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The Influence of Social Support and Subjective Well-Being on Student Engagement among Working Students at INABA University

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Abstract

This research seeks to explore how social support and subjective well-being contribute to student engagement among university students who balance academic responsibilities with part-time or full-time employment. Using a quantitative correlational design, the study involved 101 working students from the University Indonesia Membangun (INABA) as participants. Data were collected through standardized instruments: the Social Provisions Scale (SPS), the Satisfaction with Life Scale (SWLS), and the Student Engagement Scale (SES). Descriptive statistics revealed that more than half of the respondents experienced low levels of social support (52.5%) and subjective well-being (64.4%), while 51.5% reported low student engagement. Multiple linear regression analysis showed that both social support and subjective well-being significantly predicted student engagement, accounting for 40.4% of the variance. These findings underscore the significance of psychosocial resources in promoting academic engagement, particularly for students with dual roles. The results underscore the need for institutions to develop holistic strategies that not only enhance academic capacity but also nurture emotional well-being and supportive environments.

Keywords: Social Support, Subjective Well-Being, Student Engagement, Working Students, Higher Education

1. Introduction

The advancement of a nation is strongly influenced by its higher education system of human capital and serves as a platform for improving the quality of life. In Indonesia, tertiary education is conducted through institutions such as universities, which are attended by both full-time students and those who study while working. Various factors influence students to pursue higher education alongside work commitments, including the need to cover increasing tuition costs, the desire to gain work experience, limited financial support from families, and the intention to apply academic knowledge in real-life professional setting, Working while studying allows students to immediately apply academic concepts in real-world contexts, enhancing both learning outcomes and employability (Govender & Wait, 2017). Students who study while working often experience difficulties in managing time and meeting academic demands, leading

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to stress, anxiety, fatigue, and reduced learning engagement actors shown to negatively affect academic performance and overall well-being (Lestari & Putri, 2023)

At University Indonesia Membangun (INABA), evening class programs are specifically designed to accommodate students who work during the day. Despite the flexibility offered, many students still struggle with managing dual roles. Preliminary research and such as psychology, accounting, management, communication studies, information systems, and computer system, encounter distinct challenges in maintaining academic engagement. These include difficulties attending practical sessions, participating in group discussions, completing assignments on time, and accessing direct guidance from lecturers. The pressure of shift-based work schedules, overlapping class times, and limited social support often leads to feelings of fatigue, isolation, and reduced motivation to participate in campus activities. Some students even face exclusion from group projects due to perceived lack of contribution, which further undermines their academic involvement. external factors, namely the environment, where students have difficulty doing the assignments given, students consider the assignments given to be too complicated, the tasks are also less understandable and so on (Sastri, 2023).

The constraints faced by working students often result in decreased student engagement, which can be observed through reduced participation in classroom activities, minimal contribution in group work, frequent absenteeism, and missed assignment deadlines. These patterns reflect low levels of emotional, behavioral, and cognitive involvement in the academic process. According to Gunuc, Kuzu (2015), student engagement refers to the quality and quantity of students' involvement in academic and social activities both inside and outside the classroom. Engaged students are more likely to achieve academic success, develop resilience in facing educational challenges, and maintain long-term commitment to their studies.

Although INABA has implemented hybrid learning systems that allow flexible participation through online classes and recorded lectures, these efforts have not entirely addressed the core challenges faced by working students. A. (Fikri & Nuradina, 2023) found that while hybrid systems do provide alternative access to learning, many students still encounter difficulties due to their job demands and limited time. As a result, working students often report low levels of interaction with peers and lecturers, reduced motivation, and emotional exhaustion. Akbar et al. (2023) also found that this resulted in students automatically entering lectures online while working in the office. It is not uncommon for work time to collide with study time, so they prioritize work more often than study, showed that more than half of the students working while studying demonstrated low levels of campus and classroom engagement, often due to their struggle to balance work responsibilities and academic commitment, who stated that the limited time for interaction with peers and lecturers inhibits social and educational integration.

