural setting.

Over time, growing concerns has been directed toward students' mental health as more young people report experiencing emotional distress. Adolescence, a period of heightened vulnerability, is marked by academic pressures, shifting social expectations, environmental changes, and hormonal fluctuations—all of which can elevate the risk for anxiety, depression, and other psychological difficulties (Patel et al., 2018).

In response to these challenges, mental health has become a key concern across government sectors. Efforts to promote well-being and work-life balance include initiatives such as mental health breaks and wellness programs in schools. Notably, the recent passage of Republic Act No. 12080, known as the Basic Education Mental Health and Well-Being Act, reflects the Philippines' national commitment to advancing mental health promotion in educational settings.

Despite national efforts, Northern Samar's Pacific Region faces distinct barriers—geographic, resource-related, and cultural—that hinder mental health support, highlighting the importance of evaluating both students' mental health literacy and teachers' readiness.

The current study seeks to explore students' mental health literacy and teacher readiness within this region, motivated by observed gaps in mental health resources and the impact of cultural beliefs, aiming to empower both groups through education and support.

Cultural narratives and superstitions uniquely shape mental health perceptions in Northern Samar, and addressing these is essential for reducing stigma and promoting healthier behaviors among students.

There is a clear and urgent need to assess students' mental health literacy and teachers' readiness to support mental well-being in the region. The study aims to guide context-specific interventions and provide insights for stakeholders seeking to improve youth mental health in underserved communities.

2. OBJECTIVES OF THE STUDY

This study aimed to examine the relationship between teachers' readiness in mental health capacity building and the mental health literacy of senior high school students. Specifically, it sought to assess the level of teachers' readiness in mental health capacity building across four key domains: mental health awareness, early identification of mental health concerns, intervention strategies, and self-care practices. Furthermore, the study aimed to determine the level of mental health literacy among senior high school students in terms of their beliefs about mental health, knowledge of mental health problems, first aid skills and help-seeking behaviors, and self-help strategies. Finally, the study intended to analyze the significant relationship between teachers' readiness in mental health capacity building and the various dimensions of students' mental health literacy.

3. METHODOLOGY

The study was conducted during the Academic Year 20242025 in selected senior high schools situated in the Pacific Area of the Second District, Division of Northern Samar. The participating institutions included Laoang National Technical High School in Laoang, Sumoroy Agro-Industrial School in Palapag, Mapanas

Agro-Industrial School in Mapanas, Gamay National High School in Gamay, and Lorenzo S. Menzon Agro-Industrial School in Lapinig. These schools were purposefully selected based on their high senior high school enrollment, representing the largest student populations in their respective municipalities within the Pacific Area.

A descriptive-correlational research design was employed to comprehensively examine the phenomena under investigation. The descriptive component aimed to determine the levels of teacher readiness in mental health capacity building, as well as the mental health literacy of students. Meanwhile, the correlational aspect sought to explore the strength and direction of the relationship between the independent variables—teacher-related factors, specifically readiness in mental health capacity building (encompassing mental health awareness, early identification of mental health concerns, intervention strategies, and self-care practices)—and the dependent variable, which was the level of mental health literacy among students. Student mental health literacy was measured across four domains: beliefs about mental health, knowledge of mental health problems, first aid skills and help-seeking behaviors, and self-help strategies.

The respondents consisted of 342 senior high school students (173 from Grade 11 and 169 from Grade 12) and 83 senior high school teachers drawn from the five participating schools. Data were gathered using structured questionnaires designed to quantitatively capture both teacher readiness and student mental health literacy. The collected data were analyzed using both descriptive and inferential statistical methods. Descriptive statistics, particularly means, were utilized to summarize the levels of teacher readiness and student literacy. To determine the relationship between teacher readiness and student mental health literacy, Pearson's correlation coefficient (r) was applied.

This methodological framework enabled the study to yield comprehensive insights into the extent to which teacher preparedness in mental health capacity building may influence or be associated with students' awareness, attitudes, and mental health management strategies in the Pacific Area of Northern Samar.

4. RESULTS AND DISCUSSION

4.1. Level of Readiness of Teachers in Mental Health Capacity Building

Mental Health Awareness. Table 1 demonstrates that teachers exhibited a generally high level of readiness in terms of mental health awareness as a key dimension of their capacity to promote mental health in schools. The calculated grand mean of 4.29, interpreted as "Very Much Ready," reflects a strong overall awareness of mental health issues, their impact on student well-being, and the importance of addressing these issues within the educational environment.

Among the specific indicators, teachers reported the highest readiness regarding understanding the importance of mental health for overall student wellbeing ($M = 4.67$), suggesting that the vast majority of teachers fully recognize mental health as a critical component of students' holistic development. This finding is encouraging, as teachers' foundational beliefs about the importance of mental health can drive their willingness to engage in mental health promotion and early intervention efforts.

Teachers also reported being very much ready in terms of identifying common mental health disorders ($M = 4.24$) and being knowledgeable about available mental health resources and support services ($M = 4.23$). These results indicate that teachers are

Table 1. Level of Readiness of Teachers in Mental Health Capacity Building in terms of Mental Health Awareness

Indicators	Mean	Interpretation
I understand the importance of mental health for overall student well-being.	4.67	Very Much Ready
I have a knowledge on identifying common mental health disorders in students.	4.24	Very Much Ready
I am knowledgeable about mental health resources and support services.	4.23	Very Much Ready
I can effectively communicate mental health information to students and colleagues.	4.17	Much Ready
I am aware of the symptoms associated with different mental health issues.	4.13	Much Ready
Grand Mean	4.29	Very Much Ready

not only aware of the significance of mental health but also possess practical knowledge regarding the identification of concerns and referral pathways. This level of awareness is crucial for effective collaboration with mental health professionals and timely support for students.

Slightly lower, but still strong, levels of readiness were observed in teachers' ability to communicate mental health information to students and colleagues ($M = 4.17$) and in their awareness of symptoms associated with different mental health issues ($M = 4.13$), both rated as "Much Ready." These findings suggest that while teachers feel generally well-informed, there is room for further improvement in their capacity to translate knowledge into effective communication and in developing deeper symptom-specific understanding. These areas represent potential focal points for ongoing professional development to ensure that teachers are fully equipped to engage in informed mental health discussions and to contribute actively to school-wide mental health initiatives.

Early Identification. The results presented in Table 2 reveal that teachers exhibited a generally high level of readiness in supporting the early identification of students' mental health needs. The computed grand mean of 4.28, interpreted as "Very Much Ready," indicates a strong overall sense of preparedness among teachers to engage in activities and practices that foster early identification and intervention.

Looking at the individual indicators, teachers reported the highest level of readiness in knowing how to create a supportive and inclusive environment for all students ($M = 4.43$), followed closely by their comfort in collaborating with mental health professionals ($M = 4.41$) and their ability to provide a safe space for students with mental health needs ($M = 4.25$), all of which fall under the "Very Much Ready" category. These results suggest that teachers are highly aware of the importance of fostering an environment of trust, safety, and inclusion as a foundation for identifying students who may require mental health support.

Meanwhile, readiness levels related to familiarity with effective and appropriate strategies ($M = 4.19$) and feeling equipped to implement interventions in the classroom ($M = 4.13$) were slightly lower but still rated as "Much Ready." This pattern may indicate that while teachers are confident in providing an overall supportive environment and collaborating with professionals, there is a slightly lower—but still strong—level of confidence in their own ability to apply specific strategies or interventions within the classroom context. This finding highlights a potential area where additional training or professional development could further enhance teachers' readiness, particularly in terms of concrete intervention skills and strategy application.

Intervention Strategies. The results presented in Table 3 indicate that teachers exhibited a high level of readiness in implementing intervention strategies to support student mental health, with a grand mean of 4.28, interpreted as "Very Much Ready." This suggests that teachers are not only aware of the importance of intervention but are also prepared to take proactive and appropriate actions when addressing students' mental health needs.

Among the specific indicators, the highest ratings were given to "I can effectively refer students to appropriate mental health resources when needed" ($\text{Mean} = 4.41$) and "I am aware of the risk factors that may contribute to mental health issues" ($\text{Mean} = 4.40$). These findings reflect that teachers are well-prepared to connect students with appropriate professional resources and possess a strong understanding of factors that may increase vulnerability to mental health problems, such as family dynamics, academic stress, or trauma.

Additionally, teachers reported feeling very much ready to discuss students and their parents ($\text{Mean} = 4.30$), which is an essential skill for building trust and open communication between the school and home environment. This readiness can help ensure that students receive consistent support both within the classroom and at home.

Slightly lower, though still strong, readiness was observed in early signs of mental health issues in students ($\text{Mean} = 4.19$) and knowing the steps to take when a mental health problem is suspected ($\text{Mean} = 4.10$), both interpreted as "Much Ready." These results suggest that while teachers are generally confident in identifying and responding to student mental health concerns, there may still be opportunities for further training to enhance their skills in early identification and intervention protocols.

Overall, the findings demonstrate that teachers are well-positioned to serve as front-line responders in the mental health support system within schools. Their readiness to engage in intervention strategies is crucial, as teachers often serve as first points of contact for students experiencing mental health difficulties. By being able to identify warning signs, initiate supportive conversations, and facilitate referrals, teachers can help ensure that students receive the help they need in a timely and effective manner.

Self-care Practices. Table 4 presents the respondents' level of readiness in mental health capacity building as it relates to their self-care practices. The data reflect a very high level of readiness, with a grand mean of 4.59, interpreted as "Very Much Ready." This result indicates that teachers generally possess strong awareness and commitment to maintaining their own mental health and well-being, which is a crucial foundation for effective mental health promotion within the school setting.

Table 2. Level of Readiness of Teachers in Mental Health Capacity Building in terms of Early Identification

Indicators	Mean	Interpretation
I know how to create a supportive and inclusive environment for all students.	4.43	Very Much Ready
I am comfortable collaborating with mental health professionals to support students.	4.41	Very Much Ready
I can provide a safe space for students with mental health needs.	4.25	Very Much Ready
I am familiar with effective and appropriate strategies for supporting students with mental health issues.	4.19	Much Ready
I feel equipped to implement mental health interventions in my classroom.	4.13	Much Ready
Grand Mean	4.28	Very Much Ready

Table 3. Level of Readiness of Teachers in Mental Health Capacity Building in terms of Intervention Strategies

Indicators	Mean	Interpretation
I can effectively refer students to appropriate mental health resources when needed.	4.41	Very Much Ready
I am aware of the risk factors that may contribute to mental health issues.	4.40	Very Much Ready
I feel confident in my ability to discuss mental health concerns with students and their parents.	4.30	Very Much Ready
I can recognize early signs of mental health issues in students.	4.19	Much Ready
I know the steps to take when a student is experiencing a mental health problem.	4.10	Much Ready
Grand Mean	4.28	Very Much Ready

The highest-rated statement, “I believe that maintaining my mental health makes me a more effective teacher” (Mean = 4.84), highlights that teachers strongly recognize the direct link between their personal well-being and their professional performance. This belief underscores a growing understanding that teachers cannot effectively support students if they themselves are not mentally and emotionally well. This self-awareness is a key aspect of mental health capacity building, as it fosters an internal motivation to engage in self-care.

Closely following is the statement “I prioritize my own mental health and wellbeing” (Mean = 4.72) and “I engage in regular self-care activities to manage stress and prevent burnout” (Mean = 4.58). These ratings suggest that teachers are not only aware of the importance of mental health but are actively taking steps to incorporate self-care practices into their daily routines. Such practices may include relaxation techniques, mindfulness, physical activity, and maintaining work-life balance — all of which contribute to greater emotional resilience and reduce the risk of professional burnout.

Furthermore, teachers reported a strong readiness in recognizing when to seek help for their own mental health (Mean = 4.52), indicating a healthy level of selfmonitoring and willingness to engage with professional support when needed. This ability is critical, as it prevents small issues from escalating into more severe mental health concerns and models positive help-seeking behavior for students.

Finally, while slightly lower, the statement “I feel supported by my school in taking care of my mental health” (Mean = 4.29) still received a “Very Much Ready” rating. This suggests that although individual teachers are highly committed to selfcare, there may still be room for schools to enhance institutional support structures

such as providing wellness programs, reducing workload stressors, and fostering a culture that normalizes discussions about mental health.

Table 4. Level of Readiness of Teachers in Mental Health Capacity Building in terms of Self-care Practices

Indicators	Mean	Interpretation
I believe that maintaining my mental health makes me a more effective teacher.	4.84	Very Much Ready
I prioritize my own mental health and well-being.	4.72	Very Much Ready
I engage in regular self-care activities to manage stress and prevent burnout.	4.58	Very Much Ready
I can recognize when I need to seek help for my own mental health.	4.52	Very Much Ready
I feel supported by my school in taking care of my mental health.	4.29	Very Much Ready
Grand Mean	4.59	Very Much Ready

5. Mental Health Literacy

Beliefs. Table 5 presents data on respondents' level of mental health literacy in terms of beliefs. The grand mean of 3.97, interpreted as "Much literate," indicates that, overall, students possess a good understanding of mental health concepts and hold generally positive and accurate beliefs about mental health.

The highest mean scores were recorded for the statements "Only adults have mental disorders" (Mean = 4.31), "If a friend of mine developed a mental disorder, I would listen to her/him without judging or criticizing" (Mean = 4.29), and "Mental disorders do not affect people's behaviors" (Mean = 4.23), all interpreted as "Very much literate." These findings suggest that respondents are well aware that mental disorders can affect individuals of all ages, are capable of demonstrating empathy and non-judgmental support toward friends with mental health conditions, and understand that mental health issues may impact behaviors and feelings.

Statements such as "Depression is not a true mental disorder" (Mean = 4.14) and "If a friend of mine developed a mental disorder, I would not be able to help her/him" (Mean = 4.11) received a rating of "Much literate," indicating that while some misconceptions may still persist, most respondents correctly identify depression as a legitimate mental disorder and recognize their own potential to support peers.

However, lower mean scores were observed for the statements "If I had a mental disorder, I would seek my friends' help" (Mean = 3.59), "The sooner mental disorders are identified and treated, the better" (Mean = 3.50), and "People with mental disorders come from families with little money" (Mean = 3.39), the latter of which was only interpreted as "Moderately literate." This finding suggests that some students still hold residual misconceptions about the socioeconomic causes of mental illness and that help-seeking behavior could be further encouraged through education.

Knowledge on Mental Health Problems. The results presented in Table 6 indicate that respondents possess a high level of mental health literacy in terms of their knowledge of mental health problems, as reflected by a grand mean of 3.85, interpreted as "Much Literate." This suggests that students demonstrate a strong understanding of key mental health concepts, symptoms, and risk factors, which is crucial in fostering early recognition, prevention, and appropriate help-seeking behaviors.

