

The Influence of Socio-Educational Participation on Educational Well-being among Secondary School Students in Sri Lanka

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ABSTRACT

This study investigates the influence of socio-educational participation on the educational well-being of secondary school students in Sri Lanka. Student well-being, encompassing academic, social, and emotional dimensions, is crucial for success. However, the relationship between socio-educational participation, including parental involvement and student engagement in classroom and extracurricular activities, and student well-being in Sri Lanka remains under-explored. A quantitative approach was employed, surveying 1,350 students across diverse regions of Sri Lanka using a structured questionnaire. Descriptive statistics, Inferential statistics, specifically multiple regression analysis, were employed to explore the predictive relationship between socio-educational participation and educational well-being. The findings reveal that student participation in lesson activities is the most significant factor associated to educational well-being (34.9%) of the variance ($\Delta R^2 = 0.349$), followed by parental involvement (6.1%) of the variance ($\Delta R^2 = 0.061$), and participation in school activities (0.2%) ($\Delta R^2 = 0.002$). These results demonstrate that active socio-educational participation, particularly student engagement in lessons, plays a vital role in enhancing student access to resources, skill development, and overall well-being. The study concludes that targeted educational policies and practices should prioritise fostering both parental involvement and, most importantly, student engagement to improve educational outcomes and well-being within the Sri Lankan context.

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1. Introduction

Around the world, debates about educational quality increasingly recognise that what happens inside schools cannot be divorced from the social conditions that shape students' opportunities to learn and to flourish. In Sri Lanka, this

recognition is especially salient in secondary education, where longstanding disparities in resources, geography, and household circumstances intersect with expectations for academic attainment and transition to further study or the labour market. Against this backdrop, educational well-being offers a holistic lens that moves beyond grades to encompass students' access to learning resources, their acquisition of soft, social, and hard skills, and their sense of connectedness within the school community. Understanding how everyday forms of socio-educational participation, what parents do at home and with schools, how actively students engage in lessons, and the extent to which they participate in broader school life shape that well-being is therefore both timely and policy relevant.

In the Sri Lankan context, policy reforms have sought to widen access and improve equity, yet unevenness persists across urban and rural localities, socioeconomic strata, and school types. Such unevenness is reflected not only in academic performance but in variable experiences of belonging, motivation, and confidence, which are integral elements of educational well-being. Parental involvement, ranging from monitoring homework and communicating with teachers to setting expectations, has been consistently associated with students' motivation and achievement in international literature, but the mechanisms and magnitudes of its effects are sensitive to cultural norms and local school-home relationships. Similarly, student engagement in lesson activities, such as asking questions, contributing to discussions, collaborating in group tasks, links daily classroom processes with longer term outcomes such as critical thinking, self-efficacy, and persistence. Participation in school activities beyond the classroom (clubs, societies, competitions, service) can cultivate social skills, goal regulation, and school connectedness, although its effects may be more diffuse and context dependent. What remains insufficiently understood is how these three dimensions of participation operate together to support educational well-being among Sri Lankan secondary students, and how their relative influence may vary across diverse socioeconomic and regional settings.

Two complementary conceptual frames guide this inquiry. First, social capital theory (Putnam, 1993). highlights how networks, norms, and trust enable the exchange of support and information that scaffold learning. Bonding ties within families can furnish emotional encouragement and academic oversight; bridging ties within classrooms and schools can open pathways to collaborative learning and exposure to new ideas (Putnam, 2001). Second, a psychosocial well-being framework foregrounds access to resources and opportunities for participation as core to young people's capability to function and thrive in school (Abeyasekera, 2014). Together, these perspectives position socio-educational participation not as a peripheral add-on but as a structural condition through which students gain resources, develop skills, and experience belonging, key constituents of educational well-being.

Despite mounting international evidence, there remains a contextual gap in Sri Lanka: few large-scale empirical studies quantify the relative contributions of parental involvement, student engagement in lessons, and participation in school activities to students' educational well-being, operationalised across access to resources and the development of soft, social, and hard skills. In addition, much of the existing discourse treats these participation domains separately, making it difficult for educators and policymakers to prioritise interventions in resource-constrained environments. A clearer, evidence-based understanding of which forms of participation matter most and by how much would allow schools to target professional development, family school partnerships, and co-curricular provision where returns for student well-being are greatest.

