*Original Research Article*

# Conceptualisation of Socio-Educational Participation


## ABSTRACT

**Aims:** This paper aims to comprehensively explore socio-educational participation by synthesizing insights from open-access databases. The study focuses on understanding the multifaceted nature of educational involvement through an examination of parental participation in student learning, student engagement in lesson activities, and involvement in extracurricular pursuits.
**Study design:**The review encompasses multiple reputable platforms, including Sage Journals, Scopus, Google Scholar, Educational Resource Centre (ERIC), JSTOR-Journal Storage, Emerald, Science Direct, SpringerLink, Taylor and Francis, and Directory of Open Access Journal (DOAJ). The search is guided by keywords such as socio-education participation, student participation in learning, and parental participation in student learning. The study's conceptual framework is rooted in sociological theories and secondary data, enriched by current literature reviews from diverse perspectives and sources.
**Place and Duration of Study:**The study is conducted across various online platforms and databases, spanning a duration determined by the availability of relevant literature. The review incorporates insights from a wide array of sources to ensure a comprehensive analysis of socio-educational participation.
**Methodology:**The research employs a systematic approach to review 75 selected articles, utilizing varied databases to gather insights. The synthesis of diverse perspectives and a meticulous review contribute to a nuanced understanding of socio-educational participation. The study also explores varied definitions and interpretations of socio-educational participation, shaped by scholars and organizations with distinct thematic motivations.
**Results:**The findings shed light on the dynamic relationships within the educational sphere, emphasizing the importance of parental engagement, student involvement in academic pursuits, and participation in extracurricular activities for a holistic educational experience. The conceptualization in this study identifies three integral components: parental participation in student learning, student engagement in lesson activities, and involvement in extracurricular pursuits.
**Conclusion:**By analyzing the intricacies of socio-educational participation, this research contributes to the ongoing discourse on the multifaceted nature of educational involvement. The synthesis of diverse perspectives and a meticulous review of literature offer a nuanced understanding of the subject, providing valuable insights for educators, researchers, and policymakers aiming to enhance educational experiences.



*Keywords:Socio-educational participation, student participation, lesson activities, extracurricular activities, parental participatin*


## 1. INTRODUCTION

In the intricate tapestry of education, the interplay between socio-educational participation and social capital has emerged as a focal point of interest for scholars across disciplines. The symbiotic relationship between these two constructs underscores their profound impact on individual and communal development. Grounded in the principles elucidated by Putnam (2000), social capital catalyses cooperation and mutually supportive relations within communities. This connection is forged through communication and social interactions, weaving together elements of language, culture, ethnicity, beliefs,

and acceptable living standards. As individuals engage in relationships built upon shared or divergent living standards, diverse formal and informal networks emerge. Ismail et al. (2011) emphasise that these networks are cultivated through mutual trust and close cooperation, reflecting the importance of acceptable living standards among students and communities. The role of social capital becomes particularly pronounced in education, where it influences individuals' achievements and strategies, creating a dynamic interplay between familial, peer, teacher, and societal influences on educational outcomes Farheen and Farooq (2015). The nexus between education and social capital is a rich terrain explored by economists, sociologists, political scientists, and educationists alike. Social capital resources, from familial bonds to peer networks and teacher-student relationships, shape individuals' educational journeys. The efficacy of students, empowered by high social capital, is underscored by their ability to navigate educational landscapes with success and strategic acumen.

Insight paper explores educational participation through a multidimensional lens, leveraging the insights gleaned from an extensive review of open-access databases. Drawing from reputable sources such as Sage Journals, Scopus, Google Scholar, Educational Resource Centre (ERIC), JSTOR-Journal Storage, Emerald, Science Direct, SpringerLink, Taylor and Francis, and the Directory of Open Access Journal (DOAJ), the study delves into the nuanced facets of socio-educational participation.

The conceptualisation of this study is grounded in sociological theories and secondary data, augmented by a synthesis of contemporary literature reviews from diverse perspectives and sources. Within the multifaceted landscape of socio-educational participation, this study identifies three pivotal components: parental participation in student learning, student engagement in lesson activities, and extracurricular activities. It comprehensively conceptualises socio-educational participation, shedding light on its multifaceted nature and intricate connections with social capital. In doing so, the study contributes to the ongoing dialogue surrounding the importance of active participation in education within the broader context of social relationships and community bonds.