Across the indicators, the highest-rated statements include "Mental disorders affect people's thoughts" (Mean = 4.11) and "Drug addiction may cause mental disorders" (Mean = 4.10), both of which reflect a clear understanding that mental health conditions can influence cognitive processes and that substance use is a significant risk factor for the development of mental health disorders. Similarly, students demonstrated a solid grasp

of common symptoms of anxiety and depression, as seen in high mean scores for statements such as "A person with fears" (Mean = 4.09) and "A person with depression feels very miserable" (Mean = 3.97).

Furthermore, the findings suggest that respondents recognize the role of stress and biological factors in the development of mental disorders, as reflected in statements like "Highly stressful situations may cause mental disorders" (Mean = 4.06) and "Brain malfunctioning may cause the development of mental disorders" (Mean = 3.84). This indicates an encouraging understanding of the multifactorial nature of mental health issues.

Respondents also exhibited awareness of specific diagnostic considerations and symptoms, as shown by their responses to statements regarding the duration of symptoms (Mean = 3.64) and symptoms of eating disorders such as bulimia nervosa (Mean = 3.62) and anorexia nervosa (Mean = 3.56). While these indicators received slightly lower mean scores compared to other items, they still fall within the "Much Literate" range, suggesting that while students are knowledgeable, these more nuanced areas of mental health may benefit from further reinforcement through targeted education.

First Aid Skills and Help-Seeking Behavior. Table 7 presents data on the respondents' mental health literacy specifically in the area of first aid skills and helpseeking behavior, with a grand mean of 3.89, interpreted as "Much Literate." The results suggest that respondents generally demonstrate a high level of competence and readiness in offering initial support to peers with mental health issues and in knowing how and where to seek appropriate help, both for others and for themselves.

The highest-rated item, "If a friend of mine developed a mental disorder, I would encourage her/him to look for a psychologist" (Mean = 4.06), indicates that respondents are aware of the importance of professional mental health services and are prepared to guide their peers toward appropriate care. Similarly, offering emotional support to peers is highly valued, as shown by the nearly equivalent rating for "I would offer her/his support" (Mean = 4.04). These results reflect a compassionate and proactive attitude toward helping friends cope with mental health challenges.

Importantly, respondents also demonstrated an understanding of the need for personal help-seeking, as evidenced by their readiness to seek help from family (Mean = 4.00) and mental health professionals (Mean = 3.97) if they themselves experienced a mental disorder. These findings highlight a growing willingness to reach out and access support networks, both informal (family) and formal (mental health professionals), which is a critical aspect of positive help-seeking behavior.

Table 5. Level of Mental Health Literacy in terms of Beliefs

Indicators	Mean	Interpretation
Only adults have mental disorders.	4.31	Very Much Literate
If a friend of mine developed a mental disorder, I would listen to her/him without judging or criticizing.	4.29	Very Much Literate
Mental disorders do not affect people's behaviors.	4.23	Very Much Literate
Mental disorders do not affect people's feelings.	4.21	Very Much Literate
Depression is not a true mental disorder.	4.14	Much Literate
If a friend of mine developed a mental disorder, I would not be able to help her/him.	4.11	Much Literate
If I had a mental disorder, I would seek my friends' help.	3.59	Much Literate
The sooner mental disorders are identified and treated, the better.	3.50	Much Literate
People with mental disorders come from families with little money.	3.39	Moderately Literate
Grand Mean	3.97	Much Literate

Table 6. Level of Mental Health Literacy in terms of Knowledge and Understanding of Mental Disorders

Indicators	Mean	Interpretation
Mental disorders affect people's thoughts.	4.11	Much Literate
Drug addiction may cause mental disorders.	4.10	Much Literate
A person with an anxiety disorder may panic in situations that she/he fears.	4.09	Much Literate
Highly stressful situations may cause mental disorders.	4.06	Much Literate
A person with depression feels very miserable.	3.97	Much Literate
One of the symptoms of depression is the loss of interest or pleasure in most things.	3.92	Much Literate
Brain malfunctioning may cause the development of mental disorders.	3.84	Much Literate
A person with anxiety disorder avoids situations that may cause her/his distress.	3.74	Much Literate
The symptoms' length is one of the important aspects to determine whether a person has, or has not a mental disorder.	3.64	Much Literate
In bulimia nervosa, to compensate for overeating and to prevent weight gain, the person is forced to vomit or exercise vigorously, or use laxatives inappropriately.	3.62	Much Literate
Anorexia nervosa is a type of eating disorder that can lead to death.	3.56	Much Literate
Alcohol use may cause mental disorders.	3.52	Much Literate
Grand Mean	3.89	Much Literate

Similarly, respondents recognized the role of medical professionals, with encouraging a friend to see a doctor also scoring 3.97, reinforcing their understanding that mental health issues require professional attention. However, involving other adults, such as a friend's parents (Mean = 3.74) or teachers (Mean = 3.47), received relatively lower mean scores, though still within the "Much Literate" range. This suggests that while students value peer support and professional help, they may feel somewhat less comfortable or less certain about engaging other adults in the process of supporting a friend.

Self-help Strategies. The results presented in Table 8 show that respondents demonstrate a very high level of mental health literacy regarding selfhelp strategies, as indicated by a grand mean of 4.36, interpreted as "Very Much Literate." This suggests that students possess a strong understanding of how personal lifestyle choices

and self-care behaviors contribute to mental well-being, which is an essential component of fostering resilience and promoting positive mental health.

The highest-rated statement was "Good sleep helps to improve mental health" (Mean = 4.53), highlighting that respondents are highly aware of the critical role that sleep plays in maintaining emotional balance and cognitive functioning. Given that sleep disturbances are common contributors to mental health issues such as anxiety and depression, this knowledge is particularly valuable in encouraging preventive self-care.

Similarly, respondents recognized the importance of engaging in enjoyable activities (Mean = 4.42) and physical exercise (Mean = 4.39) as effective self-help strategies. These findings reflect an understanding that positive experiences and regular physical activity can boost mood, reduce stress, and promote

Table 7. Level of Mental Health Literacy in terms of First Aid Skills and Help-Seeking Behavior

Indicators	Mean	Interpretation
If a friend of mine developed a mental disorder, I would encourage her/him to look for a psychologist.	4.06	Much Literate
If a friend of mine developed a mental disorder, I would offer her/his support.	4.04	Much Literate
If I had a mental disorder, I would seek my family's help.	4.00	Much Literate
If I had a mental disorder, I would seek mental health professionals.	3.97	Much Literate
If a friend of mine developed a mental disorder, I would encourage her/him to go to a doctor.	3.97	Much Literate
If a friend of mine developed a mental disorder, I would talk to her/his parents.	3.74	Much Literate
If a friend of mine developed a mental disorder, I would talk to the former teacher or another teacher.	3.47	Much Literate
Grand Mean	3.89	Much Literate

Table 8. Level of Mental Health Literacy in terms of Self-help Strategies

Indicators	Mean	Interpretation
Good sleep helps to improve mental health.	4.53	Very Much Literate
Doing something enjoyable helps to improve mental health.	4.42	Very Much Literate
Physical exercise helps to improve mental health.	4.39	Very Much Literate
Having a balanced diet helps to improve mental health.	4.25	Very Much Literate
Talking over problems with someone helps to improve mental health.	4.23	Very Much Literate
Grand Mean	4.36	Very Much Literate

overall wellbeing. Encouragingly, respondents also acknowledged the role of balanced nutrition (Mean = 4.25) in supporting mental health, showing a holistic appreciation for the mind-body connection.

Additionally, respondents rated talking over problems with someone (Mean = 4.23) as a helpful self-help strategy, demonstrating a recognition of the value of social support and open communication in managing mental health challenges. This is a particularly important insight, as fostering a culture where students feel comfortable discussing their problems can lead to early intervention and reduced stigma.

6. Significant Relationship between the Teacher's Readiness and the Respondents' Mental Health Literacy Level

Table 9 shows the Pearson correlations between the teachers' readiness in terms of mental health capacity building (Mental Health Awareness, Early Identification, Intervention Strategies, and Self-Care Practices) and four aspects of the respondents' mental health literacy (Beliefs, Knowledge of Mental Health Problems, First Aid Skills and Help-Seeking Behavior, and Self-help Strategies).

Among the dimensions mental health capacity building, teachers' mental health awareness demonstrated significant positive correlations with respondents' beliefs about mental health [$r(340) = .187, p < .001$], knowledge of mental health problems [$r(340) = .184, p = .001$], and use of self-help strategies [$r(340) = .175, p =$

$.001$]. This suggests that when teachers had greater mental health awareness, the respondents tended to have more positive beliefs, greater knowledge, and reported using self-help strategies more often.

In addition, teachers' readiness in early identification was significantly and positively correlated with respondents' beliefs about mental health [$r(340) = .240, p < .001$], knowledge of mental health problems [$r(340) = .216, p < .001$], and use of self-help strategies [$r(340) = .178, p = .001$]. This indicates that teachers who felt more prepared in early identification appeared to cultivate more positive mental health beliefs, enhance knowledge of mental health problems, and encourage the use of self-help strategies among their respondents. Cavioni, et al. emphasized that the proactive approach equipping teachers with the knowledge and tools to identify and address mental health challenges enables them to create a supportive and inclusive classroom environment and contributes to the prevention of behavioral problems, making teachers central to the success of school-based mental health initiatives.

Teachers' knowledge of intervention strategies showed significant positive correlations with respondents' beliefs about mental health [$r(340) = .243, p < .001$], knowledge of mental health problems [$r(340) = .174, p = .001$], and use of self-help strategies [$r(340) = .139, p = .010$]. This suggests that higher teacher knowledge in this area corresponded with more positive beliefs, greater knowledge, and more frequent self-help practices among respondents. Nikolaou and Markogiannakis stressed that teachers are

Table 9. Significant Relationship between the Teacher's Readiness and the Respondents' Mental Health Literacy Level

Teacher's Readiness	Beliefs	Knowledge	First Aid	Self-help
Mental Health Awareness	.187**	.184**	.036	.175**
Early Identification	.240**	.216**	.052	.178**
Intervention Strategies	.243**	.174**	.055	.139*
Self-Care Practices	.197**	.155**	.043	.149**

Note: **Correlation is significant at the 0.01 level (2-tailed); *Correlation is significant at the 0.05 level (2-tailed).

instrumental in the early detection of children at risk for mental health issues, enabling timely interventions.

Likewise, the teachers' self-care practices were significantly and positively correlated with respondents' beliefs about mental health [$r(340) = .197, p < .001$], knowledge of mental health problems [$r(340) = .155, p = .004$], and use of self-help strategies [$r(340) = .149, p = .006$]. Teachers who reported prioritizing self-care appeared to foster more positive mental health beliefs, enhance knowledge of mental health problems, and encourage the use of self-help strategies among their respondents. Jimenez underscored that teachers who are mentally and emotionally well are more capable of supporting students, implementing interventions, and sustaining their role as frontliners in mental health promotion.

7. CONCLUSIONS

This study established that senior high school teachers in the Pacific Area of Northern Samar exhibit a very high level of readiness in mental health capacity building across all domains like mental health awareness, early identification, intervention strategies, and self-care practices. Notably, self-care practices emerged as the strongest domain, underscoring teachers' recognition of the importance of safeguarding their own well-being as a prerequisite for effectively supporting students.

Meanwhile, senior high school students demonstrated a generally high level of mental health literacy, particularly in self-help strategies, followed by beliefs, helpseeking behavior, and knowledge of mental health problems. Despite this encouraging outcome, persistent misconceptions and hesitations in help-seeking especially when involving adults or authority figures, highlight areas requiring targeted interventions.

Crucially, the findings revealed significant positive relationships between teachers' readiness and students' mental health literacy in the domains of beliefs, knowledge of mental health problems, and self-help strategies. This suggests that as teachers become more competent in mental health capacity building, students are more likely to develop accurate beliefs, deeper understanding, and healthier coping mechanisms. However, no significant relationship was observed between teacher readiness and students' first aid skills or help-seeking behaviors, indicating that teacher preparedness alone may not sufficiently influence students' willingness to seek help. This points to the influence of other factors such as stigma, cultural norms, or accessibility of services, which must be addressed in parallel.

Overall, the study underscores the critical role of teachers as frontliners in promoting mental health within school settings. Their readiness significantly contributes to enhancing students' mental health literacy, making teacher capacity building a strategic lever for improving student well-being. Strengthening teacher competencies, coupled with efforts to reduce stigma and improve access to mental health services, can therefore serve as a comprehensive approach to fostering resilient, mentally healthy school communities.

8. RECOMMENDATIONS

Based on the findings of this study, several recommendations are advanced to strengthen mental health promotion in school settings. First, professional development programs for teachers should be continuously enhanced through targeted training on advanced intervention strategies, effective communication of mental health concepts, and early detection and referral systems.

Parallel to this, schools must establish structured and sustainable mental health programs that promote awareness, reduce stigma, encourage open dialogue, and integrate mental health topics into the curriculum.

Given the non-significant relationship between teacher readiness and students' help-seeking behavior, it is imperative to improve support systems by creating clear and accessible referral pathways, strengthening guidance counseling services, and providing safe spaces where students feel comfortable approaching teachers and other adults.

Student engagement should also be prioritized through seminars, workshops, and peer-support initiatives that address misconceptions, foster proactive helpseeking, and build confidence in peer support.

Recognizing that teachers' self-care emerged as a strong domain, schools should institutionalize wellness programs that reduce workload-related stress, provide mental health resources, and cultivate a supportive organizational culture.

Moreover, interventions must be contextualized to local cultural realities by developing culturally sensitive educational materials and involving parents, community leaders, and other stakeholders in awareness campaigns.

Finally, future research should explore additional factors influencing helpseeking behavior, such as stigma and family support, employ qualitative approaches to gain deeper insights into student experiences, and expand the scope to other regions to enhance generalizability. Collectively, these recommendations underscore the importance of a holistic, culturally responsive, and multi-level approach to advancing mental health literacy and well-being in schools.

9. Disclaimer (Artificial intelligence)

This research utilized ChatGPT, a language model developed by OpenAI, for paraphrasing paragraphs and checking grammatical errors. The Free ChatGPT App was employed as a tool to enhance the clarity and readability of the text, ensuring that ideas were effectively communicated while maintaining the original meaning. The use of ChatGPT contributed to refining the language and structure of the manuscript.

Details of the AI usage are given below:

1. Used the ChatGPTA for paraphrasing the paragraphs for clarity and readability of text.
2. Used the ChatGPT for checking the language/grammar.