Addressing this gap, the present study examines the influence of socio-educational participation on educational well-being among Sri Lankan secondary school students. Specifically, the study focuses on three participation domains: (1) parental involvement in learning; (2) student engagement in lesson activities; and (3) student participation in school activities. Educational well-being is operationalised through multiple dimensions: access to educational resources, enhancement of soft skills (e.g., communication, teamwork, problem solving), social skills (e.g., collaboration, connectedness), and hard skills (e.g., literacy, numeracy, technical competence). By integrating these constructs in a single analytical model, the study moves beyond fragmented accounts and provides comparative estimates of the contribution of each participation domain to students' overall educational well-being.

The research problem can thus be articulated as follows: although Sri Lanka has advanced policies for educational expansion and equity, there is limited empirical clarity on how distinct forms of socio-educational participation differentially shape students' educational well-being, and which forms yield the largest gains within the classroom and beyond. Without such clarity, efforts to strengthen student outcomes risk diffusing resources across initiatives

with uneven or minimal impact. The purpose of this study is to generate robust, context-sensitive evidence on the relative influence of parental involvement, in lesson engagement, and school activity participation on multiple dimensions of educational well-being, thereby informing targeted, high-leverage strategies for schools and systems. Grounded in social capital theory and a psychosocial conception of well-being, the study proposes and tests the expectation that all three domains are positively associated with educational well-being, with student engagement in lesson activities anticipated to play the most substantial role because it directly structures daily opportunities for cognitive activation, feedback, and peer interaction.

By situating socio-educational participation within Sri Lanka's diverse schooling landscape and by estimating the relative contributions of its key domains, the study contributes three advances. First, it offers a comprehensive, theory-informed operationalisation of educational well-being that aligns with students' lived experiences in Sri Lankan secondary schools. Second, it provides actionable evidence for prioritising classroom engagement practices and strengthening family-school partnerships, while recognising the complementary role of co-curricular opportunities. Third, it underscores that enhancing educational well-being is not simply a pedagogical challenge but a relational and structural task about how families, classrooms, and school communities mobilise networks and resources so that all students can access meaningful learning, develop crucial skills, and feel that they belong. These insights aim to guide policy and school-level interventions that are both equitable and impactful in the Sri Lankan context.

2. Literature Review

Educational well-being, which encompasses academic, social, and emotional dimensions, has emerged as a crucial focus in contemporary research on student success and quality of life. In the Sri Lankan context, educational well-being is significantly influenced by a complex interplay of social, economic, and cultural factors that shape students' educational experiences (Antonopoulou et al., 2023; Noble et al., 2008; Ramirez et al., 2021). Despite recent reforms aimed at promoting equity, enhancing access to resources, and improving educational outcomes, disparities remain in the Sri Lankan educational system. These disparities are often influenced by socio-economic status, regional inequalities, and varying levels of parental engagement (Abeyasekera, 2014; Werang et al., 2024). Given these challenges, understanding how socio-educational participation, which includes parental involvement, student engagement, and broader community interactions, affects educational well-being is essential for addressing these inequalities and improving student outcomes (Putnam, 1993; Kim et al., 2022; Yang et al., 2023). A critical problem in the Sri Lankan educational landscape is the persistent gap in access to quality education and resources, particularly between urban and rural areas. This gap is often exacerbated by the differing levels of socio-educational participation across various communities, with limited parental involvement and student engagement in rural regions contributing to lower academic performance and reduced well-being (Abeyasekera, 2014). Although numerous studies globally have linked parental engagement and student participation to enhanced educational outcomes (Al-Salman & Haider, 2023; Chaves et al., 2023), there is a notable lack of comprehensive research examining this relationship within the specific socio-cultural context of Sri Lanka. As such, exploring the dynamics of socio-educational participation in Sri Lanka's diverse settings is vital to understanding its role in shaping educational well-being and addressing existing educational disparities (Al-Ansari et al., 2016; Yuan & Wang, 2023).