In addition to external factors, internal psychological conditions such as subjective well-being significantly influence student engagement. Subjective well-being reflects the degree to which individuals experience positive emotions, life satisfaction, and psychological functioning. Students with higher subjective well-being tend to be more focused, optimistic, and actively involved in learning. In contrast, individuals with diminished well-being often face higher levels of anxiety, elevated stress, and reduced participation in academic activities. hat individual characteristics such as emotions, experiences, and psychological needs play a crucial role in shaping students' perceptions of their social and academic environments, which ultimately influence their engagement and academic success. Who suggest that psychological well-being is closely linked to individuals' sense of autonomy, environmental mastery, and personal

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growth, all of which are crucial for navigating academic responsibilities.

Social support also serves as a key external buffer for the challenges faced by working students. Support from peers, lecturers, family, and even co-workers can help students cope with academic stress, increase motivation, and maintain persistence in their studies. Akbar, R. F. et al (2023) found that working students often experience social anxiety and feelings of inferiority, which make them hesitant to participate actively in class or group activities. These challenges are exacerbated when students lack supportive environments. On the other hand, effective social support systems foster empathy, flexibility, and collaboration among peers, thereby enhancing both emotional security and academic engagement. Additional research by Xin, Z., et al. (2022) confirms that social support can significantly and positively predict student engagement through the satisfaction of their basic psychological needs. Furthermore, Peer and lecturer social support contributes 73.9% to the academic resilience of university students living away from their home region (Febriyola, Ikhsan, & Kosasih, 2023). studies have shown that subjective well-being significantly contributes to student engagement, with students who experience higher levels of well-being being more motivated to participate in academic activities. Complementing this, Rahmiyati et al. (2024) state that working students tend to exhibit unstable or even declining levels of subjective well-being due to the adverse effects they experience, which in turn significantly influences their overall psychological well-being.

Considering these aspects, this study intends to analyze the role of social support and subjective well-being in shaping student engagement among students who are concurrently working at University INABA. Specifically, the study seeks to answer whether social support affects student engagement, whether subjective well-being contributes to academic involvement, and how these two variables jointly impact students' engagement levels. The objectives of this study are to determine the influence of social support on student engagement, to examine the impact of subjective well-being on student engagement, and to assess the simultaneous effect of both variables on the academic involvement of working students. This research is expected to offer valuable insights into the challenges faced by working students and provide empirical evidence to support educational policies and interventions that enhance academic engagement through psychological and social support mechanisms.

2. Literature Review

2.1 Student Engagement

Student engagement is a key indicator of student success in higher education. Gunuc and Kuzu (2015) Student engagement is defined as the extent and quality of students' involvement across psychological, cognitive, emotional, and behavioral domains in both academic and social contexts. It encompasses two core dimensions: campus engagement and classroom engagement. Fredricks et al. (Jony, M. S, 2025) Over the past few years, educational research has increasingly concentrated on student engagement, especially in university, emphasize that student engagement is strongly linked to academic performance, persistence, and motivation. Highly engaged students show greater resilience in facing academic stressors such as assignments, exams, and risk of dropping out. According to Skinner and Belmont (1993), students with high levels of engagement tend to express enthusiasm, curiosity, and positive emotions during learning activities.

Gunuc and Kuzu (2015) describe campus engagement as comprising three sub-dimensions: valuing, sense of belonging, and participation. Class engagement includes cognitive engagement (strategic learning and academic motivation), peer relationships (emotional bonds

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with classmates), faculty relationships, and behavioral engagement (active participation, attendance, and attention in class).

Factors that influence student engagement are both internal and external. Internal factors include students' emotional states, confidence, and motivation. Minority students and those with special needs often experience barriers to participation due to social pressure or lack of accessibility. External factors such as peer support, family involvement, positive teacher interactions, school climate, and institutional rules are critical in encouraging or hindering engagement.

2.2 Social Support

The presence of social support significantly fosters emotional resilience, stress coping, and academic persistence. Cutrona and Russell (in Pradhana, 2022) define social support as the emotional comfort, care, and assistance one receives from others. Sarafino and Smith suggest that social support helps individuals feel valued and secure. Sarason, Levine, and Basham (1983) describe it as the perception that reliable support is available when needed.

Weiss (in Cutrona & Russell, 1987, Pradhana, 2022) outlines six dimensions of social support: attachment (emotional closeness), social integration (sense of community), reassurance of worth (recognition of ability), reliable alliance (assurance of help when needed), guidance (advice and information), and opportunity for furtherance (feeling needed). Stanley highlights additional factors that influence the availability of social support, including physical needs, social engagement, and psychological well-being.