10. LITERATURE CITED

1. Division of Northern Samar Mental Health Report (2020-2024)
2. https://lawphil.net/statutes/repacts/ra2024/ra_12080_2024.html?form=MG0AV3Jimenez,
3. E. C. (2021). Impact of mental health and stress level of teachers to learning resource development. Shanlax International
4. Jorm, A. F. (2019). The concept of mental health literacy as cited by Chitalah, B. C., Nanda, I., Nyali, J., Chirwa, G., & Jumbe, S. (2024). Assessing the mental health literacy of young adults from rural and urban communities in Malawi. medRxiv. <https://doi.org/10.1101/2024.12.03.24318388>
5. Patel, V., Lu C., Li, Z., (2018). Global child and adolescent mental health: The orphan of development assistance for health. PLoS Medicine, 15(3), e1002524. <https://doi.org/10.1371/journal.pmed.1002524>



Território e Leitura: O (Não) Acesso à Literatura em Territórios Periféricos

Territory and Reading: The (Non) Access to Literature in Peripheral Territories

Article Record

Maria Adrielly Correia de Castro §*

* Corresponding Author



§ Universidade Federal do Ceará ^(OA)

RECEIVED

2026-05-17

ACCEPTED

2026-05-26

ONLINE PUBLISHED

2026-08-04

PUBLISHED

2026-09-24

PEER REVIEW

Double Blind

Abstract

This work analyzes the access (or lack thereof) to literature in peripheral territories, considering the social and economic barriers that impact the development of readers in these contexts. It is based on authors who discuss literature, the periphery, education, and class struggle, understanding contact with books as a social right and a public demand. The research is guided by the following question: who are the people or apparatuses providing access to literature in peripheral territories and contributing to the valuation of voices from these territories? This is a qualitative research study, both bibliographic and field-based, articulating a systematized review of academic productions based mainly on the works of Abramovich (1997), Dalcastagnè (2014), Eble (2019), and Freire (2008). Official documents were also consulted alongside a semi-structured interview with a teacher from the municipal public network of Fortaleza. The results highlight the relevance of marginal works as formative productions and symbols of resistance, while also emphasizing the teacher's role as a fundamental mediator in the process of literary democratization. It concludes that access to literature in peripheral territories is a necessary topic for debate, especially regarding the formation of critical, conscious citizen-readers who belong to their reality, reaffirming the importance of valuing historically silenced voices.

Access

Literature

Peripheral

Teacher

Territories

AI USE STATEMENT

No generative AI was used for analysis or results.

FUNDING

No external funding was declared for this work.

CONFLICT OF INTEREST

The authors declare no conflict of interest.

DATA AVAILABILITY

Not applicable for this article.

ETHICS

No ethics committee approval was required for this article type.

CONSENT

Not applicable for this article.

TRIAL REG.

Not applicable.

Crossref DOI: 10.34257/GJHSSG257439

How to Cite: Castro (2026). Território e Leitura: O (Não) Acesso à Literatura em Territórios Periféricos. Global Journal of Human-Social Science, 26(4), 37-41. DOI: 10.34257/GJHSSG257439

LICENSE

© 2026 Global Journals. Open-access article under CC BY-NC-ND 4.0 International License.

AR Experience Web Page



DOI

Print ISSN 0975-587X



9 770975 587004

Online ISSN 2249-460X



9 772249 460013

Under the strict compliance and defined process of



ARCHIVAL RECORD

GJHSS · Vol 26 · Issue 4 · 2026

Article ID GJHSS-257439 · DOI 10.34257/GJHSSG257439

Print ISSN 0975-587X · Online ISSN 2249-460X

Território e Leitura: O (Não) Acesso à Literatura em Territórios Periféricos

Maria Adrielly Correia de Castro^{§*}

Affiliations

[§] Universidade Federal do Ceará ^(OA)

Abstract

Este trabalho analisa o acesso (ou não) à literatura em territórios periféricos, considerando as barreiras sociais e econômicas que impactam a formação de leitores nesses contextos. Fundamenta-se em autores que discutem literatura, periferia, educação e luta de classes, compreendendo o contato com os livros como um direito social e uma demanda pública. A pesquisa orienta-se pelo seguinte questionamento: quem são as pessoas ou aparelhos que estão proporcionando o acesso à literatura em territórios periféricos e contribuindo para a valorização das vozes desses territórios? Trata-se de uma pesquisa de abordagem qualitativa, de natureza bibliográfica e de campo, articulando revisão sistematizada de produções acadêmicas fundamentada principalmente nas obras de Abramovich (1997), Dalcastagnè (2014), Eble (2019) e Freire (2008). Foram consultados também, documentos oficiais à realização de uma entrevista semiestruturada com uma docente da rede pública municipal de Fortaleza. Os resultados evidenciam a relevância das obras marginais enquanto produções formadoras e símbolos de resistência, bem como destacam o papel docente como mediador fundamental no processo de democratização literária. Conclui-se que o acesso à literatura em territórios periféricos constitui uma pauta de necessário debate, especialmente no que se refere à formação de cidadãos-leitores críticos, conscientes e pertencentes à sua realidade, reafirmando a importância da valorização de vozes historicamente silenciadas.

Keywords: Acesso, Docente, Literatura, Periféricos, Territórios

* Corresponding Author

Maria Adrielly Correia de Castro

DOI

10.34257/GJHSSG257439

1. Introdução

Quando se pensa em literatura, pode-se afirmar que essa linguagem artística ocupa um espaço central capaz de promover uma formação humana, crítica e cultural dos sujeitos, sendo também capaz de aguçar a participação social de cidadãos-leitores. Ao atrelar o proposto pela Base Nacional Comum Curricular (BNCC)¹ à necessidade de promover tais experiências de fruição literária, compreende-se que o contato com a literatura possibilita que os leitores conheçam a si e ao mundo, de forma que se tornem seres sensíveis, críticos e criativos (Baldi, 2009). Contudo, mesmo diante de seu imenso potencial, isso não significa que todas as pessoas possuam contato com os livros. Diante desse cenário, o presente trabalho busca analisar as complexidades sociais e econômicas que barram o acesso à literatura em territórios periféricos, tendo em vista que essa garantia configura-se como um direito social². Além disso, o debate acerca da valorização de vozes marginalizadas também se faz presente no corpo do texto, dialogando com Dalcastagnè (2014), que afirma:

Precisamos de mais negras e negros, moradoras e moradores da periferia, trabalhadoras e trabalhadores escrevendo, não para coletar um punho de “testemunhos” (o nicho em que em geral são colocados), mas para que sua sensibilidade e imaginação deem forma a novas criações, que refletirão, tal como ocorre entre os escritores da elite, uma visão de mundo formada a partir tanto de uma trajetória

de vida única quanto de disposições estruturais compartilhadas. (Dalcastagnè, 2014, p. 68).

A partir dessas discussões, surge o seguinte questionamento, que orienta a presente pesquisa: “Quem são as pessoas ou aparelhos que estão proporcionando o acesso à literatura em territórios periféricos e a valorização das vozes desses territórios?” Diante disso, evidencia-se a importância do papel docente na formação leitora e oral dos estudantes. Para Freire (2008):

Às vezes, mal se imagina o que pode passar a representar na vida de um aluno um simples gesto do professor. O que pode um gesto aparentemente insignificante valer como força formadora ou como contribuição à do educando por si mesmo (Freire, 2008, p. 23).

Nesse sentido, este estudo configura-se como uma pesquisa de abordagem qualitativa, de natureza bibliográfica e de campo, fundamentada em uma revisão sistematizada de artigos, livros, dissertações, músicas e documentos oficiais que abordam temas como literatura, acesso e não acesso aos livros, territórios periféricos e luta de classes. O referencial teórico destaca autores como Abramovich (1997), Baldi (2009), Dalcastagnè (2014), Eble (2019), Freire (2008), Hooks (2017) e Jesus (1960). Ademais, realizou-se uma entrevista semiestruturada com uma professora da rede municipal de Fortaleza, cujos relatos foram coletados por meio do aplicativo WhatsApp e posteriormente transcritos para análise, buscando aprofundar a compreensão acerca do trabalho docente e do contato das crianças com os livros. A análise dos dados fundamenta-se

na articulação entre os referenciais teóricos e os dados coletados, conforme defendem Lüdke e André² (1986).

2. E se o livro não chega?

Hodiernamente, ao se analisar pesquisas que abordam a relação entre literatura e periferia, observa-se um conjunto de resultados que evidenciam a precarização do acesso aos livros nesses territórios. Entre essas investigações, destaca-se o estudo “Coletivos Literários nas Periferias Brasileiras: um retrato”, realizado pela Periferia Brasileira de Letras (PBL), em 2025, o qual aponta não apenas empecilhos referentes ao acesso, mas também as formas pelas quais corpos periféricos têm resistido diante de barreiras sociais. Nesse contexto, identificam-se déficits relacionados à existência de espaços de leitura e à formalização de coletivos, além de questões que extrapolam o aspecto físico, envolvendo também dimensões simbólicas e identitárias, como o diálogo das obras com a realidade do território e a valorização das vozes ali presentes.

Nesse contexto, destaca-se que atualmente existem políticas públicas que buscam promover esse acesso, como, por exemplo, o Programa Nacional do Livro e do Material Didático (PNLD), uma das políticas mais antigas referentes à distribuição de livros e materiais didáticos para escolas públicas, criada em 1985, por meio do Decreto nº 91.542. Ademais, segundo o Estatuto da Criança e do Adolescente (Brasil, 1990, art. 54), é dever do Estado assegurar à criança e ao adolescente o “acesso aos níveis mais elevados do ensino, da pesquisa e da criação artística, segundo a capacidade de cada um”. Assim, ao se considerar iniciativas como o PNLD e o que é estabelecido no Estatuto da Criança e do Adolescente, compreende-se que, para além do lazer, o acesso à literatura configura-se também como um direito social que possibilita o exercício da cidadania por meio de uma participação plena na sociedade, visto que o domínio da leitura e da escrita constitui uma demanda fundamental para a participação social, de modo que o livro se apresenta como um instrumento de letramento não apenas referente às palavras, mas à vida (Soares, 2007).

Diante disso, mesmo sendo o acesso aos livros um direito assegurado, isso não significa que esses estejam chegando às mãos das crianças periféricas, tornando-se necessário averiguar quais fatores estão dificultando essa aproximação. Questiona-se, portanto, se essa garantia tem se efetivado como uma prioridade governamental na prática. Caso não seja, consequentemente os livros tendem a ter seu valor reduzido, não no sentido monetário, mas no que se refere ao seu vasto leque de possibilidades. Segundo Abramovick (1997, p. 152): “[...] Ler é um lazer que pode ser saboreado a qualquer hora e que até dispensa companhia. [...] É um dos poucos brinquedos que se pode brincar sozinho (ou junto com as personagens ...).” No entanto, mesmo diante da amplitude e riqueza do campo literário, isso não significa que a literatura seja explorada de modo a possibilitar que o leitor se deleite com os livros. Pelo contrário, quando se trata do acesso em determinados contextos sociais, observa-se a existência de uma série de empecilhos que limitam as possibilidades de exploração literária, podendo estas ser inexistentes dependendo da realidade vivenciada.

A partir disso, ao se questionar sobre o que pode ocorrer quando o livro não chega, constrói-se um cenário em que as crianças deixam de ter contato com um meio capaz de instigar o imaginário, a capacidade de questionar, de falar e de explorar. De forma mais aprofundada, dialoga-se com Baldi (2009), que afirma:

É preciso alimentar a imaginação de nossos alunos, compartilhar leituras com eles e oferecer-lhes experiências de fruição, para que descubram os encantos da literatura como uma forma de arte que

possibilita conhecerem melhor a si mesmos, ao mundo e aos que os cercam, para que se tornem pessoas mais sensíveis, mas críticas, mais criativas. (Baldi, 2009, p. 8)

Nesse sentido, ao se considerar que esse acesso pode não ocorrer de maneira efetiva, apesar da existência de livros e de garantias legais, torna-se pertinente questionar para quem esses livros não estão chegando. Indaga-se se determinados grupos são mais afetados por esse processo e, em caso afirmativo, quais seriam esses grupos. Em uma sociedade marcada pela desigualdade, observa-se que enquanto alguns desfrutam do excesso, outros sequer têm acesso aos seus direitos básicos, o que permite compreender que o acesso à literatura se configura de forma excludente, atingindo principalmente grupos marginalizados e periféricos.

O termo “periferia” remete a uma realidade marcada pelo agrupamento de pessoas que lutam constantemente pelo acesso ao básico, enfrentando restrições ao exercício pleno da cidadania. Ao se pensar no âmbito educacional, especificamente no que se refere ao acesso à literatura nesses espaços, compreende-se que os empecilhos tendem a se intensificar. A obra *Crítica em tempos de violência*, dialoga que:

A necessidade de pensar contemporaneamente nos direitos de sociedade e grupos excluídos pela violência histórica leva a colocar a pergunta primária — o que entendemos por literatura — no âmbito do questionamento dos paradigmas civilizatórios (Ginzburg, 2012, p. 204).

A partir dessas reflexões, torna-se evidente que não se pode esperar que os livros sejam prioridade em contextos nos quais o básico não é garantido, resultado de uma série de violências históricas. Assim, questiona-se como exigir que sujeitos priorizem a aquisição de livros diante de demandas urgentes que não são atendidas pelo poder público, reforçando a necessidade de políticas e ações que promovam o acesso à literatura para essas camadas sociais.

3. A literatura marginal como resistência

Quando se pensa em “imaginar um espaço além das fronteiras da literatura” (Natali, 2006, p. 42), torna-se necessário questionar quais são essas fronteiras historicamente estabelecidas. Ao retomar a compreensão da literatura como um campo amplo, capaz de contemplar diferentes nuances e expressões, faz-se pertinente refletir sobre quais produções são legitimadas como literatura. Ao se considerar, por exemplo, os povos originários observa-se que documentos produzidos por colonizadores são reconhecidos como parte da literatura brasileira, enquanto registros produzidos por esses povos não recebem o mesmo reconhecimento. Monteiro (1992, p. 476) elucida que: “De modo geral, a historiografia - sobretudo a brasileira - tem reservado ao índio³ o papel de figurante mudo ou de vítima passiva dos processos coloniais que o envolviam”. Nesse sentido, percebe-se que registros de extrema relevância para a cultura e a história brasileira permanecem ausentes dos livros didáticos, reforçando um processo histórico de silenciamento e de branqueamento⁴ da literatura. Partindo disso, ao se pensar na literatura em regiões periféricas, a realidade não é muito diferente. Há portanto, também um processo de silenciamento e exclusão voltados a obras marginais que, para além do ponto de que o acesso a livros já é um empecilho, surgem também os obstáculos referentes aos artistas dessas regiões. Para Dascastagnè (2012):

silenciadas, seja pela falta de acesso aos meios de circulação cultural, seja pela redução dessas produções a simples testemunhos. Esse processo de exclusão manifesta-se também a partir da dimensão territorial, definida por Eble (2019) como um “efeito-barragem”.

