

# A GREY LITERATURE REVIEW ON THE IMPACT OF SOCIO-ENVIRONMENTAL SUPPORT AND SOCIO-EDUCATIONAL PARTICIPATION TOWARDS STUDENTS' WELLBEING

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## **Abstract**

*This paper is developed from open access databases available online in order to have an overview of the concepts regarding socio-environmental and socio-educational participations towards student's wellbeing. Databases that have been used to review including Directory of Open Access Journal (DOAJ), Google Scholar Educational Resource Centre (ERIC), Emerald, JSTOR-Journal Storage, Science Direct, Scopus, SpringerLink, Taylor and Francis and Sage Journals. Keywords for searching information are socio-environmental and socio-educational participations towards student's wellbeing. Socio environmental factors have been found to play an important role in student participation in their learning and wellbeing. Given the role of socio environmental factors, this article conceptualizes several concepts on socio-environmental support, socio-educational participation towards students' well-being. Conceptualization of this study is entirely developed based on sociological theories and secondary data but incorporating current literature reviews collected from different perspectives and sources. Different definitions and interpretations have been developed in conceptualizing socio-environmental support, socio-educational participation and students' wellbeing by different scholars and organizations based on their different thematic motivations. In this study, socio-environmental support conceptualized as home environmental support, school environmental support, community environmental support and virtual environmental support for student involvement in learning and wellbeing. Socio educational participation conceptualized as parental involvement in student learning, student involvement in lesson activities and student involvement in extracurricular activities towards student educational achievement and their wellbeing. The student wellbeing conceptualized with five components, namely access to educational resources, enhancing soft skills, social skills, hard skills and hard skills.*

**Keywords:** *Conceptualization, socio-educational support, socio-educational participation, student well-being*

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## **1.0 Introduction**

Educational achievement lead to student wellbeing through satisfying and the fulfilling the need for competence (Neubauer, et al 2017). Socio environmental factors have been found to play an important role in student wellbeing and students' educational achievement (Ratnik et al. 2017; PISA 2015; Casas et al. 2013). Student who receive support from

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their parents, teachers and peers showed the greater level of well-being (Ratnik & Rūūte, 2017; PISA 2015; Casas et al. 2013). Positive social environment tends to improve students' motivation to learn, behaviour of academic achievement and causes for formation of students' behaviours and attitudes in several main areas such as discipline of student, sensitivity, caring, making decision, equality and justice (Hoffman et al 2009). Socio educational support play greater role in mobilizing the spirit of pupils to involve in lesson activities and school activities. The parental support in terms of school specific involvement, general parental support and parental expectations influences the academic achievement of their students (Gordon et al. 2012). Socio environmental factors such as teacher support and classmate support influence the classroom participation of students and educational achievement (Ghalley et al. 2019). Community organizations contributed to upgrade school facilities, improve school staffing and leadership, organize learning programs for students, provide new resources, improve curriculum and teaching and find funds for school programs (Henderson et al. 2002). Social media influences the student involvement in learning such as they tend to learn school subjects, explore more on new information, seek more on global and local issues (Köse, 2016). So, home, school, and community should provide conducive and encouraging environment to support the student involvement for learning (Sidik et al. 2019) which lead for student wellbeing. This conceptual paper discusses about environmental support and socio educational participation towards students' wellbeing.

## **2.0 Methodology**

This paper is developed from open access databases available online in order to have an overview of the concepts regarding socio-environmental and socio-educational participations towards student's wellbeing. Databases that have been used to review including Directory of Open Access Journal (DOAJ), Google Scholar, Educational Resource Centre (ERIC), Emerald, JSTOR-Journal Storage, Science Direct, Scopus, SpringerLink, Emerald, Taylor and Francis and Sage Journals.

Keywords for searching information are socio-environmental support and socio-educational participations towards student's wellbeing. It was found 12,928 research papers, articles and reports. These were either unpublished (technical reports, conference presentations, etc) or published (as book chapters, in journals). In accordance with abstracts of these several thousand articles, we lessened our search to some several hundred studies as being pertinent to our theme. Accordingly, 125 articles were reviewed for this study. This conceptual paper has been analysed using grey literature technique. Grey literature is not available in commercial publications but can be used for a systematic review as the contributions of Grey literature technique is very important. Grey literature can consist academic papers, consisting conference papers, research and committee reports, dissertations, theses, ongoing research, government reports, among others. Grey literature affords a significant forum for spreading studies (Paez 2017).