## 2. METHODOLOGY

This study employs a systematic methodology to explore the concepts related to socio-educational participation. The research is grounded in a thorough review of open-access databases, encompassing a diverse array of platforms, namely Sage Journals, Scopus, Google Scholar, Educational Resource Centre (ERIC), JSTOR-Journal Storage, Emerald, Science Direct, SpringerLink, Taylor and Francis, and Directory of Open Access Journal (DOAJ). Specific keywords, including socio-education participation, student participation in learning, and parental participation in student learning, guide the search. The inclusion criteria span published and unpublished literature, focusing on journals, book chapters, conference presentations, and technical reports. Initial searches yielded several hundred articles, from which a refined selection of 75 articles was made based on their relevance to the study's theme, as discerned from the abstracts. To ensure a comprehensive understanding, the grey literature technique, as advocated by Paez (2017), is employed for analysis and conceptualization. This technique allows for the inclusion of academic papers, research and committee reports, conference papers, theses, dissertations, government reports, and ongoing research. Its application enables a systematic review that extends beyond conventional commercial publications, providing a holistic view of socio-educational participation. The selected articles undergo a meticulous examination, with a particular focus on the nuances and variations in the conceptualization of socio-educational participation by different scholars and organizations. The goal is to identify and synthesize divergent perspectives, interpretations, and thematic motivations that contribute to the overall understanding of the subject. The methodology outlined in this study is designed to provide a robust foundation for exploring socio-educational participation, integrating insights from a broad spectrum of literature sources. Through this systematic approach, the research aims to contribute valuable perspectives to the discourse on the multifaceted dynamics of participation in the educational sphere.

UNDER PEER REVIEW

## 3. SOCIAL CAPITAL THEORY

Social capital is one of sociology's most popular theoretical exports (Field, 2001). The notion of social capital first appeared in Hanifan's discussions of rural school community centres. Hanifan was mainly concerned with cultivating goodwill, fellowship, sympathy and social intercourse among those that "make up a social unit". Bourdieu (1983) discussed social theory, and then Coleman (1988), in his discussions of the social context of education, moved the idea into academic debates. However, the work of Robert D. Putnam (1993; 2000) established social capital as a popular subject for research and policy discussion.

There have been many attempts by various scholars to define social capital. But let us restrict ourselves to the renowned scholar Robert D. Putnam. Social Capital, according to Putman (1998), is a social network of highly valued members of society. Putnam says, "Whereas physical capital refers to physical objects and human capital refers to the properties of individuals, social capital refers to connections among individuals – social networks and the norms of reciprocity and trustworthiness that arise from them. In that sense, social capital is closely related to what some have called civic virtue." The difference is that "social capital calls attention to the fact that civic virtue is most powerful when embedded in a network of reciprocal social relations. A society of many virtuous but isolated individuals is not necessarily rich in social capital" (Putnam, 2000).

Further, according to Putnam (2000), social capital refers to the collective value of all 'social networks' and the inclinations that arise from these networks to do things for each other. He says that social capital facilitates cooperation and mutually supportive relations in communities and nations and is a valuable instrument for handling many social disorders inherent in different societies. In contrast to those focusing on the individual benefit derived from the web of social relationships and ties individual actors find themselves in, he attributes social capital to increased personal access to information and skillsets.

Putnam distinguishes three different types of social capital: "bonding" social capital ", bridging" social capital and "linking" social capital. "Bonding" social capital is shared among people of similar ethnicity, age, and social class. At the same time, "bridging" social capital is a link that cuts across various lines of social cleavage. The main point he tries to make is that social networks can be a powerful asset and a source of enhanced power for individuals and communities. The distinction between "bonding" and "bridging" social capital helps us understand how social capital may not always benefit society. An excellent example of "bridging" social capital is developing social capital online via social networking websites such as Facebook or Orkut. Networks of individuals and groups that enhance or improve community productivity are positive social capital. In contrast, self-serving exclusive gangs and hierarchical patronage systems that operate at cross purposes to societal interests can be treated as a negative social capital burden on society (Tokas, 2016).

The correlation between human and social capital is very close, not definitionally, but empirically (Putnam, 2004). Individuals and communities with high levels of human capital (education and training) are typically also characterized by high levels of social capital in various forms. Correlation does not always prove causation, but there is reasonably good evidence in this Case that causation flows in both directions; that is, social capital fosters the acquisition of human capital, and education encourages the accumulation of social capital. For this reason, anyone interested in one side of this equation should also be interested in the other. This section concerns social capital's effect on educational outcomes (Tokas, 2016).

Coleman (1988) shows that the generation of human capital depends on a family's financial capital, the human capital of the parents, and the social capital – the relationship between parent and child –that allows a child to access the human and financial capital of the parents. He shows that the amount of social capital a child has access to decreases the likelihood that the child will drop out of school.