Apesar das múltiplas barreiras relacionadas ao território, ao acesso e à escassez de políticas públicas, a periferia resiste. Observa-se, na contemporaneidade, a presença de referências que falam da favela a partir de suas próprias vivências, rompendo com a lógica que reduz essas produções a relatos documentais. Nesse contexto, Dalcastagné (2012) destaca a que:

Ler Carolina Maria de Jesus como literatura, colocá-la ao lado de nomes consagrados, como Guimarães Rosa e Clarice Lispector, em vez de relegá-la ao limbo de “testemunho” e do “documento”, significa aceitar como legítima sua dicção, que é capaz de criar envolvimento e beleza, por mais que se afaste do padrão estabelecido pelos escritores da elite. (Dalcastagné, 2012, p. 12)

A partir do apresentado por Dalcastagné (2012), é importante ressaltar a importância do nome Carolina Maria de Jesus quando se pensa em literatura marginal, favela e resistência. Essa é a referência quando se debate sobre vozes faveladas que, segundo (Jesus, 1960, p. 32), “A favela é o quarto de despejo da cidade. Lá jogam-se os restos: os restos de comida, os restos de roupa, os restos de gente”. Portanto, a mesma se consolida de suma importância quando se pensa nos pioneiros da resistência literária periférica, justamente por trazer uma visão tão única e poética. Nomes como o de Jesus (1960) foram essenciais para que nos dias de hoje outros artistas possam falar de periferia através de formas variadas. Uma dessas formas, seriam por exemplo as músicas, um trecho da música Quando o DJ Toca, do cantor FBC, diz que:

Hã, é cultura de baile / Som de favelado / Que quando toca na moral / Ninguém fica parado / Olha o gingado dos cria / Combina o traje todo / A lupa, a berma, o pisa / A marra de quem nasceu assim (FBC, 2021).

Assim, confirma-se a ideia do quanto a luta pela resistência marginal foi de suma importância para que hoje cantores como o FBC possam falar de favela e usar termos como “lupa”, “o pisa” em suas canções. Portanto, percebe-se a estreita ligação entre a literatura marginal e as demais formas de expressão, para além da música, demonstram as diferentes formas de resistência vindas da favela. Como neste trabalho o foco é entender pontos ligados aos livros, é essencial retomar Carolina de Jesus, que deu voz a literatura marginalizada, essa podendo sim ser vista como afronta, afinal a mesma “bate de frente”⁷ com o sistema e através das palavras o questiona⁸. Com isso, não significa que muitos outros não vivenciam o que Carolina de Jesus vivenciou, como ela existiram e existem muitos outros, porém através de obras como Quarto de despejo (1960) e Casa de alvenaria (1961), a mesma manifestou sua revolta referente ao sistema e detalhou a realidade da favela, não só por si, mas por todos os que ao menos tiveram chance de aprender a ler e escrever, os que não usufruíram do seu direito de acessar uma educação de qualidade. Além disso, vale ressaltar que tudo não é apenas sobre resistência, mas também sobre ocupar um espaço que já foi tão negado.⁹

4. A quebrada em sala de aula: o papel docente, livros e voz

Neste tópico, evidencia-se uma coletânea de falas da professora Lua Gabriela¹⁰, a partir de uma entrevista que teve o objetivo de ressaltar a valorização do trabalho docente das professoras(es) da Rede Municipal de Fortaleza, que executam um trabalho de suma importância para a formação de cidadãos-leitores nas periferias. A pergunta inicial foi: “Como você enxerga o acesso das crianças à literatura na comunidade onde atua atualmente?”, a professora Lua responde que:

L- Pelo que eu percebo, as crianças têm acesso à literatura, a livros, de modo geral, dentro da escola. A escola é esse equipamento que garante o acesso à literatura das crianças durante as aulas, durante as atividades delas. Então, a biblioteca também é outro instrumento que a escola proporciona para que as crianças tenham esse contato com a literatura. Mas, por exemplo, no bairro não tem uma biblioteca pública direcionada ao público infantil, nem a outro público e a escola acaba cumprindo essa função de acesso à literatura.

A partir da resposta, é de suma importância ressaltar o papel da escola como importante instrumento capaz de levar os livros às crianças, entretanto a mesma traz um ponto importante, que é a escassez de bibliotecas no bairro em que está localizada a instituição, ou seja, ao mesmo tempo em que ela possui uma contribuição valiosa na formação de cidadãos-leitores, cabe aos docentes e a biblioteca escolar uma grande responsabilidade, que poderia ser menos complexa caso houvessem outros aparelhos literários no bairro, como por exemplo a implementação de bibliotecas comunitárias, pensando nessa democratização literária, a pesquisadora colombiana Castrillón (2011), afirma que:

Um país requer bibliotecas que possam ir além desse plano mínimo de trabalho. Bibliotecas que, em primeiro lugar, se convertem em meios contra a exclusão social, isto é, que se constituam em espaços para o encontro, para o debate sobre os temas que dizem respeito a maiorias e minorias; bibliotecas onde crianças, jovens e adultos de todas as condições, leitores e não leitores, escolares e não escolares, encontrem respostas a seus problemas e interesses e lhes sejam abertas novas perspectivas. (Castrillón, 2011, p.36).

Desse modo, sabendo da significância das bibliotecas defendida por Castrillón e da limitação referente à essas estruturas no contexto das crianças, a resposta da professora entrevistada abriu margens para se pensar em como os docentes estão trabalhando com mediações literárias, portanto a pergunta seguinte foi no intuito de saber mais sobre os projetos da professora Lua, que relatou:

L- Eu costumo realizar ao menos um projeto de literatura por semestre. Esses projetos costumam partir do interesse de alguma temática que a gente está discutindo. Geralmente emerge deles mesmo, de algum interesse. Já teve um projeto sobre lobo, que foi através de uma história que foi contada na roda de histórias e depois eu vi que era um interesse muito grande deles, porque eles continuavam brincando, reproduzindo as histórias. Aí eu fui construir uma sequência didática, um projeto nesse sentido. Já tivemos projetos também da autora Eva Furnari, que foi uma autora que trouxe títulos que chamaram muita atenção deles. Já teve projetos também sobre barata, porque foi um tema que surgiu dentro da sala, eles observaram baratas, e a partir daí a gente construiu um projeto com músicas e com literatura. então, todo semestre observa alguma temática para poder construir um projeto literário com eles.

Um ponto que chama a atenção a partir do relato, é o quanto a escuta ativa está presente nas práticas pedagógicas da docente, ou seja, rompendo com a visão do professor como detentor de todo o conhecimento, além disso essa postura promove um ambiente com foco no desenvolvimento integral das crianças e não um repasse unilateral. Tal prática, se relaciona diretamente com o que Nêgo Bispo traz como uma prática afetiva, visto que a partir do momento que você está disposto a escutar alguém e dar valor ao que ela está a dizer, há portanto um respeito ao seu ser. Dando continuidade, a indagação seguinte foi: “A oralidade aparece de forma muito presente nas suas práticas. Como você entende o papel do diálogo no processo de leitura e aprendizagem?”, Lua relata:

L- Percebo a oralidade como uma construção do pensamento, dos processos de reflexão, a gente constrói muito nesse momento da oralidade, dessas trocas, do diálogo. E assim, no dia a dia a gente faz

a roda de conversa, que é um tempo permanente da educação infantil, e quando faz também o tempo de história, essas conversas são necessárias, ouvir qual é o repertório que as crianças trazem, quais são as curiosidades que as crianças trazem, e a partir disso trabalhar. Para mim, a oralidade é geradora de muitos outros conhecimentos que vão ser explorados depois.

Para Freire (2007), a libertação é construída a partir de um aprendizado mútuo, tendo como base o diálogo, uma comunhão que não possui uma hierarquização de poderes entre educando e educador. Segundo este:

A comunhão provoca a co-laboração que leva liderança e massas àquela “fusão” a que se refere o grande líder recentemente desaparecido. Fusão que só existe se a ação revolucionária é realmente humana, por isto, simpática, amorosa, comunicante, humilde, para ser libertadora. (Freire, 2007, p. 197)

Pensando na resposta da professora Lua e co-relacionando a mesma ao ato de libertação exposta por Freire (2007), há uma estreita ligação entre ambas. Afinal, o incentivo ao falar presente nas práticas da professora, torna-se um ato de resistência social, já que normalmente a lógica sistemática capitalista teme pela voz. O ser que fala, se impõe e tem contato com ambientes que buscam por construções de pensamentos singulares – como os evidenciados pela entrevistada – está indo contrário ao que todo um sistema busca romper. Portanto, ao buscar incentivar que as crianças falem e ao escutar o que elas estão falando, a docente está promovendo justamente um ato de libertação social. A partir disso, para finalizar a entrevista foi questionado se a professora percebeu mudanças no comportamento ou na visão de mundo das crianças após participarem dos projetos, segundo ela:

L- Sim, é muito perceptível após um projeto desse de literatura o quanto as crianças aprenderam, o quanto elas construíram e o que fica realmente, é algo que cristaliza, que elas conseguem guardar, conseguem fixar e levar para a vida esses aprendizados.

Com isso, pode-se concluir que o acesso aos livros podem promover não só a leitura ou o ato de aprender a ler, mas também o feito de ver a vida de forma mais abrangente. Um ser que tem contato com a literatura, é um ser capaz de imaginar e experienciar as coisas ao seu redor de uma forma distinta, e essas experiências literárias também são importantes ferramentas para que o falar e o escutar façam parte do dia a dia das crianças, que além de estarem usufruindo do seu direito de cidadãos-leitores, também estarão se tornando seres sociais emancipados e solidários ao dizer do outro. Portanto, é de suma importância ressaltar a presença de profissionais como a professora Lua Gabriela na promoção de acesso a literatura e diferentes saberes humanos na vida dessas crianças. O professor Olinda (2016, p 44) questiona: “Quais são esses encontros que transformam alguém naquilo “que ele(a) é”? Quais as vivências nos afetam, quais se tornam experiências?”, ou seja, pode ser que o encontro dessas crianças com a docente citada, tenha mudado completamente sua concepção de si e do mundo, elas podem ter sido transformadas através da literatura. Por fim, vale o agradecimento à professora Lua por existir na vida dessas crianças e dessa pesquisa.

5. Conclusões

Conclui-se que, o estudo analisa o acesso ou não acesso à literatura em territórios periféricos, identificando barreiras sociais, econômicas e estruturais que dificultam o contato com os livros nesse território. Além disso, o trabalho evidencia que a literatura constitui um direito social e uma demanda pública, destacando a relevância histórica e contemporânea das expressões culturais periféricas, reconhecendo a importância das obras marginais como produções artísticas legítimas

e formadoras. Por fim, o estudo aponta a atuação docente como fundamental para a formação de cidadãos-leitores emancipados, reafirmando a necessidade de uma democratização do acesso à literatura e concluindo que o acesso aos livros contribui para a valorização de vozes historicamente silenciadas.

■ REFERÊNCIAS BIBLIOGRÁFICAS

- [1] ABRAMOVICH, Fanny. *Literatura infantil: gostosuras e bobices*. São Paulo: Scipione, 1997.
- [2] BALDI, Elizabeth. *Leitura nas séries iniciais: uma proposta para formação de leitores de literatura*. Porto Alegre: Projeto, 2009.
- [3] BRASIL. Constituição (1988). *Constituição da República Federativa do Brasil*. Art. 6°. Brasília, DF: Senado Federal, 1988.
- [4] BRASIL. Lei nº 8.069, de 13 de julho de 1990. Dispõe sobre o Estatuto da Criança e do Adolescente e dá outras providências. *Diário Oficial da União*: seção 1, Brasília, DF, p. 13563, 16 jul. 1990. Disponível em: https://www.planalto.gov.br/ccivil_03/leis/l8069.htm. Acesso em: 9 nov. 2025.
- [5] BRASIL. Ministério da Educação. *Base Nacional Comum Curricular*. Brasília, DF: MEC, 2018. Disponível em: <https://basenacionalcomum.mec.gov.br/>. Acesso em: 7 dez. 2025.
- [6] CANDIDO, Antonio. *Formação da literatura brasileira*. Belo Horizonte: Itatiaia, 1981.
- [7] CASTRILLÓN, Silvia. *O direito de ler e escrever*. Tradução: Marcos Bagno. São Paulo: Editora Pulo do Gato, 2011.
- [8] CAVALCANTE, Joana. *Caminhos da literatura infantil e juvenil: dinâmicas e vivências na ação pedagógica*. 3. ed. São Paulo: Paulus, 2009.
- [9] DALCASTAGNÊ, Regina. *Literatura Brasileira contemporânea: um território contestado*. Rio de Janeiro: Horizonte, 2012.
- [10] DALCASTAGNÊ, Regina. Por que precisamos de escritoras e escritores negros? In: SILVA, Cidinha da (Org.). *Africanidades e relações raciais: insumos para políticas públicas na área do livro, leitura, literatura e bibliotecas no Brasil*. Brasília: Fundação Cultural Palmares, 2014.
- [11] DENZIN, Norman K.; LINCOLN, Yvonna S. (org.). *The SAGE handbook of qualitative research*. 3. ed. Thousand Oaks: Sage, 2005.
- [12] EBLE, Laetícia Jensen. Confrontação dos espaços e resistência na literatura marginal/periférica. In: DALCASTAGNÊ, Regina; TENNINA, Lucía (org.). *Literatura e periferias*. Porto Alegre: Zouk, 2019.
- [13] FBC. *Quando o Dj toca*. Belo Horizonte: independente, 2021. Disponível em: plataforma digital de áudio. Acesso em: 13 dez. 2025.
- [14] FORTKAMP CALDIN, Clarice. A função social da leitura da literatura infantil. *Encontros Bibli: revista eletrônica de biblioteconomia e ciência da informação*, Florianópolis, n. 15, p. 1-?, 1º sem. 2003. Universidade Federal de Santa Catarina. Disponível em: <http://www.redalyc.org/articulo.oa?id=14701505>.
- [15] FREIRE, Paulo. *Pedagogia da Autonomia: Saberes necessários à prática educativa*. 25. ed. São Paulo: Paz e Terra, 2008.