Research has demonstrated that social support positively influences students' academic engagement. Students who receive strong emotional and instrumental support from family, friends, and the campus community are more likely to cope effectively with academic pressures and remain motivated in their studies (Sary, N., Elvinawaty, R., Lim, C., Sihombing, E. F., Stephany, W. W. W., Sirait, A., & Zendrato, 2024).

2.3 Subjective Well-Being

Subjective well-being (SWB), as defined by Diener (1984, 2015) pertains to how individuals assess their own life satisfaction and emotional well-being. This concept encompasses both cognitive aspects (such as overall life satisfaction) and affective dimensions (including positive and negative emotional states). SWB reflects an individual's overall psychological functioning and emotional health. Diener and Tay (2015) state that SWB is shaped by personal perception and interpretation of one's quality of life.

Internal factors influencing SWB include self-satisfaction, self-esteem, life purpose, spirituality, and mental health. High self-esteem and clear life goals are associated with higher well-being, as they provide direction, emotional resilience, and a greater sense of accomplishment. Spiritual practices and positive mental health also contribute to emotional stability and social connection, as well as satisfaction with academic achievement. The learning environment is indicative of positive cognitive well-being among university students. (Sukron, 2023).

External factors such as social support, quality of relationships, academic achievement, and life stressors also affect SWB. For example, academic performance can boost confidence and happiness, while stressors like the COVID-19 pandemic may undermine well-being and increase anxiety. Subjective well-being is defined as an individual's overall evaluation of life

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satisfaction, the presence of positive emotions, and a positive cognitive appraisal of life circumstances. Among university students, subjective well-being plays a critical role in sustaining academic motivation and ensuring emotional stability (Damayanti & Purwantini, 2025)

Empirical evidence suggests that both social support and subjective well-being contribute positively to students' academic involvement. Nonetheless, the majority of earlier research has examined only pairs of these variables, typically exploring either the link between social support and subjective well-being or between subjective well-being and student engagement.. Moreover, prior research often overlooks students who are employed while studying, often encounter distinct difficulties in managing both academic obligations and work-related duties (Akbar et al., 2023). This study addresses that gap by examining how social support and subjective well-being simultaneously influence student engagement among working students. The hypotheses tested in this study include whether social support and subjective well-being each have a representation effect on engagement, and whether both together contribute significantly to students' academic involvement.

3. Research Method

3.1 Research Design

A quantitative correlational methodology is employed in this study to investigate the associations among variables based on a positivist epistemological framework. This approach was selected to rigorously analyze the statistical associations among the independent variables social support and subjective well-being and the dependent variable, student engagement. According to (Sugiyono, 2017), correlational studies are appropriate when researchers seek to identify patterns of association between variables within a defined population. In this study, the focus is on measuring the extent to which social and psychological resources affect the academic engagement of students who simultaneously pursue formal education and employment.

3.1.1 Sampling Technique and Participants

The participants in this study were chosen through purposive sampling, a type of non-probability method where researchers intentionally select subjects based on predefined criteria aligned with the study's objectives. The inclusion criteria included students enrolled at University Indonesia Membangun (INABA) who were actively working while attending university courses. This sample was considered appropriate due to the unique dual-role experiences that could influence the study variables.

The total number of respondents was 100, representing a variety of academic programs, including Psychology, Management, Communication Science, Accounting, Information Systems, and Computer Science. All participants voluntarily agreed to participate by providing informed consent before completing the survey. The data collection process involved distributing a Google Form questionnaire, which allowed for efficient and confidential data gathering from the target demographic.

3.2 Instruments and Data Analysis Techniques

The instruments used in this study were established psychological scales that have been validated in prior research and were adapted to fit the Indonesian academic context.

To measure social support, The Social Provisions Scale (SPS) (Cutrona & Russell, 987) was

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developed to assess the six relational provisions identified by Weiss (1974). developed by and adapted by Pradhana (2022) was utilized. This instrument includes 36 items across six dimensions: attachment, social integration, reassurance of worth, reliable alliance, guidance, and opportunity for nurturance. Each item is rated on a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree), resulting in a total score range of 36 to 180. The total score represents the perceived level of social support. In this study, descriptive statistics are reported using the sum of item scores per participant.