Various studies suggest that social capital is essential to the educational process. Putnam (2004) says that we can distinguish between social capital as the:

1. Social capital "Inside the walls." and

UNDER PEER REVIEW

2. Social capital "Outside the walls."

Here, social capital "inside the walls" refers to social networks within schools, and social capital "outside the walls" refers to social networks linking schools to the broader community (Putnam, 2004). When we speak of "inside the walls," we mean that the networks formed by students impact the educational process and aspiration levels. For example, in excellent universities, the relationships formed by students are critical for their academic achievements or academic level improvements, as well as for their aspiration levels. Having networks with intelligent students will increase an average student's educational and aspiration levels. Putnam says this phenomenon is present in US universities, where some evidence suggests that college students learn more from one another than from formal instruction. I think it should be valid for any university. Further, the degree of trust, connectedness and cooperation among teachers and administrators is of great importance as it is one of the reasons for the high performance of educational institutions (Bryk, 2002).

"Outside the walls" refers to social connections/ networks/ relations with families and communities, which are also very important for educational achievements. It is an educational resource. In this context, it is well said that "it takes a village to raise a child". When parents are involved in school, their children go further, and the schools they go to are better. Evidence from earlier studies shows that the attitudes and behaviour of parents and students toward education are highly dependent on the strength of community and family bonds. The evidence suggests that measures of community-based social capital better predict test scores or dropout rates than measures of teacher quality, class size or spending per pupil.

## 3. SOCIO-EDUCATIONAL PARTICIPATION

Social capital facilitates cooperation and mutually supportive relations in communities (Putnam, 2000). A relationship will be formed through communication and social interaction based on language, culture, ethnicity, beliefs, and other acceptable living standards. Relationships built based on similarities or differences in living standards form different networks or networks between individuals and communities. Formal or informal networking is generated through mutual trust and close cooperation grounded in acceptable living standards among students and communities (Ismail et al., 2011).

The relationship between education and social capital has greatly interested researchers, including economists, sociologists, political scientists, and educationists. Social capital resources such as family, peers, teachers, networking, and bonding with society influence individuals' educational achievement. Students with high social capital can act more effectively and have winning strategies (Farheen & Farooq, 2015). Social capital at school refers to "the bonds between parents, children, and schools that support educational attainment and should have implications for social adjustment" (Parcel et al., 2010).

"Social capital is produced through education in three fundamental ways: Firstly, students practice social capital skills, such as participation and reciprocity; Secondly, schools provide forums for community activity; Thirdly, through civic education, students learn how to participate responsibly in their society (Helliwell et al. 1999). Social capital needs other participants' collaboration and takes time to develop through exchanges and interaction (Nahapiet& Ghoshal, 1998).

The concept of student participation in the classroom and school has been described in Finn's (1989) model of engagement, which describes engagement as having behavioural and affective components. Behavioural engagement includes students' participation in learning activities (Fredricks et al., 2004) and extracurricular activities (Appleton et al., 2006). On the other hand, Astin (1984) characterized student engagement in terms of students' mental and physical involvement in the academic experience, such as involvement in class activities, relations/contact with peers and teachers, and extracurricular activities.

Furthermore, Gholami et al. (2020) found that social capital, in terms of social networks and participation dimensions, effectively enhanced Iranian agricultural students' generic skills, with the social participation dimension having a greater impact on female students than male students. Coleman (1988) also investigated the relationship between social capital and education. His study concluded that a student's networking and affection with family, friends, and school are those elements that influence their educational success. Similarly, Etchever et al. (2001) showed that students' social capital stock influences

UNDER PEER REVIEW

their educational attainment directly and indirectly. They also found that students' connections with other students directly and positively affect their academic grades and self-identification motivation. Furthermore, Huang (2009) found that student social capital, generated from student social relations with parents, teachers and peers, significantly influences student achievement.

On the other hand, Holfve-Sabel (2014) showed that students' well-being was positively related to student's learning. At the class level, students' well-being also correlated with pupils' impressions of teacher treatment and student loyalty. Holfve-Sabel demonstrated that social relationships between students in the classroom were strongly associated with students' well-being. Similarly, John-Akinola Yetunde (2015) showed a correlation between students' participation and well-being and the socio-ecological relationship between school and school. They. They stressed that student participation in school is essential for well-being outcomes and enhances positive socio-ecological relationships.

Notably, student participation in lesson activities (Ing et al., 2015), extracurricular activities (Freeman, 2017), and parental participation in student learning (Jafarov, 2015; Sidik et al., 2019; Yunus & Hamzah, 2018) are positively correlated with student achievement and wellbeing. Several studies illustrate that student educational achievement and well-being are influenced by parental participation in their children's education, student participation in lesson activities and student participation in extracurricular activities.