- [16] FREIRE, Paulo. *Pedagogia do oprimido*. São Paulo: Paz e Terra, 2007.
- [17] HOOKS, Bell. *Ensinando a transgredir: A educação como prática da liberdade*. Trad. Marcelo Brandão Cipolla. São Paulo: Martins Fontes, 2017.
- [18] JESUS, C. M. de. *Quarto de despejo: diário de uma favelada*. 6ª Ed. São Paulo: Editora Paulo de Azevedo, 1960.
- [19] LÜDKE, Menga; ANDRÉ, Marli E. D. A. *Pesquisa em educação: abordagens qualitativas*. São Paulo: EPU, 1986.
- [20] MONTEIRO, John Manuel. Os Guarani e a história do Brasil meridional: séculos XVII. In: CUNHA, Manuela Carneiro da (Org.). *História dos índios do Brasil*. São Paulo: Fapesp; SMS; Companhia das Letras, 1992. p. 475-500.
- [21] NATALI, Marcos Piason. Além da literatura. *Literatura e Sociedade*, São Paulo, v. 9, 2006.
- [22] OLINDA, Sahmaroni Rodrigues de. *Formação-artista e territórios existenciais: biografização, escrita e experiência*. 2016. Dissertação (Mestrado em Educação Brasileira) - Universidade Federal do Ceará, Fortaleza, 2016.
- [23] SANTOS, Antônio Bispo dos. *A terra dá, a terra quer*. São Paulo: Ubu Editora, 2023.



Effectiveness of Inquiry and Lecture-Based Approach on the Academic Performance of Grade 11 HUMSS Students in Philippine Politics and Governance

Article Record

Jayrald King D. Binag § § *

§ Undergraduate Researcher

* Corresponding Author



Randolf T. Bagang § §

§ Undergraduate Researcher

§ Faculty of the College of Teacher Education, Arts, and Sciences, Saint Columban College

RECEIVED

2026-06-15

ACCEPTED

2026-06-25

ONLINE PUBLISHED

2026-08-14

PUBLISHED

2026-09-24

PEER REVIEW

Double Blind

Abstract

This study examined the effectiveness of inquiry-based and lecture-based instructional approaches on the academic performance of Grade 11 Humanities and Social Sciences (HUMSS) students in Philippine Politics and Governance at Saint Columban College, Pagadian City. Grounded in Constructivist Learning Theory and the principle of scaffolding, the research aimed to determine the academic performance of students under both teaching approaches and identify whether a significant difference existed between them. A quantitative quasi-experimental design using a one-shot posttest two-group approach was employed. Twenty-four Grade 11 HUMSS students participated in the study. Data were collected through researcher-made posttests administered after the implementation of both instructional approaches. Descriptive statistics and a paired-samples t-test were used to analyze the data. Findings revealed that students exposed to the inquiry-based approach achieved a Mean Percentage Score (MPS) of 86.70%, interpreted as "Closely Approximating Mastery," while those taught through the lecture-based approach obtained an MPS of 77.90%, interpreted as "Moving Towards Mastery." Statistical analysis showed a significant difference between the two approaches ($p = 0.033$), indicating that inquiry-based instruction was more effective in improving students' academic performance. The results suggest that inquiry-based learning promotes deeper understanding, critical thinking, and active participation among learners. The study recommends integrating inquiry-based strategies

Academic Performance

HUMSS students

inquiry-based learning

Lecture-based approach

Philippine Politics and Governance

Quasi-experimental design

Scaffolding theory

AI USE STATEMENT

No generative AI was used for analysis or results.

FUNDING

No external funding was declared for this work.

CONFLICT OF INTEREST

The authors declare no conflict of interest.

DATA AVAILABILITY

Not applicable for this article.

ETHICS

The study followed important ethical guidelines to ensure students rights.

CONSENT

Researchers obtained informed consent from the students.

TRIAL REG.

Not applicable.

Crossref DOI: 10.34257/GJHSSG258602

How to Cite: Binag et al. (2026). Effectiveness of Inquiry and Lecture-Based Approach on the Academic Performance of Grade 11 HUMSS Students in Philippine Politics and Governance. Global Journal of Human-Social Science, 26(4), 43-50. DOI: 10.34257/GJHSSG258602

LICENSE

© 2026 Global Journals. Open-access article under CC BY-NC-ND 4.0 International License.

AR Experience Web Page



DOI

Print ISSN 0975-587X



9 770975 587004

Online ISSN 2249-460X



9 772249 460013

Under the strict compliance and defined process of



METADATA CONTINUATION

FULL ABSTRACT

This study examined the effectiveness of inquiry-based and lecture-based instructional approaches on the academic performance of Grade 11 Humanities and Social Sciences (HUMSS) students in Philippine Politics and Governance at Saint Columban College, Pagadian City. Grounded in Constructivist Learning Theory and the principle of scaffolding, the research aimed to determine the academic performance of students under both teaching approaches and identify whether a significant difference existed between them. A quantitative quasi-experimental design using a one-shot posttest two-group approach was employed. Twenty-four Grade 11 HUMSS students participated in the study. Data were collected through researcher-made posttests administered after the implementation of both instructional approaches. Descriptive statistics and a paired-samples t-test were used to analyze the data. Findings revealed that students exposed to the inquiry-based approach achieved a Mean Percentage Score (MPS) of 86.70%, interpreted as "Closely Approximating Mastery," while those taught through the lecture-based approach obtained an MPS of 77.90%, interpreted as "Moving Towards Mastery." Statistical analysis showed a significant difference between the two approaches ($p = 0.033$), indicating that inquiry-based instruction was more effective in improving students' academic performance. The results suggest that inquiry-based learning promotes deeper understanding, critical thinking, and active participation among learners. The study recommends integrating inquiry-based strategies into Philippine Politics and Governance instruction while enhancing lecture-based teaching through interactive and student-centered activities.

ARCHIVAL RECORD

GJHSS · Vol 26 · Issue 4 · 2026

Article ID GJHSS-258602 · DOI 10.34257/GJHSSG258602

Print ISSN 0975-587X · Online ISSN 2249-460X

Effectiveness of Inquiry and Lecture-Based Approach on the Academic Performance of Grade 11 HUMSS Students in Philippine Politics and Governance

Jayrald King D. Binag^{§*} and Randolph T. Bagang^{§‡}

Affiliations

§ Faculty of the College of Teacher Education, Arts, and Sciences, Saint Columban College

Qualifications / Designations

‡ Undergraduate Researcher

Abstract

This study examined the effectiveness of inquiry-based and lecture-based instructional approaches on the academic performance of Grade 11 Humanities and Social Sciences (HUMSS) students in Philippine Politics and Governance at Saint Columban College, Pagadian City. Grounded in Constructivist Learning Theory and the principle of scaffolding, the research aimed to determine the academic performance of students under both teaching approaches and identify whether a significant difference existed between them. A quantitative quasi-experimental design using a one-shot posttest two-group approach was employed. Twenty-four Grade 11 HUMSS students participated in the study. Data were collected through researcher-made posttests administered after the implementation of both instructional approaches. Descriptive statistics and a paired-samples t-test were used to analyze the data. Findings revealed that students exposed to the inquiry-based approach achieved a Mean Percentage Score (MPS) of 86.70%, interpreted as "Closely Approximating Mastery," while those taught through the lecture-based approach obtained an MPS of 77.90%, interpreted as "Moving Towards Mastery." Statistical analysis showed a significant difference between the two approaches ($p = 0.033$), indicating that inquiry-based instruction was more effective in improving students' academic performance. The results suggest that inquiry-based learning promotes deeper understanding, critical thinking, and active participation among learners. The study recommends integrating inquiry-based strategies into Philippine Politics and Governance instruction while enhancing lecture-based teaching through interactive and student-centered activities.

Keywords: *Academic Performance, HUMSS students, inquiry-based learning, Lecture-based approach, Philippine Politics and Governance, Quasi-experimental design, Scaffolding theory*

* Corresponding Author
Jayrald King D. Binag

DOI
10.34257/GJHSSG258602

Chapter 1

1. Introduction

1.1. Background of the study

Learning about Philippine Politics and Governance helps Senior High School students get ready to take part in democracy. This subject which is part of the Humanities and Social Sciences strand, covers key topics like political power and ideologies, how government works and the responsibilities of citizens (DepEd, 2023). While lectures are still a common teaching method in higher education, active lectures encourage students to join discussions, interact, and participate in class (Klein et al., 2023). The inquiry approach helps students develop critical thinking and problem-solving skills, making lessons more meaningful. Instead of just listening, students work together to ask questions, explore real-world issues, and learn through guided or independent inquiry (Apor, 2025).

Most of the public secondary schools studied were old nationalized high schools 63.4%, while 19.5% were newly nationalized and 17.1% were newly legislated. Schools with more staff reported

higher levels of political intervention in areas like students' development, curriculum, and physical growth. When political intervention influenced personnel decisions, school performance on the National Achievement Test (NAT) tended to be lower (Pelaez, 2021). When governance in basic education is decentralized, both national and local groups share responsibility, which helps make political education more meaningful for local communities (Laguda et al., 2024). Studying the frameworks on Philippine Politics and Governance helps students learn about government structures and political behavior and this knowledge is important for becoming an active citizen (Morada et al., 2020). Studies also show that Senior High School students are actively involved in the new social and political issues, highlighting how the subject supports political awareness (Ibardeloza et al., 2021; Guyod et al., 2024).

According to Ramos (2021), Philippines Politics and Governance is included as a core subject in Senior High School to help students become informed and take part in nation-building and democratic governance. A development model for K-12 blended learning was proposed to help teacher professional development on teaching methods and behaviors that support building strong learning

communities where blended learning can thrive (Villanueva et al., 2023). However, challenges related to educational governance and finance policies continue to impact curriculum implementation and student learning outcomes (Paquenco et al., 2023). Promoting political awareness and civic consciousness among Filipino learners is linked to better educational outcomes and democratic engagement. The senior high school curriculum continues to emphasize governance education as part of holistic academic development (Landig & Landig, 2019).

Finding effective ways to teach Philippine Politics and Governance helps Senior High School Students become more involved in democracy and develop political awareness. Lecture-based teaching still one of the most common methods in social studies and political education. Lectures let teachers present important information clearly and in an organized way. They often use visual aids to help students understand the material (Beigzadeh et al., 2024). Many students still appreciate lectures, especially when they are interesting and relevant, even as interactive learning becomes more popular. Although lectures do not work for every learning style, they are still useful for teaching basic concepts and structured topics (Padilla-Petry et al., 2025).

Lectures in political education have many advantages, it explains key ideas clearly, encourage students to think critically, and help build political awareness. When lectures are interactive and engaging, they make it easier for students to understand complex topics and connect different ideas to stay interested. Lectures are also cost-effective that cover a lot of material in a short time and give students a chance to ask questions and share their views on political issues which helps to create a more informed and active democracy (Aibangbe, 2025).

In Vietnam, secondary schools mainly used traditional and teacher centered approaches like lectures and textbooks to teach political education. These lessons aim to build their national pride and knowledge of political theory. Although this gives students a basic foundation, it often does not connect to real-life situations or encourage critical thinking. Many other countries use similar approaches to promote civic values that match their national goals (Khank, 2024).

Even as education moves toward more active, student-centered learning are still common. As stated by (Mina and Oraiz, 2024), many Filipinos teachers still prefer traditional teaching methods for practical reasons as it found convenient in lesson preparation, low cost and familiarity in the classroom for this choice. Traditional teaching usually means the teacher leads activities like lectures, chalk-and-talk, and using visual aids. Students said that these methods helped them understand the lessons and kept them motivated during discussions and presentations (Ciela et al., 2019).

Recent research reviews point out both the benefits and drawbacks of this approach. For instance, when students are not engaged, passive learning can occur (Tronchoni et al., 2022). In medical and higher education, studies show that lectures are less effective than methods like flipped classrooms or case-based learning for building skills and critical thinking (Kolahdouzan et al., 2020; Liu et al., 2023). Other research finds that combining lectures with group work or hybrid teaching helps students understand and remember concepts better (Gyimah 2022; Bayona et al., 2024).

There is a growing interest in teaching methods that encourages students to take an active part in their own learning. Inquiry-based learning can lead to better academic performance which helps to increase their engagement in areas like social sciences. (Tanaya et al., 2023; Abaniel, 2021; Aliiyu, 2017). Inquiry-based learning has been used in schools in Finland, Australia, Singapore, and

United States to support civic and political education. According to Seprie et al. (2025), the country Finland, which had the most flexible curriculum at 90% also achieved the highest success rate with IBL at 85%, Finnish students who participated in IBL showed better academic performance and stronger social skills such as collaboration and empathy which are important for civic engagement. The study suggests that flexible led-curricula help students understand social and political issues more deeply, making them more informed and active citizens (Carniel et al., 2023).

Meta-analyses show that inquiry-based learning (IBL) helps students to improve their critical thinking and problem-solving skills, leading to better academic performance especially in science and social studies (Arafin et al., 2025). In Philippine Social Studies, this approach also helps students build civic values and gain a deeper understanding of history (Anchuda and Kaewurai, 2025; Canuto, 2022). This makes easier to understand political issues and consider different perspectives, which leads to informed citizenship and active participation in decision making, that support democracy and help society move forward (Ghahari et al., 2025).

Inquiry-based learning (IBL) is known to improve critical thinking, engagement, and academic performance in many fields. However, there is a little research comparing inquiry-based learning and lecture-based learning in Philippine Politics and Governance. This study constitutes a contextual research gap; most studies discuss the pros and cons of lectures in general education, but do not look at how lecture-based learning affects students' understanding of governance compared to inquiry-based learning, which focus on questioning and deeper analysis.

Although Philippine Politics and Governance is a core subject in Senior High School, there is insufficient local research on its effective teaching in the Philippine context. The DepEd curriculum aims to enhance learners' understanding of democratic values, human rights, social justice, political ideologies, and governance structures. However, civic education reports reveal gaps in content delivery and emphasis on citizenship, indicating limited exposure to civic topics.

This highlights a disparity between the subject's inclusion in the curriculum and the lack of instructional support and empirical data to identify effective teaching approaches that enhance students' academic performance and civic understanding. There is a lack of local research on how each method shapes students' political awareness and readiness in democratic participation. This gap shows the need to study how inquiry-based learning and lecture-based learning affect students' learning in governance, and which method better supports civic understanding and active citizenship.

1.2. Conceptual framework

This study uses the Constructivist Learning Theory; it explains that students actively build new knowledge from their experiences and interactions. Here, teachers help students explore, ask questions, and try out new ideas rather than simply giving them information (McLeod, 2025).