Parental involvement, including practices such as supervising homework and attending school events, has been shown to improve academic performance, behavioural outcomes, and students' social and emotional development (Kim et al., 2022). Parental involvement in children's education is generally high and has a positive impact, but challenges related to parents, children, teachers, and schools need to be addressed to maximise educational benefits, highlighting the need for more empirical studies (Yang et al., 2023). Similarly, active student participation in classroom activities and extracurricular engagements is positively associated with academic success, critical thinking, and social adjustment (Alhawiti, 2023; Muhibbin et al., 2023; Flores-Verduzco et al., 2020). However, family and school environments impact student well-being, with emotional intelligence mediating the school environment's effect, highlighting the need for teacher welfare and parental involvement (Yamaguchi, 2013; Jensen & Jetten, 2015). Theoretical perspectives such as Putnam's social capital theory provide a framework for understanding how networks, norms, and trust facilitate cooperation and contribute to educational success. Putnam (1993) argues that

bonding, bridging, and linking social capital play a crucial role in enhancing community cohesion, thereby positively impacting student engagement and educational outcomes. The Psychosocial well-being framework developed in Sri Lanka also emphasises access to resources, social connections, and participation as key components of well-being, further underscoring the importance of socio-educational participation (Abeyasekera, 2014). This study aims to address the gaps identified in the literature by examining how socio-educational participation influences the educational well-being of secondary school students in Sri Lanka. Using Putnam's social capital theory and the Psychosocial Wellbeing Framework, this research investigates the roles of parental involvement, student engagement, and community participation in shaping students' educational experiences and outcomes. By focusing on both bonding and bridging forms of social capital, the study seeks to explore how different types of social interactions contribute to educational well-being (Ahmad et al., 2023, Coleman, 1988). It also examines the extent to which socio-educational participation varies across different socio-economic and geographical contexts, providing insights into the specific challenges and opportunities faced by students in Sri Lanka.

This study aims to examine the socio-educational participation and educational well-being of secondary school students in Sri Lanka. Specifically, it seeks to determine the level of socio-educational participation among these students, assess their educational well-being, and explore the influence of socio-educational participation—comprising parental involvement, student engagement in lesson activities, and participation in school activities—on their educational well-being. Based on these objectives, the study hypothesizes that parental involvement has a significant positive relationship with students' educational well-being (H1), student engagement in lesson activities positively influences their educational well-being (H2), and participation in school activities also has a significant positive impact on their educational well-being (H3). Through these hypotheses, the study aims to provide insights into how different forms of socio-educational participation contribute to the overall educational well-being of secondary school students in Sri Lanka.

3. Methodology

This study employed a quantitative research design aimed at investigating the relationship between socio-educational participation and educational well-being among secondary school students in Sri Lanka. The target population consisted of students from across the country's major geographical regions: east, west, south, north, and central zones. A stratified random sampling technique was adopted to ensure proportional representation, and a total of 1,350 secondary school students were selected for inclusion in the study. To gather data, a structured questionnaire was developed specifically for the purposes of this research. The instrument contained 49 items designed to measure two key constructs: socio-educational participation and educational well-being. For socio-educational participation, participants responded using a five-point Likert scale ranging from 1 (Never) to 5 (Always). Similarly, educational well-being was assessed using a Likert scale where 1 indicated Strongly Disagree, and 5 indicated Strongly Agree. The questionnaire underwent a rigorous validation process with input from subject matter experts in the field of sociology of education to ensure its content validity and reliability. Cronbach's alpha values for the socio-educational participation and educational well-being constructs were 0.913 and 0.898, respectively, demonstrating strong internal consistency for both measures. Data analysis was conducted using the Statistical Package for the Social Sciences (SPSS) Version 23. Descriptive statistics, including means and standard deviations, were calculated to provide an overview of the levels of socio-educational participation and educational well-being across the sample. Inferential statistics, specifically multiple regression analysis, were employed to explore the predictive relationship between socio-educational participation and educational well-being. The results from this analysis offered insight into the degree to which socio-educational participation can explain variations in students' educational well-being, adding to the understanding of how social and educational factors interact to influence student outcomes in the Sri Lankan context. The methodological rigor of this study, combined with its comprehensive sampling strategy and robust statistical techniques, ensures that the findings are both generalizable and reliable, contributing valuable knowledge to the field of education research in Sri Lanka.