## 3.1 PARENTAL PARTICIPATION

Research consistently emphasises the pivotal role of parental participation in student learning, highlighting its influence on children's educational success and overall well-being. As a primary socialisation agent, the family shapes a child's development with elements of family social capital, such as trust and networks, positively impacting choices, accomplishments, and academic performance (Putnam, 2000). Coleman (1988) and McNeal Jr (1999) define parent involvement as imbued with norms of trust, obligation, or reciprocity, conceptualising it as a form of social capital. Parent involvement spans three comprehensive domains, according to McNeal Jr (1999): parent-child relations, parent-parent relations, and parent-school relations. Regardless of the domain, parents invest time, attention, and resources to hope for favourable returns, including better educational outcomes, improved role performance, and enhanced relationships with school staff and peers (Strait et al., 2013). Barge and Loges (2003) differentiate parental participation based on perspectives from parents, students, and teachers, encompassing activities such as homework supervision, individual relationships with teachers, involvement in extracurricular programs, and community collaboration. Gordon and Cui (2012) identify three scopes of parental involvement—general parental support, school-specific involvement, and parental expectations—as significant influencers of adolescent academic achievement. Their study underscores the positive impact of school-specific involvement, communication between parents and teachers, and parental expectations on academic success (Gordon and Cui, 2012; Porumbu and Necşoi, 2013). Đurišić and Bunijevac (2017) further affirm the crucial role of parental participation, asserting its greater significance for student achievement than socio-economic status, educational background, race, and ethnicity.

Various studies reveal the multifaceted nature of parental involvement and its implications for academic achievement. Dotterer and Wehrspann (2016) find that cognitive and behavioural engagement mediate the relationship between parental involvement and academic achievement, demonstrating positive associations with school self-esteem and academic competence. In contrast, emotional engagement (school bonding) does not mediate this relationship. Sebastian et al. (2017) explore dimensions of parental involvement, highlighting the positive correlation between parent-initiated participation and student achievement, while parent volunteering and teacher-initiated involvement show negative correlations. The significance of parental participation is underscored by its impact on a child's knowledge and interest in academic activities (MetLife, 2005). OECD (2015) reveals that regular discussions between parents and children about school contribute to higher PISA science test scores. Barriers to parental participation, such as work constraints and lack of knowledge about participation avenues,

UNDER PEER REVIEW

hinder involvement (OECD, 2015). Torrecilla and Hernández-Castilla (2019) highlight the positive correlation between parents' attendance at school meetings and students' academic performance. Boonk et al. (2018) establish correlations between parental involvement variables and academic achievement, including reading at home, parental expectations, and the parent-child relationship. Cebula (2019) delves into the impact of family and neighbourhood levels on Key Stage 2 attainment, emphasising the influential role of parental cultural and economic capital. Homework supervision is critical to student satisfaction and academic achievement (Zhou et al., 2020; Li et al., 2019). However, studies by Izzo et al. (1999) and Shumow et al. (2001) caution that excessive parental communication with the school and involvement in homework may negatively affect academic success by decreasing test scores.

In conclusion, parental participation in student learning is a multifaceted and influential factor significantly contributing to student success, satisfaction, and overall educational experiences. The diverse ways in which parents engage, including parent-child, parent-teacher, parent-parent, and parent-school relationships, collectively shape a child's academic journey. These findings underscore the importance of fostering and supporting parental involvement to enhance the educational outcomes of students.

### 3.2STUDENT PARTICIPATION IN LESSON ACTIVITIES

In the realm of social capital, networks are integral to the sharing and disseminating of information or knowledge, fostering relationships crucial for educational development (Putnam, 2000). Tu (2000) underscores the fundamental role of social interaction in elucidating the connection between social presence and social learning theory. A transformative shift occurs in classrooms where social interaction is embedded in the dynamics, rendering them active and dynamic spaces conducive to productive and meaningful learning experiences.