The principle of scaffolding (Saye and Brush 2012) is also used, showing how teachers can guide students step by step in lessons, helping their knowledge through their own experiences and interactions. This support helps to breaking down complex political ideas into smaller parts, asking questions, and leading group discussions using visual aids. With this kind of help, students become more independent in their learning and get the support

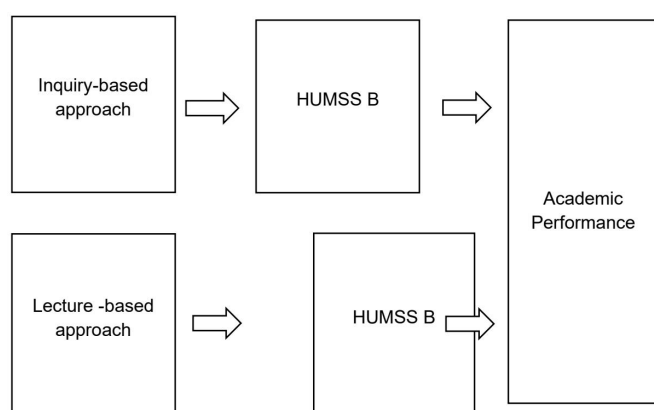


Figure 1. Conceptual framework

they need to overcome challenges as a result to their performance and interest in the subject improve.

1.3. Statement of the problem

This study examines the impact of the inquiry-based approach on the learning experiences of Grade 11 Senior High School HUMSS students. It aims to answer these questions:

1. What is the academic performance of the group using inquiry-based approach and lecture-based approach?
2. Is there a significant difference in the academic performance within the group using lecture-based and inquiry-based approach?

1.4. Significance of the study

This study explores how the inquiry approach influences students' learning in Philippine Politics and Governance. It aims to provide insights that can improve both motivation and academic performance. The finding benefits several groups. For students, the research shows how different teaching methods, such as lecture and inquiry approach can affect their motivation and success. For teachers, the study offers guidance to review and enhance their teaching methods, helping them find a balance approach that supports student learning in today's evolving educational environment. School administrators can use the results to develop policies or training programs that promote new and effective teaching strategies suited for student needs. Curriculum developers can also use these insights to update curricula by adding student-centered teaching methods, making lessons more relevant, interactive, and focused on critical thinking and participation. Overall, this study aims to help and improve how Philippine Politics and Governance is taught and learned.

1.5. Definition of terms

This section defines the main terms used in the study so that both the researchers and the readers understand them in the same way.

Academic Performance: This refers to the extent to which students demonstrate their knowledge, understanding, and skills through assessments, classroom activities, projects, and examinations. It reflects how effectively students achieve the expected learning standards in a subject or course.

Critical Thinking: This refers to the ability to analyze, evaluate, and interpret information carefully in order to make logical and informed judgments or decisions. It involves examining issues, assessing evidence, and forming reasonable conclusions.

Inquiry-based learning (IBL): This is a student-centered approach in which learners actively participate by asking questions, exploring topics, analyzing information, and drawing conclusions. In this approach, the teacher serves as a guide who supports students in developing understanding and independent thinking skills.

Learning Outcome: This refers to the knowledge, skills, attitudes, or behaviors that students are expected to demonstrate after completing a lesson or educational activity. It indicates what students have learned and are able to apply after instruction.

Philippine Politics and Governance: This is a Senior High School subject that focuses on political concepts, the functions of government, the roles of political institutions, and the responsibilities of citizens in a democratic society in the Philippines.

Chapter 2

1. Research Method

This chapter explains the research methods used in the study. It covers the research design, setting, participants, tools, how data was collected, how it was analyzed and the ethical guidelines followed during the research.

1.1. Research design

This study used a quantitative quasi-experimental design using the one-shot posttest two-group design without randomly assigning groups. This approach works well in educational settings where it is not practical or ethical to randomize students' groups, such as when comparing an inquiry-based approach and a lecture-based approach in classes (Goldfarb et al., 2022). Data were collected through two classes with different interventions, with scores measured to observe outcomes and the effects of the interventions. This helped improved procedures and support data reliability and validity. Quasi-experimental designs are effective for evaluating educational interventions and provide useful insights (Handley et al., 2018). The group was exposed to the lecture-based approach, and a posttest administered to measure the students' academic performance; also the same group was taught by inquiry-based approach and posttest also followed. Furthermore, the posttest results were compared to determine whether there was a significant improvement in students' academic performance.

1.2. Research environment

This study was conducted at a private academic institution in Pagadian City. The school provides several programs, including a Senior High School, which has a structured academic program and a diverse student body. This setting is well-suited for evaluating how different teaching methods work, particularly how lecture-based and inquiry-based learning affect students' understanding and interest in Philippine Politics and Governance subject.

1.3. Research participants

This study involved Grade 11 Humanities and Social Sciences classes as participants. The target number of students is 24 students in HUMSS B. The strand received the different approaches and students were not randomly assigned to groups; instead the study used their existing class groupings for each teaching method. Student participation was open to any gender within the strands and researchers obtained informed consent from the students.

1.4. Research instrument

The main research tool of this study is a posttest that measured students' knowledge of Philippine Politics and Governance. The test is self-made that includes multiple-choice questions that match the subject's learning goals. In this study, two different lesson plans were used, and groups received the different teaching approaches. In addition, a classroom observation checklist tracked how the lecture-based and inquiry-based approach were delivered. The Mean Percentage Score (MPS) Scale was used to interpret the level of students' mastery and academic performance in the assessment. Scores ranging from 96%–100% were interpreted as "Mastered," 86%–95% as "Closely Approximating Mastery," 66%–85% as "Moving Towards Mastery," 35%–65% as "Average," 16%–34% as "Low," 5%–15% as "Very Low," and 0%–4% as "No Mastery."

1.5. Data gathering procedure

The data collection begins with a formal letter addressed to the School Principal requesting permission to conduct the study. After the approval, the researchers coordinated with the Grade 11 HUMSS Adviser to select two classes in which the teaching approaches will be implemented. The group will first be administered by using lecture-based approach and after that the inquiry-based approach will take place. The study determined the academic performance of the students by giving a posttest after each intervention. The researchers observed the classes to make sure that the teaching approaches will be applied. Before collecting the data, the researcher explained the study to the students and got their informed consent. After the lesson and posttests, the researchers collected and analyzed the test scores to see how the teaching methods affected the result.

1.6. Data analysis

The data used a statistical method in analyzing the scores of the students. Scores from lecture-based approach and inquiry-based approach tests were calculated and compared. Descriptive statistics, such as the mean and standard deviation summarized the results of the group. A paired-sample t-test was used to compare scores between the groups to see which teaching approach enhances the students' academic performance. Furthermore, all data were analyzed using SPSS statistical software.

1.7. Ethical considerations in research

The study followed important ethical guidelines to ensure the students' rights and wellbeing are protected.

Confidentiality: The researchers ensured confidentiality by keeping all information gathered from the participants during the classroom demonstrations private and secure. The names of the participants were not included in the research paper or in any published results to protect their identities.

Informed Consent: Before conducting the classroom observations, the researchers provided the participants with an informed consent form explaining the purpose, procedures, and nature of the research study. The participants were given the freedom to voluntarily participate and were informed that they could withdraw from the study at any time without penalty.

Right to Privacy: The researchers respected the privacy of the participants by observing only the classroom demonstrations related to the objectives of the study. Only necessary data relevant

to the research were collected, and no personal or unrelated information was included in the study.

Chapter 3

1. Results and Discussion

This chapter presents the results and discussion of the study on the effectiveness of the inquiry and lecture-based approach on the academic performance of Grade 11 HUMSS students in Philippine Politics and Governance.

Academic performance of the groups using inquiry-based approach and lecture-based approach. Table 1 and Table 2 present the students' performance of the groups when exposed to the inquiry-based approach, and to the lecture-based approach. The data provides a comparison of the learner's academic performance under two different teaching strategies.

Table 1. Academic performance of the group using inquiry-based approach

Groups	Mean	SD	MPS	Interpretation
HUMSS B	8.67	1.76	86.70	Closely Approximating Mastery

Mean Percentage Score Scale: 96%–100% – Mastered; 86%–95% – Closely Approximating Mastery; 66%–85% – Moving towards mastery; 35%–65% – Average; 16%–34% – Low; 5%–15% – Very Low; 0%–4% – No Mastery

Table 1 summarizes the academic performance of the group exposed to the inquiry-based approach. The HUMSS B group achieved a mean of 8.67 (SD = 1.76), corresponding to an MPS of 86.70%, interpreted as "Closely Approximating Mastery." This result indicates a high level of academic performance under the inquiry-based approach.

The study found that students' performance supports Edillor's (2024) claim that inquiry-based instruction leads to better learning. By involving students in the 5E learning cycle: Engagement, Exploration, Explanation, Elaboration, and Evaluation, inquiry-based learning helps learners link new knowledge with prior experiences and actively build their understanding into different concepts. School activities like exploration and explanation, highlighted by Santos and Boyon (2020), encourage students to engage actively in the learning process. This fosters deeper cognitive involvement and better retention of concepts, showing that exposure to the inquiry-based approach led to deeper learning and ongoing academic progress.

Moreover, this pattern strengthens the argument that the inquiry-based method supports inclusive learning, helping a wider range of students benefit from the instructional strategy. These findings align with Khasawneh et al. (2023), who noted significantly higher math achievement scores among students in inquiry-based learning groups. They also match the meta-analysis by Sam (2024), which found that students exposed to inquiry-based approaches showed deeper understanding and higher assessment scores in both knowledge and application.

The findings of the study may be explained through the lens of the Constructivist Learning Theory, which states that students actively construct new knowledge through their experiences and interactions. According to McLeod (2025), teachers in a constructivist classroom guide learners to explore, ask questions, and test new ideas instead of simply delivering information. This supports the result of the study, where the group exposed to the inquiry-based approach demonstrated a high level of academic performance and closely approximated mastery. Through inquiry-based activities such as exploration, explanation, and evaluation,

students became more actively involved in the learning process, allowing them to connect prior knowledge with new concepts and develop deeper understanding.

Table 2. Academic performance of the group using lecture-based approach

Groups	Mean	SD	MPS	Interpretation
HUMSS B	7.79	2.30	77.90	Moving towards mastery

Mean Percentage Score Scale: 96%–100% – Mastered; 86%–95% – Closely Approximating Mastery; 66%–85% – Moving towards mastery; 35%–65% – Average; 16%–34% – Low; 5%–15% – Very Low; 0%–4% – No Mastery

Table 2 presents the academic performance of the group exposed to the lecture-based teaching approach. The HUMSS B had a mean score of 7.79 and a standard deviation (SD) of 2.30, which means that the MPS was 77.90% and interpreted that they were “Moving towards mastery”. The results show that students are proficient when taught in a lecture-based approach. Their scores are in the “Moving towards mastery” range, indicating that students have built a strong basic understanding through lectures.

Lecture-based instruction often emphasizes direct presentation of content, which can result in more teacher-centered classroom interactions compared with interactive methods. This result shows that lectures promote passive learning, with students in lecture settings describing lower sustained attention and engagement during long presentations and finding it harder to retain material without complementary activities (Murphy et al., 2023). While lecture-based instruction provides a baseline level of academic competence, lectures can be combined with active-learning elements such as brief discussions, questioning, or follow-up tasks—which maintain the efficiency of direct instruction while increasing student engagement (Springer Nature, 2022).

The findings of the study may also be explained through the principle of scaffolding which emphasizes how teachers guide students step by step in the learning process. In the lecture-based approach, teachers provide structured explanations, simplify complex political concepts into smaller and more understandable parts, ask guiding questions, and use discussions and visual aids to support learning. This kind of instructional support helps students gradually build their understanding through their experiences and interactions inside the classroom. As students receive proper guidance and assistance, they become more confident and independent in learning, enabling them to overcome difficulties and improve their performance and interest in the subject.

The significant difference in the academic performance within the groups using lecture-based and inquiry-based approach. Table 3 compares academic performance between students exposed to the inquiry-based approach and those taught using the lecture-based approach, and determines if a significant difference exists between the academic performances of the groups.

Table 3. Test of significant difference in the academic performance between the groups

Approach	N	Mean	SD	p-value	Remarks
Inquiry-based approach	24	8.31	1.78	0.033	Significant Difference
Lecture-based approach	24	7.86	1.89	–	–

**Significant at 0.05 level*

Table 3 shows the results of the academic performance of both groups using inquiry-based approach and lecture-based approach. Using the inquiry-based approach, the group achieved a mean score of 8.31 with a 1.78 standard deviation which obtained a higher mean score compared to the group using lecture-based

approach which scored a mean of 7.86, and standard deviation of 1.89. The p-value of 0.033 is lower than the 0.05 level of significance, indicating a statistically significant difference in academic performance between the two groups. The findings suggest that the inquiry-based approach had a measurable effect on students’ academic performance when compared with the lecture-based approach. This indicates that inquiry-based learning may serve as an effective instructional strategy that can be applied in similar learning settings to enhance students’ academic outcomes. However, the results also show that the lecture-based approach contributed positively to students’ learning, as both approaches supported academic development among the learners.

The statistically significant difference between the two groups further supports the effectiveness of inquiry-based learning in improving student academic performance. This finding is consistent with the study of Malapane et al. (2024), which reported significant differences in student performance between groups exposed to inquiry-based instruction and those taught using conventional teaching methods. Likewise, Furtak et al. (2012) found through a meta-analysis of experimental and quasi-experimental studies that inquiry-based teaching generally produced more favorable academic outcomes compared to conventional instruction.

This increase rests on the theory of scaffolding, Saye and Brush (2002), where teachers guide students through difficult political ideas by asking them questions, having discussions, and using visuals. This helps students connect what they already know to what they are learning. As students become more independent, this support is gradually taken away, which helps them do better and makes them more interested in the subject. Teachers used scaffolding to help understand complicated ideas and by giving a structured guidance which encourages active participation of the students. Therefore, scaffolding makes inquiry-based learning work better in political education by encouraging meaningful and independent learning and motivation, leading to improved interests as students will learn skills without relying too much on the teacher.

Chapter 4

1. Summary of Findings, Conclusion, and Recommendations

This chapter provides a summary of the findings, draws conclusions, and offers recommendations.

1.1. Summary of findings

1. What is the academic performance of the group using inquiry-based and lecture-based approach?

Table 1 revealed that the group exposed to the inquiry-based approach demonstrated a high level of academic performance. The students attained an MPS interpreted as “Closely Approximating Mastery”. On the other hand, Table 2 revealed that the group exposed to the lecture-based approach demonstrated satisfactory academic performance. The students attained an MPS interpreted as “Moving Towards Mastery”.

2. Is there a significant difference in the academic performance within the group using lecture-based and inquiry-based approach?

Table 3 reveals that there is a significant difference in the academic performance within the group using lecture-based and inquiry-based approach.