4. Results and Discussion

4.1 Demographic Profile of Respondents

The following section provides an analysis of the demographic characteristics of respondents from 1,350 secondary school students in Sri Lanka, as covered by this study. The respondents' demographic information was analyzed using frequency and percentage distributions. The key demographic factors examined include gender, father's education level, mother's education level, and parental income. A detailed representation of the demographic profiles of the respondents is presented in Table 1.

Table 1: Demographic Profiles of Respondents

Profile	Demographic	Frequency	Percentage
Gender	Male	675	50.0
	Female	675	50.0
Parent Income	Less than Rs. 15,000 (Less than RM. 333)	487	36.1
	Rs. 15,001 -46,000 (RM 334 – RM 1,022)	609	45.1
	Rs. 46,001- 150,000 (RM 1023 – RM 3,333)	215	15.9
	More than Rs. 151,001 (More than RM. 3,334)	39	2.9
Father's level of Education	No schooling	56	4.1
	Primary	332	24.6
	G.C.E O/L	565	41.9
	G.C.E A/L	307	22.7
	Tertiary education	90	6.7
Mother's level of Education	No schooling	47	3.5
	Primary	292	21.6
	G.C.E O/L	613	45.4
	G.C.E A/L	320	23.7
	Tertiary education	78	5.8

Table 1 presents data from a survey of 1,350 secondary school students, with equal representation of both genders, comprising 675 male students (50%) and 675 female students (50%). In terms of parental income, the majority of respondents (609 or 45.1%) reported that their parents earned between Sri Lankan Rupees 15,001 and 46,000. A significant proportion (487 or 36.1%) indicated that their parents' income was below Rs. 15,000, while 215 respondents (15.9%) stated that their parents' income ranged between Rs. 46,001 and 150,000. Only a small fraction (39 or 2.9%) reported a parental income exceeding Rs. 150,000. Regarding fathers' educational attainment, the largest group of respondents (565 or 41.9%) indicated that their fathers had completed the G.C.E. 'O' Level. A minority (56 or 4.1%) reported that their fathers had no formal education, while a substantial number (332 or 24.6%) revealed that their fathers had only received primary education. On the other hand, some respondents reported that their fathers held higher qualifications, including G.C.E. 'A' Level (307 or 22.7%) and tertiary education (90 or 6.7%). Similarly, the majority of respondents (613 or 45.4%) stated that their mothers had obtained G.C.E. 'O' Level qualifications. A minority (47 or 3.5%) indicated that their mothers had no formal education, while a notable portion (292 or 21.6%) reported that their mothers had only completed primary education. Other respondents reported higher educational qualifications for their mothers, including G.C.E. 'A' Level (320 or 23.7%) and tertiary education (78 or 5.8%).

4.2 Levels of Socio-Educational Participation

Descriptive analyses, including mean and standard deviation, were employed to assess the level of socio-educational participation. This construct encompassed several key aspects, such as parental involvement in their children's learning, student engagement in lessons, and participation in co-curricular activities.