Active student participation in lesson activities is now recognised as a cornerstone of effective education, with engaged students exhibiting heightened competencies, abilities, and skills (Aziz et al., 2018). Dancer and Kamvounias (2005) delineate key categories of student participation, including preparation, group skills, communication skills, contribution to discussion, and attendance. The dichotomy of teaching approaches, namely teacher-centred and student-centred methods, profoundly shapes classroom dynamics. The student-centred approach, characterised by two-way communication, encourages active participation, discussion, idea exchange, and argumentation, fostering meaningful learning experiences (Ee Ah Meng, 1995). Motivational factors influencing student participation in lesson activities have been extensively studied. Mustapha et al. (2010) identify key motivational factors, including positive lecture traits, positive classmate traits, engaging class content, and a conducive physical setting. Notably, open-mindedness, approachability, and encouragement contribute to creating an environment where students feel comfortable sharing their thoughts and engaging in classroom debates. Studies by Ghalley and Rai (2019) reveal the dichotomy in Bhutanese students' participation, with passive and active engagement influenced by teacher and peer support. Positive teacher traits, peer contributions, and a supportive classroom atmosphere emerge as pivotal factors (Abdullah et al., 2012). Importantly, student participation in lesson activities is linked to enhanced knowledge, attitude, skills, and academic achievement. Kumaraswamy (2019) emphasises the positive impact of group activities on student involvement and subsequent academic success. Game-based education and educational game strategies also effectively address challenges and boost student attendance and participation (Nadolny and Halabi, 2016).

Further, the relationship between student engagement and academic achievement is well-established. Lei et al. (2018) find that higher behavioural, emotional, and cognitive engagement correlates with improved academic performance. Teacher support for student participation emerges as a facilitator, with a positive correlation between teacher support and student participation and academic achievement (Ing et al., 2015).

The advent of digital technologies has expanded avenues for student interaction. Shembilu (2013) notes the prevalent use of social networking for academic purposes, with a majority engaging in intellectual discussions, sharing course materials, and utilizing online platforms as tutorial spaces. The "classroom WhatsApp group" is identified as a primary communication network, fostering interactions related to school activities among secondary school children in Israel (Rosenberg and Asterhan, 2018).

UNDER PEER REVIEW

In conclusion, student participation in lesson activities is driven by various motivational factors, encompassing positive traits, engaging content, and conducive settings. This engagement occurs through interactive processes between teachers and students, as well as among students themselves. Notably, the integration of digital platforms further enriches the landscape of student participation. Empirical evidence consistently highlights the positive impact of active engagement on knowledge acquisition, skill development, and academic performance.

### 3.3STUDENT PARTICIPATION IN CO-CURRICULAR ACTIVITIES

Co-curricular or school activities, defined as educational exercises or outdoor pursuits providing students with learning experiences (Roslan et al., 2017), serve as an extension of the learning process within or beyond the classroom (Rahman & Azman, 2007). The participation of students in these activities is deemed crucial, not only for reinforcing classroom learning but also for instigating behavioural changes, enhancing their personalities, and fostering critical experiences and skills (Reaves et al., 2010).

Student participation in school activities contributes significantly to their overall well-being, encompassing social, academic, emotional, psychological, and physical dimensions, thereby representing a holistic form of education (Harun & Salamuddin, 2014). The sense of belonging and identification cultivated through school participation enhances students' resilience and self-worth, as Finn (1989) argued. Furthermore, Guilmette et al. (2019) establish a positive relationship between university students' participation in extracurricular activities, goal self-regulation strategies, emotional well-being, and academic performances, suggesting promoting such activities to support student wellbeing. The impact of student participation extends to sports activities, as Donaldson and Ronan (2006) noted. Engaging in sports is associated with emotional and behavioural wellbeing, with a positive correlation between increased sports participation and perceived competence. Beyond sports, Eryilmaz (2015) explores the correlation between religious activities and subjective well-being in secondary school students, demonstrating a significant association between positive affection, life satisfaction, and participation in religious activities.

Participation in community and civic activities also emerges as a positive influencer of student wellbeing. Ludden (2011) reveals that students engaged in such activities report higher motivation, grades, fewer problem behaviours, and increased support from peers and parents. Similarly, Case (2007) emphasizes the positive correlation between increased extracurricular activities and enhanced student well-being. Moreover, Martinez et al. (2016) find that students participating in sports, arts, and club activities exhibit a higher level of school connectedness. The combination of sports and arts activities, in particular, correlates with a greater sense of connectedness. These findings underscore the multifaceted nature of extracurricular participation and its impact on student perceptions of school climate. In addition to well-being, numerous studies highlight the positive relationship between co-curricular participation and academic achievement. Freeman (2017), Derous and Ryan (2008), and Zaman (2017) establish this positive correlation, with participants exhibiting higher academic achievement and improved self-concept. Craft (2012) further supports this notion, revealing that students engaged in extracurricular activities, be it sports, school clubs, or music programs, score higher grade point averages than their non-participating peers. Extracurricular activities not only enhance academic achievement but also contribute to the development of essential skills. Veronesi and Gunderman (2012) and Thompson et al. (2013) argue that co-curricular activities foster soft skills, enrich students' experiences, and enhance their employability, offering additional benefits to help them cope with stress. Zaman (2017) emphasizes the development of social skills, punctuality, teamwork, and motivation among Pakistani undergraduate students engaged in extracurricular activities. Furthermore, co-curricular participation shapes cultural capital essential for career and educational success. An and Western (2019) reveal a significant and positive correlation between two-parent households, neighbourhood cohesion, and extracurricular participation. This suggests that co-curricular activities contribute to the development of cultural capital, enhancing students' preparedness for future endeavours.