1.2. Conclusion

This study examined the effectiveness of the inquiry-based and lecture-based approaches on the academic performance of Grade 11 HUMSS students in Philippine Politics and Governance. The findings revealed that both teaching approaches contributed positively to students' learning and academic performance. However, the inquiry-based approach demonstrated greater effectiveness in promoting deeper understanding, critical thinking, and higher academic achievement when supported with proper scaffolding and guided learning activities. Using the scaffolding theory as its foundation, the study emphasized that students learn more effectively when teachers provide structured guidance through questioning, exploration, collaboration, and interactive activities that gradually build learners' independence and confidence.

The study further showed that inquiry-based instruction helps students connect prior knowledge with new political concepts and encourages active participation in the learning process, which aligns with the objectives of the HUMSS curriculum in developing informed, critical, and socially responsible citizens. At the same time, the lecture-based approach also proved beneficial in helping students develop foundational understanding and academic competence through organized presentation of lessons. Based on these findings, the study supports the integration of inquiry-based strategies alongside effective teaching practices in Senior High School instruction.

1.3. Recommendations

Based on the findings, the researchers recommend the following:

1. Teachers in Senior High School–Humanities and Social Sciences (HUMSS) may integrate inquiry-based strategies such as guided questioning, group explorations, and collaborative activities to promote deeper understanding, critical thinking, and active participation among students.
2. Teachers may also enhance lecture-based instruction by incorporating interactive discussions, visual aids, and reflective activities to make lessons more engaging and meaningful for learners.
3. School administrators may provide professional development programs and workshops that strengthen teachers' competencies in both inquiry-based and lecture-based instructional approaches.
4. Curriculum developers may design and implement inquiry-based modules with constructivist elements in HUMSS core subjects while also improving lecture-based learning materials through the inclusion of student-centered and participatory activities.
5. Future researchers may broaden the scope of the study by examining not only students' academic performance but also teachers' efficacy, classroom practices, and integration of both inquiry-based and lecture-based approaches.

REFERENCES

- [1] Abaniel, A. (2021). Enhanced conceptual understanding, 21st century skills, and learning attitudes through an open inquiry learning model. *Journal of Technology and Science Education*, 11(2), 277–291. <https://www.jotse.org/index.php/jotse/article/view/1004/491>
- [2] Aibangbe, O. (2025). The influence of lecture method on political awareness among students of civic education in senior secondary schools. *International Journal of Research and Innovation in Social Science*. <https://dx.doi.org/10.47772/IJRISS.2025.903SEDU0347>
- [3] Aliyu, A. (2017). Effects of inquiry and lecture methods on social studies students' performance in colleges of education. *Santhom Journal of Educational Race*. <https://www.academia.edu/83367779>
- [4] Anchunda, H., & Kaewurai, W. (2025). An instructional model development based on inquiry-based and problem-based approaches to enhance prospective teachers' teamwork and collaborative problem-solving competence. *Social Sciences and Humanities Open*, 11. <https://doi.org/10.1016/j.sshao.2025.101480>
- [5] Apor, M. (2025). Effectiveness of inquiry-based learning versus traditional lecture methods in teaching biology concepts: A comparative study. *Edelweiss Applied Science and Technology*, 9(10). <https://doi.org/10.55214/2576-8484.v9i10.10386>
- [6] Arifin, Z., Sukarmin, Saputro, S., & Kamari, A. (2025). The effect of inquiry-based learning on students' critical thinking skills in science education: A systematic review and meta-analysis. *Eurasia Journal of Mathematics, Science and Technology Education*. <https://doi.org/10.29333/ejmste/15988>
- [7] Bayona, J., & Duran, W. (2024). A meta-analysis of the influence of case method and lecture teaching on cognitive and affective learning outcomes. *The International Journal of Management Education*. <https://doi.org/10.1016/j.ijme.2024.100935>
- [8] Beigzaddeh, A., Bazayr, H., & Delzendeh, M. (2024). Comparing the effect of lecture method and cooperative teaching method on the learning, communication skills, and attitudes of students: A quasi-experimental study. *Frontiers in Education*. <https://www.frontiersin.org/journals/education/articles/10.3389/feduc.2024>
- [9] Canuto, A. (2022). Social studies for democracy: Cultivating communities of inquiry for Filipino students as deliberative citizens. *International Journal of Progressive Education*. <https://doi.org/10.29329/ijpe.2022.439.1>
- [10] Carniel, J., Emmerson, M., & Gehrmann, R. (2023). Inquiry-based learning as an adaptive signature pedagogy in international relations. *International Studies Perspectives*. <https://doi.org/10.1093/isp/ekad015>
- [11] Cielo, A., Lopez, M., Torres, J., Tenio, A., & Dela Fuente, A. (2019). Effectiveness of the traditional method of teaching among General Academic Strand. *AARES Business & Commercialization Publication Journal*. <https://ojs.aaresearchindex.com/index.php/aasgbcjpmra/article/view/1245>

- [12] Department of Education. (2023). Strengthened Senior High School Curriculum, Philippine Governance (Philippine Politics and Governance). <https://www.deped.gov.ph/>
- [13] Edillor, F. (2024). Inquiry-based instruction and science learning outcomes in the Philippine senior high school context. *Journal of Science Education in the Philippines*, 12(1), 33–50.
- [14] Furtak, E. M., Seidel, T., Iverson, H., & Briggs, D. C. (2012). Experimental and quasi-experimental studies of inquiry-based science teaching: A meta-analysis. *Review of Educational Research*, 82(3), 300–329. <https://doi.org/10.3102/0034654312457206>
- [15] Ghahari, S., Sedaghot, M., Forawi, S., & Ebrahimi, F. (2025). Inquiry-based learning in CBLI classrooms: Insights from higher education students in open and guided conditions. *International Journal of Applied Linguistics*. <https://doi.org/10.1111/ijal.12787>
- [16] Goldfarb, A., Ho, T.-H., Katona, Z., & Fligor, Z. (2022). Conducting research in marketing with quasi-experiments. *Journal of Marketing*. <https://doi.org/10.1177/00222429221082977>
- [17] Guyod, E., Balao, N., & Alvarez, J. (2024). Impacts of differences in political ideologies on students' social relationships. *Philippine E-Journals*. <https://ejournals.ph/article.php>
- [18] Gyimah, G. (2023). Effectiveness of group investigation versus lecture-based instruction on students' concept mastery and transfer in social studies. *The Journal of Social Studies Research*. <https://doi.org/10.1016/j.jssr.2022.05.001>
- [19] Handley, M. A., Lyles, C. R., McCulloch, C., & Handley, M. (2018). Quasi-experimental designs in health policy research. *American Journal of Public Health*, 108(5), 580–586. <https://doi.org/10.2105/AJPH.2018.304359>
- [20] Ibardeola, K., Macatangay, J., Badillo, L., & Obligar, J. (2021). Senior high school students' political participation in the emerging social issues. *De La Salle University Senior High School Research Congress*. https://animorepository.dlsu.edu.ph/conf_shsrescon/2021/paper_spl/3
- [21] Khank, L. (2024). The dynamics of teaching politics: A global perspective on education. *Dialnet*. <https://dialnet.unirioja.es/descarga/articulo/10085922.pdf>
- [22] Khasawneh, E., Hodge-Zickerman, A., York, C. S., Smith, T. J., & Mayall, H. (2023). Examining the effect of inquiry-based learning versus traditional lecture-based learning on students' achievement in college algebra. *International Electronic Journal of Mathematics Education*, 18(1), Article em0724. <https://doi.org/10.29333/iejme/12715>
- [23] Klein, K., Calabrese, J., Aguiar, A., Mathew, S., & Ajani, F. (2023). Evaluating active lecture and traditional lecture in higher education. *Journal on Empowering Teaching Excellence*. <https://doi.org/10.26077/ba42-a5cc>
- [24] Kolahdouzan, M., Mahmoudien, M., Rasti, M., & Omid, A. (2020). The effect of case-based teaching and flipped classroom methods in comparison with the lecture method on learning and satisfaction of internship students in surgery. *Journal of Education and Health Promotion*. https://doi.org/10.4103/jehp.jehp_237_19
- [25] Laguda, R., Aquino, G., Cangayao, L., & Tagle, R. (2023). Realizing shared governance decentralization of Philippine basic education. *EdCom II*. <https://edcom2.gov.ph/>
- [26] Landig, R., & Landig, A. (2019). Political awareness and civic consciousness in fostering community engagement of HUMSS students. *International Journal of Social Science, Humanity, and Management Research*, 3(7). <https://www.ijsshmr.com/v3i7/20>
- [27] Liu, F., Wang, X., & Izadpanah, S. (2023). The comparison of the efficiency of the lecture method and flipped classroom instruction method on EFL students' academic passion and responsibility. *SAGE Open*. <https://doi.org/10.1177/21582440231174355>
- [28] Malapane, M., Sibanda, L., & Mthethwa, Z. (2024). Inquiry-based learning and academic achievement in life sciences: Evidence from South African high schools. *African Journal of Research in Mathematics, Science and Technology Education*, 28(1), 14–27.
- [29] Martinez, J., & Soriano, R. (2025). Activity-based learning and student engagement: Implications for classroom practice. *Philippine Journal of Educational Psychology*, 9(2), 44–59.
- [30] McLeod, S. (2025). Constructivism as a theory for teaching and learning. *Simply Psychology*. <https://www.simplypsychology.org/constructivism.html>
- [31] Mina, K., & Oraiz, C. (2024). Embrace of traditional teaching methods. *Philippine E-Journals*. <https://ejournals.ph/article.php?id=27797>
- [32] Morada, N., & Tadem, T. (2020). Philippine politics and governance: Introduction. *Department of Political Science, University of the Philippines*. <https://polisci.upd.edu.ph/philippine-politics-and-governance>
- [33] Murphy, T., Alvarez, C., & Kim, S. (2023). Attention, retention, and passive learning in traditional lecture settings. *Active Learning in Higher Education*, 24(1), 73–88.
- [34] Padilla-Petry, P., Rodriguez, J., & Hernando, S. (2025). Overcoming the magnetism of lectures: Teachers' and students' perceptions of and motivations regarding active learning in higher education. *SAGE Open*. <https://doi.org/10.1177/21582440251323313>
- [35] Paquero, V., Orbeta, A., & Aranas, M. (2023). When students fail to learn: Getting education governance and finance policies right. *Philippine Institute for Development Studies*. <https://www.pids.gov.ph/publication>
- [36] Pelaez, J. (2021). The extent of political intervention in public secondary schools as perceived by school principals and its effect on schools' performance. *Central Philippine University Repository*. <https://repository.cpu.edu.ph/>
- [37] Ramos, B. (2021). Philippine politics and governance bilang isang core subject sa senior high school: Isang pangangailangan. *DepEd Northeast*. <https://depedne.net.ph/2021/02/18/>

- [38] Sam, R. (2024). Systematic review of inquiry-based learning: Assessing impact and best practices in education. *F1000Research*, 13, 1045. <https://doi.org/10.12688/f1000research.155367.1>
- [39] Santos, J. C. D., & Boyon, M. C. L. (2020). Effect of inquiry-based lessons on STEM students' learning competencies on limits and continuity. *PEOPLE: International Journal of Social Sciences*, 5(3), 782–792. <https://doi.org/10.20319/pijss.2020.53.782792>
- [40] Saye, J. W., & Brush, T. (2002). Scaffolding critical reasoning about history and social issues in multimedia-supported learning environments. *Educational Technology Research and Development*, 50(3), 77–96. <https://doi.org/10.1007/BF02505026>
- [41] Seprie, Wuryandani, W., & Muthmainah. (2025). Transforming primary education: Balancing social skills and academic achievement through global inquiry-based learning models. *Frontiers in Education*. <https://doi.org/10.3389/educ.2025.1512274>
- [42] Springer Nature. (2022). Active learning versus passive instruction: Comparative outcomes in higher education. *Nature Education Research Reports*, 3(1), 5–18.
- [43] Tanaya, I., Suciata, S., & Maridi, M. (2023). The effectiveness of inquiry-based instruction module on excretory system material to improve student learning outcomes in 11th grade science senior high school. <https://www.researchgate.net/publication/371677844>
- [44] Tronchoni, H., Izquierdo, C., & Anguera, M. (2022). A systematic review of lecturing in contemporary university teaching. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2022.971617>
- [45] Urhievweji, A., Blessing, E., & Ehighae, I. (2025). Students' effective learning: Are learning styles and corresponding teaching methods factors? *Journal of Education and Learning*. <https://files.eric.ed.gov/fulltext/EJ1478976>
- [46] Villanueva, J., Redmond, P., Galligan, L., & Eacersall, D. (2023). Investigating blended learning interactions in Philippine schools through the community of inquiry framework. *Asia Pacific Education Review*. <https://doi.org/10.1007/s12564-023-09826-4>

Subject Index

Technical concepts and key subjects are indexed at their verified discussion pages.