Subjective well-being was measured using the Satisfaction with Life Scale (SWLS) created by Diener et al. (1985) and translated into Indonesian by Muttaqin et al. (2022). The SWLS consists of 5 items, each rated on a 5-point Likert scale, yielding a total score range from 5 to 25. The total score reflects an individual's cognitive evaluation of their overall life satisfaction.

To assess student engagement, the Student Engagement Scale (SES), developed by Gunuc and Kuzu (2015) and adapted by Nuradina et al. (2023) for the Student Engagement Scale instrument, was employed. This instrument contains 59 items, measuring two key components: campus engagement and class engagement. Responses are also given using a 5-point Likert scale, with total scores ranging from 59 to 295. Higher scores indicate greater engagement. As with the other variables, the descriptive analysis is based on the sum of item scores for each participant.

All instruments demonstrated strong psychometric properties in prior studies. In this research, construct validity was confirmed through Pearson's r, where all item-total correlations showed significance levels below 0.05. Furthermore, reliability testing using Cronbach's Alpha revealed high internal consistency: 0.944 for the SPS, 0.764 for the SWLS, and 0.963 for the SES.

Descriptive statistics were first employed to summarize the demographic profile of the participants. and the distribution of variables, including values for mean, standard deviation, and range. Furthermore, classical assumption testing was applied to assess data normality, detect multidisciplinary, and evaluate the homogeneity of variances.

The primary inferential analysis employed was multiple linear regression, which allowed the researcher to examine the individual and combined influence of social support and subjective well-being on student engagement. A significance threshold of $\alpha = 0.05$ was used for hypothesis testing, meaning that variables with p-values below this level were considered to have a statistically meaningful impact on the outcome variable.

4. Findings and Discussions

4.1 Research Findings

INABA offers undergraduate and postgraduate programs across various fields, including Psychology, Management, Communication Science, Accounting, Information Systems, and Computer Systems. Many programs are accredited by the National Accreditation Board for Higher Education (BAN-PT). INABA is particularly supportive of working students by offering evening classes, counseling services, and flexible academic policies, making it an ideal setting for research on student engagement among working students.

This study involved 101 working students from the University INABA. Respondents were categorized by gender, program of study, and year of enrollment.

Table 1. Respondents by Gender

Gender	Frequency	Percentage
Female	72	71,3

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Male	29	28,7

Source: Data Processed by The Researcher (2025)

Table 1 provides an overview of respondents by gender. The data show that the majority of working students at INABA University are female (71.3%), which may suggest a trend of higher educational perseverance among women who balance academic and professional commitments.

Table 2. Respondents by Student Program

Study Program	Frequency	Percentage
Psychology	39	38.6%
Management	26	25.7%
Communication	15	14.9%
Accounting	10	9.9%
Information Sys.	8	7.9%
Computer Systems	3	3.0%

Source: Data Processed by The Researcher (2025)

Table 2 highlights the distribution of respondents by academic program. The largest proportion of participants were from the Psychology program (38.6%), followed by Management and Communication.

Table 3. Respondents by Cohort

Year	Frequency	Percentage
2021	39	38.6%
2022	29	28.7%
2023	24	23.8%
2024	9	8.9%

Source: Data Processed by The Researcher (2025)

Table 3 outlines the cohort distribution of respondents. Most students were from the 2021 intake, indicating that the sample predominantly consisted of students who have had substantial academic exposure.

Table 4. Descriptive Statistics

Variable	N	Mean	Std. Dev	Min	Max
Social Support	101	120.73	22.04	87	173
Subjective Well-Being	101	15.90	3.72	8	25
Student Engagement	101	222.82	29.42	163	295

Source: Data Processed by The Researcher (2025)

Table 4 presents the descriptive statistics of the three main research variables. Student engagement had the highest mean score, suggesting relatively strong involvement despite students' dual roles. However, the average scores for social support and subjective well-being indicate room for improvement in the psychosocial aspects of their academic experience.

Table 5. Social Support Category Distribution

Category	Frequency	Percentage

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High	48	47.5%
Low	53	52.5%

Source: Data Processed by The Researcher (2025)

Low levels of social support were reported by 52.5% of students, suggesting an important area that warrants attention and support initiatives.

Table 6. Subjective Well-Being Category Distribution

Category	Frequency	Percentage
High	36	35.6%
Low	65	64.4%

Source: Data Processed by The Researcher (2025)

Only 35.6% of students exhibited high subjective well-being, indicating that most working students face emotional and psychological challenges.