## **3.0 Socio-Environmental Support**

Based on the papers that we reviewed, it can be understood that socio environmental support in terms of home environmental support, school environmental support, community environmental support and virtual environmental support tend to play greater role in enhancing student wellbeing. The conceptualization of socio-environmental support is based on empirical studies and Bronfenbrenner's (1979) socioecological theory, which emphasize the social context of individual interactions and experiences determines the degree to which individuals can develop their abilities and realize their potentials. Bronfenbrenner (1989) has introduced five types of environment that influenced the lives of individuals: microsystem, mesosystem, ecosystem, macro system and chronosystem. Basically, micro system layer includes family, peer, and school environments which is identifies as immediate environment, where family members, teachers and peers could be able to support for students' involvement in learning. The Mesosystems are the link between microsystems such as relationship between family and school, relationship between family and child, relationship between parent and employer and so on. These relationships tend to facilitate students' involvement in learning. The *exosystem* refers to settings in which children are not active participants, but that affect them in one of their microsystems, for instance, parents' jobs, or parental social support networks impact student involvement in learning and their wellbeing. The macro system consists of the society and subculture to which children belong, with reference to belief systems, lifestyles, patterns of social interaction, and life changes that impact students' involvement in learning and educational achievement and subculture of a community influence of children education. The dimension of time is also referred to as a chronology that involves a multi-layered perspective as it impacts student learning and wellbeing. In other words, the socio environment exerts a strong influence on the culture of social support to the strengthening of children educational well-being in a

society (Bronfenbrenner, 1992; Ettekal & Mahoney, 2017; Lopez, 2011, Neal & Neal, 2013). Socio support conceptualised by Demaray (2005) as “socio environmental support” by way of “transpiring from multiple sources (parents, teachers, close friends, classmates, and school) and consisting of multiple types (emotional, informational, appraisal, and instrumental), which may serve to improve a student’s adjustment and outcomes (p. 691)”. Based on Bronfenbrenner’s (1989) ecological theory, definitions by different scholars and empirical studies it can be divided the socio environment of student such as home environment, school environment, community environment and virtual environment which influence student learning toward their wellbeing.

### ***3.1 Home Environmental Support***

Most of the papers reviewed agreed that parental support for student involvement in learning influence in children’s educational performance and wellbeing (Cunsolo, 2017), parents are close to the student, aware of the student's wishes and aspirations, always provide encouragement and support to the student's desire to excel in education (Rozita Abdul Latif 2009). Parental support can enhance students' self-esteem so that they become more creative, intelligent and skilled in decision making (Howard 2007). Parental educational support in children’s learning influence positively in their social skills and achievement in language with environmental and economic factors (Hafiz et al. 2013). Several factors influence of the achievements of children such as parental support, overall time spent with their children, parental socio-economic status and income (Dickson, 2016). Parental support, encouragement and motivation can enhance student academic achievement (Suhaimi Abd Rahman 2013). Children can be succeeded in choosing any career with help of their parents (Kaspi-baruch, 2013). Parental support variables such as reading at home, parents that are holding high expectations/aspirations for their children's academic achievement and schooling, communication between parents and children regarding school, parental encouragement and support for learning that show promises according to their correlations with academic achievement (Yunus et al. 2018)

In terms of home environment, there rare studies on siblings’ support, for instance, Pajoluk (2013) indicated that old siblings support for young siblings’ academic plans in terms of goal settings, involvement, encouragement and engagement. Moreover, Moguérrou & Santelli (2015) showed that considering siblings and the dynamics between siblings is also productive in terms of educational support. Ahmad & Awang (2016) demonstrated that not the only parental support predictor of student achievement but the combination of student perceived teacher support, peer support and students’ sense of belongingness at school each predict the students’ wellbeing.

### ***3.2 School Environmental Support***

Most of the papers reviewed agreed that teacher support as well as peer support much needed for student involvement in learning and their wellbeing in school environment. Teacher support could be seen in two perspectives such as: narrow perspective and broad perspectives. “The narrow perspective views teacher support in the form of trust, friendship, help and interest only in a classroom environment” (Fraser, 1998). The broad viewpoint, in line with Tardy's (1985) definition, as “teacher support in any environment, as a teacher giving instrumental, informational, appraisal, or emotional support to a student”. Instrumental support refers to give resources such as time or money, informational support refers to give information or advice in a particular content area. Appraisal support refer to give evaluative feedback to each student and emotional support is empathy, trust and love (Lei et al. 2018). The role of schoolteacher in making the environment in order to enhance students’ well-being is very important (PISA, 2015). There is strong correlation between teacher support and students’ academic emotions (Lei et al. 2018). Teacher support causes for increasing in self-esteem and decreasing depressive symptoms of students (Marin et al., 2008). Teacher support lead for students’ school adjustment in terms of academic achievement and school belonging (Murdock et al. 2005). The meaningful learning take place when teacher maintain conducive classroom environment along with positive relationship with students (Fraser, et al 2005). The positive relationship between teacher and students tend to increase the student’s attention and interest in the learning activities (Fleisher, 2005). In order to assist students to involve in their learning and achieve success, teachers should incorporate high self-efficacy during the teaching learning process in the classroom (Newmann et al., 1989). Effective teachers could be able to make behavioural changes among students by building confidence of students in learning and providing them the opportunity to master in their education in line with their ability (Sidik et al 2019). In order to produce quality, knowledgeable and skilful students, teachers need to adopt appropriate teaching strategies, pedagogical skills, applicable