KEY SUBJECTS Acesso • Home Ecology • Inclusive Education • Inquiry-Based Learning • Mental Health Literacy • Barriers • Invisible Barriers • Lecture-Based Approach

- A**
- Academic Achievement . . . 12–13, 16, 21–24, 48–50
Academic Performance . . . 12, 15, 19, 21–22, 24, 43–48
Acesso . . . 37–40
AI Inclusion . . . 2, 4
AI Inclusion and People . . . 2, 4
Amaral Pereira and Damatto . . . 2, 5–7
Analytical Matrix for Detecting Invisible Barriers . . . 6
Artificial Na . . . 4–5, 8–10
Atypical Learners . . . 1–3, 6
- B**
- Barriers** . . . 1–2, 5–8, 11–13, 15–16, 21–22, 28
Base Nacional Comum Curricular . . . 37
also: BNCC
Beliefs About Mental Health . . . 27–28, 31, 33
Bibliographic Review . . . 1–2, 7
- C**
- Capacity Building . . . 27–31, 33–34
CAPES Journals Portal . . . 1–4, 8–9
Conceptual Framework . . . 44–45
Conclusions . . . 34, 45
Confidentiality . . . 46
Contato Com . . . 37–38, 40
Critical Thinking . . . 43–45, 48
- D**
- Da Literatura . . . 10, 38, 40–41
Data Collection and Sampling Techniques . . . 14
Data Protection . . . 1–3, 5–6, 8
Desire . . . 11, 20–21
Disclaimer (Artificial Intelligence) . . . 34
Docente . . . 5, 8, 10, 37, 39–40
- E**
- Early Identification . . . 7, 27–30, 33–34
Educational Attainment . . . 14–16, 21, 24
Educational Inclusion . . . 1, 6
Educational Marginalization . . . 14
Effectiveness of Inquiry . . . 43, 47–48, 50
Encouragement . . . 11, 17, 19
Ethical Considerations in Research . . . 46
- F**
- Factor Analysis . . . 11, 16, 23
- Final Considerations . . . 8
First-Generation Learners . . . 11–12, 15–18, 21
First-Generation Learners – Descriptive Statistics . . . 16
Friend of Mine Developed . . . 31–33
- H**
- Health Capacity . . . 27–31, 33–34
Home Ecology . . . 11–12, 15, 21
Home Environment . . . 11–12, 14, 16, 18, 21–22, 24, 29
HUMSS Students . . . 43, 45–46, 48–49
- I**
- Implications for Inclusive Educational Policies . . . 7
Inclusive Education . . . 1–3, 7–8
Informed Consent . . . 45–46
Inquiry-Based Approach . . . 43, 45–48
Inquiry-Based Learning . . . 43–50
Intervention Strategies . . . 27–30, 33–34
Invisible Barriers . . . 1–2, 5–8
- L**
- Learning Atmosphere . . . 12, 14–16
Learning Environment . . . 11–13, 15–19, 21
Learning Environment at Home . . . 11, 15–19, 21
Learning Outcome . . . 18, 21, 45
Learning Process . . . 46–48
Learning Structure . . . 15–16, 18–19
Lecture-Based Approach . . . 43, 45–48
Lecture-Based Learning . . . 44, 48–49
Literatura . . . 10, 37–41
Literatura Em . . . 37–38
Livelihood . . . 14, 21
- M**
- Mean Percentage Score . . . 43, 46–47
also: MPS
Mediation Model . . . 11, 20
Mental Disorders . . . 25, 31–32
Mental Health Capacity Building . . . 27–31, 33–34
Mental Health Literacy . . . 27–28, 31–35
Mental Health Problems . . . 27–29, 31, 33–34
Methodological Analytics . . . 13
Methodological Framework . . . 13, 28
Mine Developed . . . 31–33
Minorities . . . 1–2, 5–8
- N**
- National Achievement Test . . . 43
also: NAT
Negative Attitude . . . 18–20
- O**
- Outside the Scope Excluded . . . 10
- P**
- Parental Attitudes and Learning Outcomes . . . 18
Parental Involvement . . . 11–13, 15–16, 21, 23–24
People with Disabilities . . . 1–5, 8
Periferia Brasileira de Letras . . . 38
also: PBL
Philippine Politics and Governance . . . 43–46, 48–49
Plateau Fringe of India . . . 11
Purulia District . . . 14–15
- Q**
- Quasi-Experimental Design** . . . 43, 45
- R**
- Readiness in Mental Health . . . 27–29
Readiness of Teachers . . . 27–31
Right to Privacy . . . 46
- S**
- Sample Characteristics . . . 16
Scaffolding Theory . . . 43, 48
School Education . . . 11–12, 15–16, 18, 20–21
School Performance . . . 13, 16, 18–19, 23, 43
School Success . . . 12–13, 15–16, 18, 21–22
Scope Excluded . . . 10
Self-Care Practices . . . 27–31, 33–34
Self-Help Strategies . . . 27–28, 32–34
Senior High School Students Mental Health Literacy . . . 27
Significant Difference . . . 43, 45, 47–48
Socio-Economic Status . . . 12–13, 15, 23
Students Learning . . . 44, 47–48, 50
Students Mental Health . . . 27–29, 34
Support Included as Contextual . . . 10
- T**
- Teachers Readiness . . . 27–29, 33–34
Teaching Methods . . . 44–45, 47, 50
Theoretical Support Included . . . 10

Author Guidelines

Comprehensive Guide to Publishing with GJHSS

Global Journal of Human-Social Science | Open Access | Peer Reviewed | COPE Compliant

I. Our Commitment to Authors

The Global Journal of Human-Social Science (GJHSS) is an internationally recognized, **open-access** academic journal dedicated to publishing high-quality, peer-reviewed research across the entire spectrum of human and social sciences - including Arts & Humanities, Sociology & Culture, History, Archaeology & Anthropology, Economics, Political Science, Linguistics & Education, Geography, Environmental Science, and interdisciplinary social inquiry.

GJHSS is published by Global Journals Publishing Group Inc., indexed in major global academic databases, archived in leading digital repositories, and distributed to institutional subscribers worldwide in prestigious **hardbound volumes**.

We believe that the purpose of an academic journal is to amplify the voice of the researcher. Every operational decision we make - from submission workflows to publication formats - is guided by a single principle: *the author should never be distracted from the scholarship*. Our professional editorial and production teams exist to handle every technical and logistical complexity so that you can devote your full energy to your social science research.

II. One-Click Submission: Publish Without the Hassle

GJHSS has pioneered a **One-Click Submission** system designed to eliminate the traditionally burdensome process of paper submission.

A. Submit in Any Format

We accept manuscripts in **any common document format**, including but not limited to:

- Microsoft Word (.doc, .docx)
- Adobe PDF (.pdf)
- L^AT_EX source files (.tex)
- Rich Text Format (.rtf), Apple Pages, LibreOffice, or plain text

You do **not** need to install specialized software, learn L^AT_EX, or adhere to a rigid template before submission. Simply write your research in the format you are most comfortable with.

B. What You Need to Submit

To submit a manuscript, you only need to provide:

1. Your **full name**
2. Your **email address**
3. Your **manuscript file**

That is all. No lengthy registration forms, no complex metadata entry, no mandatory template compliance. Submit directly via our portal at <https://globaljournals.org/submit-an-article/>.

Heading style: In the final typeset article, author-created headings are normally set in sentence case for readability. Fixed journal headings such as Abstract, Introduction, Materials and methods, Results, Discussion, Conclusion, References, and Acknowledgements are standardized by the production team. Acronyms, proper nouns, gene/species names, chemical notation, brand names, and Roman numerals are preserved.

C. What Happens After Submission

1. **Instant Confirmation:** You receive an automated email confirming receipt of your manuscript. If you do not receive a confirmation, please reach out via our Contact Us form at <https://globaljournals.org>.
2. **Professional Formatting:** Our dedicated production executives convert your manuscript into our advanced internal L^AT_EX template - producing a sleek, typographically pristine document ready for review - entirely on your behalf.
3. **Author Dashboard:** We create a secure account for you on the **Author Dashboard** and email your login credentials. You may log in at any time to review pre-filled metadata, update co-author details, or track your submission status.
4. **Review Initiation:** Your professionally formatted, fully anonymized manuscript is assigned to expert reviewers through our rigorous double-blind peer-review process.

III. Rigorous Double-Blind Peer Review

Academic credibility is the cornerstone of GJHSS. Every manuscript undergoes a **strict double-blind peer-review process** in which neither the authors nor the reviewers are aware of each other's identities. This guarantees that every paper is evaluated purely on its scholarly merit, methodological rigor, originality, and contribution to the humanities and social sciences.

A. The Review Workflow

1. **Desk Screening:** The editorial office performs an initial screening for scope, completeness, and adherence to ethical standards.
2. **Reviewer Assignment:** Two or more independent, domain-expert reviewers - specialists in your specific discipline of human-social science - are assigned to evaluate your manuscript.
3. **Detailed Evaluation:** Reviewers assess the paper on criteria including originality, significance, clarity, theoretical framework, methodology, and presentation quality.
4. **Editorial Decision:** Based on reviewer recommendations, the Editorial Board renders one of three decisions: *Accept*, *Revise and Resubmit*, or *Decline*.

B. Complete Review Report & Research Assessment Sheet

Upon completion of the review, you will receive a **comprehensive Review Report** along with a detailed **Research Assessment Sheet**. These documents provide:

- Line-by-line reviewer comments keyed to **specific line numbers** in your typeset manuscript, enabling precise, unambiguous identification of every comment.
- A structured assessment covering originality, significance, clarity, methodology, and overall quality.
- Constructive feedback and actionable suggestions for improvement.

C. Responding to Reviewer Comments

Addressing reviewer feedback is simple and flexible. You have two options:

Option A - Author Dashboard: Log in to your Author Dashboard, navigate to **Manage Submission**, and create a **support ticket**. Simply quote the relevant line numbers from your review report and clearly describe your corrections or responses.

Option B - Email: If the Dashboard is not convenient, you may simply send an email with a numbered list of corrections referencing the line numbers, along with your responses to each reviewer comment.

Important: You do **not** need to reformat the document yourself at any stage. Our production executives will implement all your requested text changes directly in the typeset manuscript. Reviewer comments may be addressed and resolved right up until the Early View stage.

IV. Publication Lifecycle: Complete Transparency

A. Early View (Galley Proof)

- Upon acceptance, a **galley proof** (Early View edition) of your article is prepared according to the journal's publishing schedule.
- The Early View version includes **line numbers** for convenient reference during final corrections.
- You may still provide corrections at this stage by referencing specific line numbers via email or the Author Dashboard.

B. Ahead of Print

- Following the Early View, an **Ahead of Print** version is published before the final issue compilation.
- This version represents the final, corrected article but **does not yet include Volume or Issue numbers**.

C. Digital Publication (eJournal)

- After all corrections are finalized, the **digital eJournal edition** is published with line numbers removed.
- Your article receives its official **DOI (Digital Object Identifier)** and is indexed across global academic databases.
- The article becomes freely and permanently accessible online under our open-access policy.

D. Hardbound Print Publication

- Approximately **15 days after digital publication**, the article enters our offset production pipeline.
- Your research is printed in **premium hardbound volumes** and distributed to institutional subscribers, major university libraries, and social science research centers worldwide.
- The corresponding author receives a **complimentary hardbound copy** dispatched via government courier at no additional cost.

V. Advanced Technology & AI-Enabled Research Broadcasting

While GJHSS is rooted in the traditions of humanistic and social inquiry, our publishing infrastructure harnesses the latest advancements in technology to maximize the impact and discoverability of your scholarship.

A. Multi-Format Native Publication

Every accepted article is published natively across multiple formats:

- **Interactive Digital eJournals** optimized for desktops, tablets, and smartphones.
- **Premium Hardbound Print Editions** for institutional archives and personal collections.
- **Machine-Readable XML & HTML** for web accessibility, automated indexing, and integration with global research repositories.

B. AI-Powered Discoverability & SEO

We deploy cutting-edge Artificial Intelligence to generate rich semantic metadata for every article, dramatically increasing its search engine visibility. Our proprietary AI systems:

- Automatically tag, categorize, and cross-reference your work across international academic databases.
- Optimize article metadata for maximum **Search Engine Optimization (SEO)**, ensuring your paper appears prominently when scholars search for your research topics and theoretical frameworks.
- Actively broadcast your research to targeted humanities and social science communities worldwide, amplifying your citation count and global influence.

VI. Ethics, Integrity & COPE Compliance

GJHSS maintains the highest standards of publication ethics, guided by the principles of the **Committee on Publication Ethics (COPE)**.

A. Plagiarism & Originality

All submissions are screened using state-of-the-art plagiarism detection software. Manuscripts with significant textual overlap with previously published work will be declined. Authors must ensure that all content is original or properly attributed through accurate citations.

B. Conflicts of Interest & Funding Transparency

Authors are required to disclose all sources of funding and any financial or non-financial conflicts of interest. Full transparency is mandatory and is enforced at every stage of the publication process.

C. Data Availability & Reproducibility

Authors are encouraged to make their datasets, interview transcripts, survey instruments, and supplementary materials available in recognized repositories to support the reproducibility and verifiability of their findings. A data availability statement is required in all published manuscripts.

D. Ethical Approval & Informed Consent

Research involving human participants, sensitive communities, or vulnerable populations must include a statement of ethical approval from a recognized institutional ethics committee, along with confirmation that informed consent was obtained where applicable.

E. Comprehensive Ethics Portal

Our enhanced, COPE-based ethical publishing guidelines - covering authorship criteria, editorial responsibilities, reviewer obligations, corrections & retractions, and misconduct procedures - are available in detail on our website at <https://globaljournals.org>. We encourage all authors, reviewers, and editors to familiarize themselves with these standards.

VII. Perpetual Archiving & Geo-Distributed Data Infrastructure

GJHSS is backed by Global Journals' enterprise-grade archiving infrastructure. Your published research is not stored on a single server - it is **redundantly archived across multiple geographically distributed data centers** spanning several continents, including advanced **deep-sea data center facilities** engineered for unparalleled environmental resilience and longevity.

This infrastructure guarantees:

- **Lifetime Hosting:** Your article will remain permanently accessible online for the lifetime of the publication. We do not sunset, deprecate, or remove published content under any circumstance.
- **Disaster Resilience:** Multi-site redundancy ensures that no single point of failure - natural disaster, hardware degradation, or network disruption - can compromise access to your research.
- **Immutable DOI Resolution:** Every article is assigned a permanent Digital Object Identifier (DOI) that will resolve to your work indefinitely, regardless of future platform migrations.

VIII. Open Access: Free Knowledge for All

GJHSS is a Fully Open Access Journal.

We firmly believe that humanistic and social scientific knowledge is a public good. Every article published in GJHSS is **freely and permanently available online** from the moment of publication - accessible to researchers, students, educators, policymakers, and the general public worldwide **without any subscription fees, paywalls, or access restrictions**.

Our open-access model ensures:

- **Immediate Availability:** Your research is accessible globally on the day of publication.
- **Maximum Reach:** Barrier-free access dramatically increases readership, citations, and real-world policy impact.
- **Equitable Knowledge Distribution:** Scholars in developing nations, independent researchers, and the public benefit equally from the latest advances in human-social science.

Accepted articles are published under the **Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International (CC BY-NC-ND 4.0)** license. Authors retain full copyright while granting Global Journals the right to publish and distribute the work globally.

IX. The $\LaTeX$ Author Package (Entirely Optional)

For researchers who already compose their manuscripts in $\LaTeX$, we provide a comprehensive, professionally designed **$\LaTeX$ Author Package** (`gj-author`) featuring STIX Two serif typography, TeX Gyre Heros sans-serif headings, complete Unicode math support, and brand-coordinated layouts.

However, we must emphasize:

Reading or using the $\LaTeX$ Author Package is entirely optional.

If you do not use $\LaTeX$, simply send us your manuscript in Word, PDF, or any other format. Our production team will expertly convert it into our advanced typesetting system and produce the identical, pristine publication-quality output.

You do not need to learn or install anything.

Contact & Support

Submission Portal: <https://globaljournals.org/submit-an-article/>

Website: <https://globaljournals.org>

Email: helpdesk@globaljournals.org

At GJHSS, your scholarship illuminates the human condition.

*We handle the complexities of publishing so you can focus
on what matters most - understanding and shaping society.*

GLOBAL JOURNAL

of Human Social Sciences: G

Linguistics & Education

globaljournals.org



Save our Planet



Online ISSN 2249-460X



9 772249 460013