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Educational and Psychological Impacts of Partial School Attendance Under Crisis Conditions: Evidence from Public Schools in Jenin

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Abstract

This study examines the educational and psychological impacts of partial school attendance on students in public schools operating under prolonged crisis conditions in Jenin, Palestine. Due to recurring security, economic, and institutional disruptions, many schools have adopted partial attendance models as an emergency response. While such models aim to maintain educational continuity, their effects on students' academic engagement and psychological well-being remain underexplored.

Using a descriptive-analytical approach, the study draws on field observations, school records, and insights from educators working directly with affected students. Findings indicate that partial attendance has contributed to learning gaps, reduced academic motivation, and increased emotional stress among students, particularly in the upper basic grades. Teachers also reported challenges related to classroom management, assessment reliability, and maintaining meaningful student engagement.

The study highlights the need for adaptive leadership, psychosocial support mechanisms, and data-informed decision-making to mitigate the negative consequences of partial attendance. It concludes with practical recommendations for educational leaders and policymakers to enhance resilience and support student well-being in crisis-affected educational settings.

Keywords: Partial Attendance, Educational Crisis, Student Well-being, Public Schools, Jenin, Educational Leadership