Table 2: Levels of Socio-Educational Participation-Parental Participation, Student Participation in Lessons and in School Activities

Aspect	Mean	S. D	Interpretation
Parental Participation	4.037	0.790	High
Student Participation in Lesson Activities	3.711	0.823	Moderately High
Student Participation in School Activities	3.351	0.939	Moderately High
Overall	3.700	0.731	Moderately High

The study revealed that parental participation in children's education recorded a high mean score of 4.037 with a standard deviation (S.D.) of 0.790, indicating a significant level of engagement. This finding highlights the critical role of parental involvement in student learning, which is well-supported by social capital theories. The mean score for student participation in lesson activities was 3.711 (S.D. = 0.823), indicating a moderately high level of engagement. This suggests that active involvement in classroom activities such as asking questions, participating in discussions, and engaging in group work is a significant factor contributing to educational well-being. The analysis indicated that student participation in school activities, such as extracurricular involvement, recorded a mean score of 3.351 (S.D. = 0.939), which is classified as moderately high. While this component contributed only 0.2% to students' overall educational well-being, it remains a crucial aspect of fostering broader social skills and enhancing school connectedness.

4.3 Levels of Educational Well-Being

Descriptive analysis, including mean and standard deviation, was employed to assess the level of students' educational well-being. The educational well-being construct encompasses four key dimensions: access to educational resources, development of soft skills, development of social skills, and enhancement of hard skills. These dimensions are critical for students' effective functioning and capacity-building, enabling them to lead fulfilling and successful lives. The findings related to the level of educational well-being are presented in Table 3.

Table 3: Level of Children's Educational Wellbeing in terms of Access to Resources, Enhancing Soft, Social and Hard Skills Functioning

Aspect	Mean	S.D	Interpretation
Access to Educational Resources	3.932	0.717	Moderately High
Enhancing Soft Skills	3.916	0.737	Moderately High
Enhancing Social Skills	4.070	0.701	High
Enhancing Hard Skills	3.924	0.732	Moderately High
Overall	3.960	0.620	Moderately High

The mean score for access to educational resources was 3.932 (S.D. = 0.717), interpreted as moderately high. Access to resources such as textbooks, technology, and supplementary learning materials is fundamental to enhancing students' capacity to perform well academically. This finding suggests that students with better access to educational resources are more likely to experience higher educational well-being. The development of soft skills recorded a mean score of 3.916 (S.D. = 0.737), classified as moderately high. Soft skills, including communication, teamwork, and problem-solving, are essential for students' overall development and future career success. Despite being rated the lowest among the dimensions of educational well-being, the moderately high score reflects the importance of integrating soft skill development into educational programs. The enhancement of social skills was the highest-rated dimension, with a mean score of 4.070 (S.D. = 0.701), classified as high. Social skills, such as collaboration and effective communication, are critical for students' interaction with peers and their overall social integration. The high rating indicates that students value and benefit significantly from activities that enhance their social skills. Engaging students in group activities and collaborative projects can help strengthen these skills, contributing to a supportive and inclusive school environment. Hard skills, such as literacy, numeracy, and technical competencies, recorded a

mean score of 3.924 (S.D. = 0.732), which is also interpreted as moderately high. These skills are essential for students' academic success and future career opportunities.

4.4 Contribution of Socio-Educational Participation to Educational Well-Being

To estimate the contribution of socio-educational participation towards students' educational well-being, multiple regression analysis was used. The results of stepwise multiple regression are shown in Table 4 and Table 5 below.

Table 4: Analysis of Variance

	Sum of Squares	Df	Mean Squares	F	Sig.
Regression	181.536	1	181.536	722.793	0.000
Residual	338.563	1348	0.251		
Total	520.099	1349			
Regression	213.029	2	106.515	467.239	0.000
Residual	307.070	1347	0.228		
Total	520.099	1349			
Regression	214.309	3	71.436	314.441	0.000
Residual	305.791	1346	0.227		
Total	520.099	1349			

Table 4 shows that students' participation in lesson activities ($F = 722.793$, $p < .001$), parental participation ($F = 467.239$, $p < .001$) and students participation in school activities ($F = 314.441$, $p < .001$) are significant variables that contribute towards students' wellbeing.