teaching approaches and methods among diverse need learning students (Mohd and Ramli, 2010). In the classroom, students prefer more on student centered teaching method than teacher centered methods (Ahmad & Awang, 2014).

Most of the papers reviewed agreed that peer support much needed for student involvement in learning and their wellbeing in school environment. Child's peers become increasingly important to him as he moves away from his parents toward independence. From his peers he learns many of the things he needs to know in order to become an adult (1971, Brembeck). Relationship between peers and classmates influences immensely the student's wellbeing (Ratnik & Rūite, 2017). Students will always imitate or follow the gestures and behaviours of their peers (Sharifah Alwiah Alsagoff 1983). Peer-helping is effective to reduce students; academic-stress (Bariyyah, 2015). Peers explain various difficult concepts as well as introduce various perspectives and ideas (Mishra, 2019). "Although parents are the most salient influence on youngsters' long-term educational plans, peers are the most potent influence on their day-to-day behaviours in school: how much time they spend on homework, whether they enjoy coming to school each day, and how they behave in the classroom" (Steinberg et al. 1995, p. 444). On the other hand, peer rejection lead for lower participation in lesson and school activities (French et al, 2001). "A lack of social support and (peer) rejection spoils students' school performances and increases the risk of isolation and long-term emotional and behavioural difficulties" (Gest et al. 2001).

### ***3.3 Local Community Environmental Support***

Community have important roles in upgrading the quality of education in primary and secondary schools and such participation make a difference (Alam 2015). Community play its role as financing schools, provide resources to schools whenever students needed the learning materials, overseeing school education which schools continue to produce the need and aspiration of the community, providing educational places such as zoos, art stages, libraries, museum buildings and so on and community is a laboratory and source for learning (Hasbulloh, 2011). Community organizations contributed to upgrade school facilities, improve school staffing and leadership, organize learning programs for students, provide new resources, improve curriculum and teaching and find funds for school programs (Henderson et al. 2002). School community organizations such as old boy's association, old girls' associations, school development committee can provide with materials, financial aids, human resources, and professional support for student learning. Local business can support schools by donating resources and time ("adopt-a-school) Robert (M. Berns, 2004).

### ***3.4 Virtual Environmental Support***

Most of the papers reviewed agreed that virtual environment tends to provide academic platforms where students could be able to interact with their teachers and peers via social media in order to enhance their involvement in learning which lead for better educational achievement. Social media play an important role in student's life, as they spend most of their time with social media resulting positive and negative impacts. Nowadays, institutions should take necessary measures in order to ensure the usage of social media not only for entertainment and communication but also learning purposes (Talaue et al. 2018). The usage of online social media for collaborative learning, interacting with teachers and peers lead for student's engagement which consequently impact students' academic achievement (Ansari et al. 2020). Social media influences the student involvement in learning such as they tend to learn school subjects, enhance with knowledge with new information, explore more on global and local issues (Köse, 2016). Students use social media to check class related activities and information and homework assignments, discuss with colleagues about lesson and access materials (Faizi et al. 2018). Mobile apps which used for the tutorial learning strategy among secondary school students in Malaysia tend to decrease student's anxiety level when the topic is related to Islamic funeral and students tend to use Mobile apps repeatedly until they understand the lesson completely without depending on the teacher (Yahaya et al. 2020). Use of maths apps by students tend to enhance student engagement in learning in mathematics and decrease the achievement between typical and struggling students (Zhang et al. 2015). Teachers could be able to make effective pedagogical strategies when they use Show and Tell apps at the classroom which lead for students' engagement in a higher level, notably the use of Show and Tell apps, thinking of students begin to be visible to themselves which lead for strong negotiation and discussion about the mathematical strategies and concepts that students tend to use for problem solving (Ingram et al. 2016).