In conclusion, co-curricular participation stands as a multifaceted phenomenon positively associated with student well-being, skills development, cultural capital, and academic achievement. Engagement in more than one extracurricular activity is linked to increased connectedness to school and a heightened sense of well-being. The academic and personal benefits derived from co-curricular activities underscore their integral role in shaping well-rounded and successful individuals.

UNDER PEER REVIEW

## 4. CONCLUSION

In conclusion, the framework of socio-educational participation in this study, grounded in social capital theory as proposed by Putnam (1993; 2000), offers a comprehensive understanding of the dynamics shaping involvement in various social activities. The research has identified and examined three integral components of socio-educational participation: parental participation in student learning, student participation in lessons, and student engagement in school activities (co-curricular). The first component, parental involvement in student learning, encapsulates the multifaceted nature of parental contributions to their children's education. This involvement extends beyond the time parents spend directly with their children, encompassing interactions with other parents, teachers, and the school community. The study acknowledges the significance of these diverse interactions in shaping students' educational experiences. The second component, student participation in lessons, underscores the pivotal role of student-teacher interactions, peer engagements, and interactions with other adults within the educational context. This facet of socio-educational participation recognises the importance of fostering an inclusive and collaborative learning environment beyond the traditional classroom setting. The third component delves into student participation in school activities, including co-curricular pursuits. This aspect acknowledges the broader spectrum of learning experiences that extend beyond the formal curriculum, emphasising the role of students in actively engaging with various facets of school life. Through a comprehensive examination of socio-educational participation, this study contributes valuable insights into the levels of parental involvement in student learning and the extent of student participation in both lessons and school activities. The findings shed light on the interconnectedness of these components and their collective impact on the overall educational landscape. This research underscores the importance of recognising and fostering socio-educational participation as a key factor in shaping educational outcomes. Educators, policymakers, and stakeholders can work collaboratively to create supportive environments that enhance the educational experience for all involved parties by understanding and addressing the dynamics of parental involvement and student engagement. As we navigate the complexities of modern education, the socio-educational participation framework presented in this study serves as a valuable tool for informing strategies and interventions to promote holistic educational development.

UNDER PEER REVIEW

## REFERENCES

Abdullah, M. Y., Bakar, N. R. A., &Mahbob, M. H. Student's participation in classroom: What motivates them to speak up? Procedia-Social and Behavioral Sciences, 2012;51, 516-522.

Al-Ansari, A., Al-Harbi, F., AbdelAziz, W., AbdelSalam, M., El Tantawi, M. M., &ElRefae, I. Factors affecting student participation in eextracurricularctivities: A comparison between two Middle Eastern dental schools. The Saudi dental journal, 2016;28(1), 36-43.

An, W., & Western, B. Social capital in the creation of cultural capital: Family structure, neighborhood cohesion, and exextracurriculararticipation. Social science research, 2019;81, 192-208.

Annu, S., & Sunita, M. Impact of exextracurricularctivities on students in private school of lucknow district. International Journal of Humanities and Social Science Invention, 2013;2(6), 2319-7714.

Appleton, J. J., Christenson, S. L., Kim, D., & Reschly, A. L. Measuring cognitive and psychological engagement: Validation of the Student Engagement Instrument. Journal of school psychology, 2006;44(5), 427-445.

Aziz, F., Quraishi, U., & Kazi, A. S. Factors behind Classroom Participation of Secondary School Students (A Gender Based Analysis). Universal Journal of Educational Research, 2018;6(2), 211-217.

Barge, J. K., & Loges, W. E. Parent, student, and teacher perceptions of parental involvement. Journal of Applied Communication Research, 2003;31(2), 140-163.

Boonk, L., Gijselaers, H. J. M., Ritzen, H., & Brand-Gruwel, S. A review of the relationship between parental involvement indicators and academic achievement. Educational Research Review, 2018;24, 10-30. https://doi.org/https://doi.org/10.1016/j.edurev.2018.02.001

Carbonaro, W., & Maloney, E..ExExtracurricularctivities and Student Outcomes in Elementary and Middle School: Causal Effects or Self-selection? Socius, 2019;5, 2378023119845496.

Coleman, J. S. Social capital in the creation of human capital. American journal of sociology, 1988;94, S95-S120.