Table 7. Student Engagement Category Distribution

Category	Frequency	Percentage
High	49	48.5%
Low	52	51.5%

Source: Data Processed by The Researcher (2025)

Table 7 shows a near-equal split between students with high and low engagement. This balance reveals both resilience and vulnerability among working students in their academic involvement.

Table 8. Model Summary

R	R Square	Adjusted R Square	Std. Error of The Estimate
0,636	0,404	0,392	22,944

Source: Data Processed by The Researcher (2025)

The R Square value of 0.404 indicates that 40.4% of the variation in student engagement can be explained jointly by social support and subjective well-being. This means that both independent variables have a significant simultaneous influence on student engagement among working students at INABA University. The remaining 59.6% is explained by other factors not examined in this study.

Table 9. ANOVA

1	Model	SS	df	MSS	F	Sig
	Regression	34960,170	2	17480,085	33,203	0,000[b]
	Residual	51592,623	98	526,455		
	Total	86552,792	100			

a. Dependent Variable: *Student Engagement*
b. Predictors: (Constant), *Subjective Well-Being*, Dukungan Sosial

Source: Data Processed by The Researcher (2025)

The ANOVA output yielded a significance level of 0.000 ($p < 0.05$), demonstrating that the overall regression model is statistically valid. Thus, it can be inferred that social support and subjective well-being jointly exert a significant influence on student engagement.

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Table 10. Coefficients

Model		B	Std. Error	Beta	T	Sig.
1	(Constant)	107,785	14,300		7,537	0,000
	Dukungan Sosial	0,638	0,109	0,478	5,867	0,000
	Subjective Well-Being	2,387	0,645	0,302	3,698	0,000

a. Dependent Variable: *Student Engagement*

Source: Data Processed by The Researcher (2025)

The results of the regression analysis indicated a significant relationship between social support and student engagement, with a p-value of 0.000 confirming statistical significance. This finding Suggests that students benefiting from greater social support tend to demonstrate greater involvement in their academic activities. In this context, social support serves as an important external factor that can enhance students' motivation, persistence, and participation in the learning process, especially among those who are managing academic responsibilities alongside employment.

Furthermore, subjective well-being also demonstrates a statistically significant impact on student engagement, with a significance value of 0.000. This suggests that students Individuals exposed to greater levels of emotional and psychological well-being, such as life satisfaction, optimism, and a general sense of happiness, are more likely to engage actively in academic settings. A positive psychological condition provides the internal resources necessary for students to stay focused, resilient, and committed to their educational tasks.

As a result of the multiple linear regression computation, the equation below was formulated :

$$Y = 107.785 + 0.638X1 + 2.387X2$$

where Y represents student engagement, X1 refers to social support, and X2 indicates subjective well-being.

The equation indicates that both independent variables have a positive contribution to student engagement. An increase of one unit in the social support score is associated with an increase of 0.638 in the student engagement score, assuming the level of subjective well-being remains unchanged. Similarly, a one-unit increase in the subjective well-being score contributes to a 2.387-unit increase in student engagement when the level of social support remains constant. This result suggests that subjective well-being has a relatively stronger contribution to student engagement than social support.

The constant value of 107.785 indicates the predicted baseline of student engagement in the absence of both social support and subjective well-being. Although this is a theoretical condition, it provides a reference point for understanding the overall model.

Collectively, the study's outcomes emphasize how both social support and subjective well-being meaningfully contribute to increased levels of student engagement. This is particularly relevant for students who are pursuing their education while working, as they often face additional challenges related to time management, energy levels, and stress. In such conditions, the presence of supportive relationships and a stable psychological state can serve as protective factors that help students remain engaged, enthusiastic, and dedicated to their academic journey.

Thus, it can be inferred that social support and subjective well-being both have a significant and simultaneous influence on student engagement among working students at INABA University.

4.2 Discussion

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The findings of this study offer empirical evidence that the influence of social support and subjective well-being on student engagement is statistically significant among working students at University INABA.With an R Square value of 0.404, these two independent variables jointly account for 40.4% of the variance in student engagement, suggesting a meaningful and substantial predictive relationship.