Table 5: Contribution of Socio-Educational Participation Variables towards Students' Educational Wellbeing

Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig	R2	Contribution
	B	Standard Error	Beta				
Students Participation in Lesson Activities	0.259	0.024	0.344	10.803	0.000	0.349	34.9%
Parental Participation	0.246	0.022	0.313	11.318	0.000	0.410	6.1%
Students Participation in School Activities	0.044	0.019	0.067	2.373	0.018	0.412	0.2%
Constant	1.858	0.071		26.264	0.000		

The regression analysis results indicate that socio-educational participation significantly contributes to students' educational well-being. Students' participation in lesson activities emerged as the most significant predictor, contributing 34.9% to educational well-being ($B = 0.259$, $t = 10.803$, $\text{sig} = 0.000$, $R^2 = 0.349$). The findings align with existing literature, suggesting that active engagement in the classroom positively impacts students' academic performance and critical thinking abilities. This highlights the importance of fostering an interactive and participatory learning environment. Parental participation contributed 6.1% to students' educational well-being ($B = 0.246$, $t = 11.318$, $\text{sig} = 0.000$, $R^2 = 0.410$).

This finding reinforces the role of parental support in enhancing children's educational outcomes, as discussed in earlier studies. Parental involvement provides emotional support and guidance, which can significantly boost students' confidence and academic performance. Although students' participation in school activities contributed

only 0.2% to educational well-being ($B = 0.044$, $t = 2.373$, $\text{sig} = 0.018$, $R^2 = 0.412$), its role in fostering a sense of belonging and promoting social skills is notable. Extracurricular activities offer students opportunities to develop interpersonal skills and build social networks, which are beneficial for their overall development.

5. Discussion and Implication

The study revealed that parental participation in children's education was high. According to Putnam's (1993) bonding social capital theory, the strong, supportive relationships within families enhance children's educational outcomes. Research by Coleman [1988] and McNeal Jr. [2014] further supports this, showing that parental involvement is a crucial factor in promoting both academic and emotional well-being (Putnam, 2001). The mean score for student participation in lesson activities indicated a moderately high level of engagement. This suggests that active involvement in classroom activities such as asking questions, participating in discussions, and engaging in group work is a significant factor contributing to educational well-being. This finding aligns with Putnam's (1993) social capital theory, emphasising that active participation in social networks, including classroom settings, enhances students' academic performance and critical thinking skills. Studies by Aziz et al. (2018) have similarly shown that active classroom participation is closely linked to improved academic achievement and increased student engagement (Lei et al., 2018). The analysis indicated that student participation in school activities, such as extracurricular involvement, was recorded, which is classified as moderately high. While this component contributed only 0.2% to students' overall educational well-being, it remains a crucial aspect of fostering broader social skills and enhancing school connectedness. Freeman (2017) and Guilmette et al. [2019] emphasize that structured extracurricular activities help develop adaptive self-regulation and goal-setting, which are vital for academic performance and emotional well-being. Although its direct impact may be lesser compared to parental involvement and classroom participation, extracurricular engagement is essential for nurturing well-rounded students (King et al., 2021).

Finding indicates that students with better access to educational resources are more likely to experience higher educational well-being. The importance of resource availability is reflected in various studies, highlighting how the quality and accessibility of learning materials significantly influence student outcomes (Abeyasekera, 2014). Despite being rated the lowest among the dimensions of educational well-being, the moderately high score reflects the importance of integrating soft skill development into educational programs. Research by Aziz et al. [2018] suggests that incorporating activities that foster these skills can improve student engagement and contribute to overall well-being. The enhancement of social skills was the highest-rated dimension, classified as high. Social skills, such as collaboration and effective communication, are critical for students' interaction with peers and their overall social integration. The high rating indicates that students value and benefit significantly from activities that enhance their social skills. This finding aligns with the literature, which highlights the importance of social skill development for academic success and emotional well-being (Lei et al., 2018). Engaging students in group activities and collaborative projects can help strengthen these skills, contributing to a supportive and inclusive school environment. Hard skills, such as literacy, numeracy, and technical competencies, recorded a mean score of 3.924 ($S.D. = 0.732$), which is also interpreted as moderately high. These skills are essential for students' academic success and future career opportunities.