Dancer, D., &Kamvounias, P. Student involvement in assessment: A project designed to assess class participation fairly and reliably. Assessment & Evaluation in Higher Education, 2005;30(4), 445-454.

Derous, E., & Ryan, A. M.. When earning is beneficial for learning: The relation of employment and leisure activities to academic outcomes. Journal of Vocational Behavior, 2008;73(1), 118-131.

Din, N. M., Ayub, A. F. M., &Tarmizi, R. A. Influence of Parental Involvement and Peer Support on Mathematics Engagement Among Malaysian Secondary School Students. MALAYSIAN JOURNAL OF MATHEMATICAL SCIENCES, 2016;10, 175-185.

Donaldson, S. J., & Ronan, K. R. THE EFFECTS OF SPORTS PARTICIPATION ON YOUNG ADOLESCENTS'EMOTIONAL WELLBEING. Adolescence, 2006;41(162).

Dotterer, A. M., & Wehrspann, E.. Parent involvement and academic outcomes among urban adolescents: Examining the role of school engagement. Educational Psychology, 2016;36(4), 812-830.

Đurišić, M., &Bunijevac, M. Parental involvement as a important factor for successful education. Center for Educational Policy Studies Journal, 2017;7(3), 137-153.

Eryilmaz, A. Investigation of the relations between religious activities and subjective wellbeing of high school students. Educational Sciences: Theory & Practice, 2015;15(2).

Farheen, A., & Farooq, R. The impact of social capital on educational attainment: evidence from rural areas of Pakistan. Research on Humanities and Social Sciences, 2015;5(13), 95-102.

Finn, J. D. (1989). Withdrawing from school. Review of educational research, 59(2), 117-142.

Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. School engagement: Potential of the concept, state of the evidence. Review of educational research, 2004;74(1), 59-109.

Ghalley, L. R., & Rai, B. M. Factors Influencing Classroom Participation: A Case Study of Bhutanese Higher Secondary Student. Asian Journal of Education and Social Studies, 2019;1-14.

Gordon, M. S., & Cui, M. The effect of school-specific parenting processes on academic achievement in adolescence and young adulthood. Family Relations, 2012;61(5), 728-741.

Guilmette, M., Mulvihill, K., Villemaire-Krajden, R., & Barker, E. T. Past and present participation in exextracurricularctivities is associated with adaptive self-regulation of goals, academic success, and emotional wellbeing among university students. Learning and Individual Differences, 2109;73, 8-15.

Harun, M. T., & Salamuddin, N. Promoting social skills through outdoor education and assessing its' effects. Asian Social Science, 2014;10(5), 71.

Heng, K. The relationships between student engagement and the academic achievement of first-year university students in Cambodia. The Asia-Pacific Education Researcher, 2014;23(2), 179-189.

UNDER PEER REVIEW

Holfve-Sabel, M.-A. Learning, interaction and relationships as components of student wellbeing: Differences between classes from student and teacher perspective. Social Indicators Research, 2014;119(3), 1535-1555.

Huang, L. Social capital and student achievement in Norwegian secondary schools. Learning and individual differences, 2009;19(2), 320-325.

Ing, M., Webb, N. M., Franke, M. L., Turrou, A. C., Wong, J., Shin, N., & Fernandez, C. H. Student participation in elementary mathematics classrooms: the missing link between teacher practices and student achievement? Educational Studies in Mathematics, 2105;90(3), 341-356.

Jafarov, J. Factors affecting parental involvement in education: The analysis of literature. 2015

John-Akinola Yetunde, O. Socio-ecological school environments and children's health and wellbeing outcomes. Health Education, 2015;115(3/4), 420-434. https://doi.org/10.1108/HE-03-2014-0041

Keasberry, C. Social Media, Teacher-Student Relationships, and Student Learning. IJEMT: International Journal for Educational Media and Technology, 2018;12(2), 27-34.

Kumaraswamy, S. Promotion of Students Participation and Academic Achievement in Large Classes: An Action Research Report. International Journal of Instruction, 2019;2(2), 369-382.

Lei, H., Cui, Y., & Zhou, W. Relationships between student engagement and academic achievement: A meta-analysis. Social Behavior and Personality: an international journal, 2018;46(3), 517-528.

Li, Y., Hu, T., Ge, T., & Auden, E. The relationship between home-based parental involvement, parental educational expectation and academic performance of middle school students in mainland China: A mediation analysis of cognitive ability. International Journal of Educational Research, 2019;97, 139-153.

Ludden, A. B. Engagement in school and community civic activities among rural adolescents. Journal of Youth and Adolescence, 2011;40(9), 1254-1270.