Specifically, the findings indicate that students with higher perceived social support tend to show greater involvement in academic tasks. This finding aligns with the Social Provisions Theory of cutrona which posits that individuals who feel supported by others, emotionally, socially, or instrumentally, are more capable of navigating academic challenges. Conversely, the fact that more than half of the respondents reported low levels of social support (52.5%) raises concerns about the adequacy of students' support networks.

Previous research, such as that by On the contrary, the motivation styles with lower levels of autonomy and integration were related to poor mental health, increased academic stress, and low percevied social support Uji & Kawaguchi (2021) echoes this concern, showing that limited support is associated with decreased academic motivation, increased stress, and a higher likelihood of academic withdrawal.

Similarly, subjective well-being emerged as a strong predictor of engagement, with only 35.6% of students categorized as having high well-being. Diener and Tay (2015) emphasize that well-being involves not just happiness, but also cognitive evaluations of life satisfaction. Students with higher subjective well-being are more emotionally resilient, more focused, and more optimistic traits that are positively correlated with academic success. According to Lyubomirsky et al. (2005) those who report elevated levels of subjective well-being demonstrate enhanced social functioning and academic motivation, consistent with the current findings.

From a psychological perspective, this study illustrates the reciprocal dynamics between internal emotional states and external support systems. Students balancing professional and academic roles often face stressors that undermine their cognitive and emotional engagement in learning. Without adequate support or psychological resilience, they may experience fatigue, isolation, and ultimately disengagement. These dynamics reflect Broncobuster's ecological systems theory, which highlights the interplay between environmental context and individual attributes in shaping behavior and development.

Higher education institutions are well-positioned to foster improvements in both social support and subjective well-being. Creating peer mentoring schemes, facilitating student-faculty interactions, and offering mental health services can bridge gaps in both structural and emotional support. Furthermore, providing flexible scheduling and asynchronous learning opportunities could help working students better manage their dual roles. The integration of psychological resources with academic support services represents a holistic approach that acknowledges the complexity of students' lives.

Despite its contributions, this study has limitations. Participants were selected from only one institution, which may limit the extent to which these of findings. The use of a cross-sectional approach limits the ability to draw conclusions about causality. Subsequent studies are encouraged to implement longitudinal research designs, include diverse academic settings, and consider qualitative methodologies to gain deeper insights into the lived experiences of working students.

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These findings demonstrate that social support and subjective well-being are important predictors of student engagement, especially among students who study while working. Statistical analysis indicates that both variables significantly contribute to student engagement, jointly explaining 40.4 percent of its variation. This suggests that students who feel emotionally supported and psychologically well tend to be more engaged in their academic responsibilities.

From a psychological perspective, students who experience low levels of social support and well-being are more likely to face emotional exhaustion, decreased motivation, and reduced participation in learning activities. On the other hand, students who receive consistent encouragement from their environment and maintain a positive sense of well-being are more resilient in facing academic and work-related challenges.

The findings underscore the importance of students proactively developing and maintaining positive interactions with peers, faculty members, and coworkers. Utilizing campus resources, such as counseling services, peer mentoring, and time management programs, may help enhance their academic engagement.

Educational institutions should also play a role by designing academic systems that are flexible and responsive to the needs of working students. This includes creating learning environments that support emotional health, foster meaningful social connections, and recognize the complex realities of students' lives.

In summary, student engagement cannot be fully understood without considering the broader social and emotional context in which learning takes place. Supportive educational environments that are emotionally sensitive play a crucial role in fostering student motivation, confidence, and contentedness across academic and personal domains.

5. Conclusion

Based on the findings of this study, it can be concluded that social support has a positive and significant effect on student engagement among working students at Universitas INABA. Students who receive support from family, peers, lecturers, and their work environment tend to exhibit higher levels of academic engagement. In contrast, a lack of social support may lead to stress, feelings of isolation, and reduced motivation to learn, which in turn negatively affects their academic involvement.

Furthermore, subjective well-being also shows a significant influence on student engagement. When subjective well-being is low, students are more vulnerable to emotional exhaustion, social withdrawal, and a loss of interest in their studies.

Both factors, social support and subjective well-being, contribute significantly to student engagement, explaining 40.4% of its variance. This indicates that these two factors play a crucial role in shaping the academic engagement of students who juggle dual roles. Student engagement is not solely determined by academic ability; it is also closely linked to the psychosocial conditions that students experience.

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