The study aimed to explore how parental involvement, student engagement in lesson activities, and participation in extracurricular activities influence students' academic and emotional outcomes. Specifically, student participation in lesson activities emerged as the most influential factor, followed by parental involvement, both of which were found to have a strong positive impact on students' educational well-being. These results align with social capital theories, particularly Putnam's (2000) bonding social capital theory, which emphasizes the positive effects of active engagement in social networks on students' academic success and overall well-being. While participation in extracurricular activities explained a smaller percentage of variance in educational well-being, it still played a meaningful role in enhancing students' social skills and school connectedness, demonstrating the broader benefits of such involvement. This finding aligns with prior research that highlights the importance of a holistic approach to

education, where emotional, social, and academic development are equally valued (Careemdeen, 2023, Li & Xue, 2023).

The implications of these findings are multifaceted. Firstly, they underscore the need for educational policies and practices that actively promote student engagement in classroom activities. This could involve strategies such as incorporating more interactive learning methods, fostering a classroom climate that encourages student participation, and providing teachers with professional development to enhance their ability to facilitate engaging lessons. Secondly, the significant role of parental involvement suggests that schools should strengthen partnerships with parents. This could involve initiatives such as workshops for parents on how to support their children's learning, regular communication between teachers and parents, and creating opportunities for parents to be involved in school activities. Thirdly, while the contribution of extracurricular activities to educational well-being was smaller, it still highlights the importance of providing students with access to a diverse range of extracurricular opportunities. These activities can contribute to the development of social skills, a sense of belonging, and overall well-being. In the future, these findings can be used to inform the development of targeted interventions aimed at enhancing socio-educational participation and, consequently, student well-being. For instance, interventions could be designed to support parents in becoming more involved in their children's education, to train teachers in strategies for promoting student engagement in the classroom, and to expand access to extracurricular activities, particularly for students from disadvantaged backgrounds. Furthermore, future research could explore the specific mechanisms through which socio-educational participation influences educational well-being, taking into account the complex interplay of cultural, socioeconomic, and gender factors. This could involve qualitative studies that delve into the lived experiences of students, parents, and teachers, providing a richer understanding of the dynamics at play. Longitudinal studies could also be conducted to examine the long-term effects of socio-educational participation on student outcomes, including academic achievement, career success, and mental health.

6. Conclusion

In conclusion, this study underscores the critical role of socio-educational participation in enhancing students' educational well-being. By highlighting the positive impacts of parental involvement, student engagement in lesson activities, and participation in extracurricular activities, the findings offer valuable insights for educators, policymakers, and parents aiming to foster a holistic educational environment. The evidence supports the notion that an active and engaged learning experience, coupled with strong parental support, can significantly contribute to students' academic success and overall well-being. Moving forward, tailored interventions and policies that enhance socio-educational participation, taking into account cultural and socioeconomic contexts, could serve as effective strategies to promote a balanced and comprehensive approach to student development.

Future research should consider longitudinal studies to examine how socio-educational participation influences educational well-being over time. Additionally, qualitative approaches could provide deeper insights into the specific barriers and facilitators of participation in different socio-economic and cultural contexts. Expanding the research to include perspectives from teachers, school administrators, and parents would also enrich the understanding of the mechanisms that drive educational well-being. Comparative studies across different regions or countries could further highlight contextual differences and inform more targeted interventions.

Declaration

Competing Interests

None.

Ethical Approval

Ethical approval for this study was obtained from the relevant institutional ethics review committee prior to data collection. The research involved secondary school children in Sri Lanka and adhered strictly to

established ethical guidelines for research involving minors. Permission to conduct the study was granted by the appropriate educational authorities and school administrations. Informed consent was obtained from parents or legal guardians, and assent was obtained from participating students before their inclusion in the study. Participants were informed about the purpose of the research, the voluntary nature of their participation, and their right to withdraw at any time without penalty. All data were collected and analysed anonymously, and confidentiality was maintained throughout the research process. No personally identifiable information was recorded, and the study posed no foreseeable physical, psychological, or social risk to participants.

Author's Contribution

Author1: Conceptualization, Data curation, Formal analysis, Writing – original draft, Supervision, Investigation, Methodology, Resources, Software, Writing – review and editing, Validation, Visualization

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