Martinez, A., Coker, C., McMahon, S. D., Cohen, J., & Thapa, A. Involvement in exextracurricularctivities: Identifying differences in perceptions of school climate. The Educational and Developmental Psychologist, 2016;33(1), 70-84.

McNeal Jr, R. B. Parental involvement as social capital: Differential effectiveness on science achievement, truancy, and dropping out. Social forces, 1999;78(1), 117-144.

Mustapha, S. M., Rahman, N. S. N. A., & Yunus, M. M. Factors influencing classroom participation: a case study of Malaysian undergraduate students. Procedia-Social and Behavioral Sciences, 2010;9, 1079-1084.

Nadolny, L., & Halabi, A. Student participation and achievement in a large lecture course with game-based learning. Simulation & gaming, 2016;47(1), 51-72.

Nahapiet, J., & Ghoshal, S. Social capital, intellectual capital, and the organizational advantage. Academy of management review, 1998;23(2), 242-266.

Parcel, T. L., Dufur, M. J., & Cornell Zito, R. Capital at home and at school: A review and synthesis. Journal of marriage and family, 2010;72(4), 828-846.

Porumbu, D., &Necşoi, D. V. Relationship between Parental Involvement/Attitude and Children's School Achievements. Procedia - Social and Behavioral Sciences, 2013;76, 706-710. https://doi.org/https://doi.org/10.1016/j.sbspro.2013.04.191

UNDER PEER REVIEW

Putnam, R. D.. Bowling alone: The collapse and revival of American community. Simon and schuster.2000

Putnam, R. D.. Democracies in flux: The evolution of social capital in contemporary society. Oxford University Press, USA. 2004

Rahman, M. A. A., & Azman, N. A. Perananpengetuasebagaipenguruskokurikulum di sekolahmenengahdaerah Mersing UniversitiTeknologi Malaysia]. 2007

Reaves, D. W., Hinson, R. A., & Marchant, M. A. Benefits and costs of faculty participation in extra-and co-curricular activities. NACTA Journal, 2010;54(1), 54.

Rosenberg, H., &Asterhan, C. S. "WhatsApp, Teacher?"-Student Perspectives on Teacher-Student WhatsApp Interactions in Secondary Schools. Journal of Information Technology Education: Research, 2018;17, 205-226.

Roslan, A., Rosli, M., Ariffin, L., & Esa, A. Why a good environment can increase student involvement for co-curriculum activities in schools? Educational Technology, 2017;47732-47733.

Sebastian, J., Moon, J.-M., & Cunningham, M. The relationship of school-based parental involvement with student achievement: A comparison of principal and parent survey reports from PISA 2012. Educational Studies, 2017;43(2), 123-146.

Shembilu, A. Importance of Social Networking for Student Participation in Education In Tanzania. In.2013

Sidik, I. F., Awang, M. M., & Ahmad, A. R. Teacherâ€™ s Support and Student Involvement in Learning Activities on Enhancing Student Academic Achievement. The Journal of Social Sciences Research, 2019;5(7), 1167-1175.

Thompson, L. J., Clark, G., Walker, M., & Whyatt, J. D. 'It's just like an extra string to your bow': Exploring higher education students' perceptions and experiences of exextracurricularctivity and employability. Active Learning in Higher Education, 2013;14(2), 135-147.

Tokas, S. Education and social capital. Learning Community: An International Journal of Educational and Social Development, 2016;7(3), 257.

Torrecilla, F. J. M., & Hernández-Castilla, R. Does parental involvement matter in children's performance? A Latin American primary school study. Revista de Psicodidáctica2019(English ed.). https://doi.org/https://doi.org/10.1016/j.psicoe.2019.10.002

Tu, C.-H. Online learning migration: from social learning theory to social presence theory in a CMC environment. Journal of network and computer applications, 2000;23(1), 27-37.

Veronesi, M. C., & Gunderman, R. B. . Perspective: The Potential of Student Organizations for Developing Leadership One School's Experience. Academic Medicine, 2012;87(2), 226-229.

Yunus, A., & Hamzah, M. I. (2018). Enhancing Students'academic Performance In Islamic Studies Via Parental Involvements In North-Central Nigeria. E-Bangi, 2018;13(5).

Zaman, F. Positive Impact of ExExtracurricularctivities on University Students in Lahore, Pakistan. International Journal of Social Sciences and Management, 2017;4(1), 22-31.

Zhou, S., Zhou, W., & Traynor, A. Parent and teacher homework involvement and their associations with students' homework disaffection and mathematics achievement. Learning and Individual Differences, 2020;77, 101780

UNDER PEER REVIEW