#### **4.0 Socio Educational Participation**

Based on the papers that we reviewed, it can be summarised that parental participation in student learning, student involvement in lesson activities and school activities has positively associated with student wellbeing, and the level of student educational participation in lesson activities and school activities is linked to the support of the student socio environmental support such as support of teachers, peers, teachers, virtual and other community members. The conceptualization of socio-educational participation is based on empirical studies and Social Capital Theory of (Putnam, 1993). His theory focusses on 'features of social organization such as networks, norms, and social trust that facilitate coordination and cooperation for mutual benefit' (Putnam 1995, p. 67). Putnam (1993) states that social networks have value. He emphasized that there are three forms of social networks that need to be strengthened: social capital bonding and bridging social capital. Bonding social capital means to trusting and cooperative relations among members of a network who see themselves as sharing an identity. Such as Interpersonal relationship among family members, friends and neighbours (Putnam, 2002; Yamaguchi, 2013). Bridging social capital pertain to relations of mutual respect between people who know that they are not socio-demographically alike (differing by class, ethno cultural group, age, etc) (Putnam, 2002 and Yamaguchi, 2013). "Linking social capital" refer to relates to individuals' overall portfolio of social relationship and it is central to the ability to shape well-being, welfare and health (Putnam, 2002 and Yamaguchi, 2013). Helliwell & Putnam (1999) have shown more educated people have much strong social networks when compare with less educated people. Therefore, students with high social capital can act more effectively and have winning strategies (Abrar-ul-haq et al , 2015).

Social capital needs the collaboration of other participants and able to take period to develop through exchanges and interaction (Nahapiet & Ghoshal, 1998). 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 civil education students learn how to participate responsibly in their society (Helliwell & Putnam ,1999). The level of student educational participation in learning is linked to the socio environmental support (Anisa Saleha 2015). The student participation in lesson activities (Ing et al. 2015), extracurricular activities (Freeman, 2017) and parental participation in student learning (Sidik et al. 2019; Yunus et al. 2018) has positively associated with student educational achievement.

#### **4.1 Parental Participation**

Based on the past papers published, it is fair to indicate that parental involvement in student learning immensely influence the academic performance. Parental participation in student learning considered inevitable factor on children's educational success and well-being because the family is the primary socialization agent. Parental involvement is an important factor which influence the students' engagement in learning and the academic performance (Sidik et al. 2019; Yunus et al. 2018). As a child develops mainly within the family, elements of family social capital, such as trust and networks, seem to have positive effects on the child's choices, accomplishments, and schooling performance (Putnam, 2000). Parental involvement will lead for their students to engage in learning activities (Ramirez, 2000) and helps their kids to be better adolescents (Strait et al. 2013). Parental participation in children's education positively impact in social and language skills along with economic and environmental factors (Hafiz et al. 2013). Parent play excellent contribution in home, school, and community where parental participation is connected with the greater achievements of children in social skills (Erola et al. 2016). Parental participation tends to cause children in enhancing the academic competencies for succeeding in the school environment (Hill et al. 2003). Whose parents participated in children and adolescent learning actively their children benefitted more than whose parents participated passively (Đurišić et al, 2017). Child can be easily grown from one stage to another when their parents monitor them physically and mentally (Kaspi-baruch, 2013). Parental educational expectation, homework supervision and tutoring have the largest influence on student academic performance (Li et al. 2019). Parental participation was related with more school self-esteem, and in turn was associated with higher academic competence and higher grades scores (Dotterer et al. 2016). If parents do not participate in children's education, do not encourage their children to involve in learning and when they have negative behaviours towards their child education, it would be make this situation to feel uncomfortable in classroom activities among their children and children frequently

miss attending school tend to miss school (Ssonko, 2001). Parental involvement is kind of assistance providing their children when they face problems at home and in the school environment. Therefore, parental participation in their children activities is an important factor which lead for children's educational success.

#### ***4.2 Student participation in lesson activities***

Based on the papers that we reviewed, it can be summarised that the level of student participation in lesson activities linked to socio environmental support such as parental support, teacher support, peer support, community support, and virtual support which lead for student wellbeing. Level of student participation in learning is linked to socio environmental support (Anisa Saleha, 2015; Aziz et al. 2018; Ghalley et al. 2019), and active students' participation in the learning is an main aspect that influence the students' academic attainment (Stewart, 2007; Pietarinen et al., 2014; Lei et al. 2018; Singh et al. 2015; Singh et al. 2015; Park 2005). Students' active classroom participation supports student learning, push them more motivated, promotes higher order thinking skills and improves their communication skills (Aziz et al. 2018). Students' participation defines the amount of psychological and physical energy offered by them for educational experiences. In broad, pupils who tend to engage in learning in the classroom could be able to enhance considerable learning experiences than students who are not engage (Astin, 1999). Dancer et al. (2005) considered "participation as an active involvement process which can be built upon five steps: planning, involvement in discussion, collaborative skills, communication abilities, and presence". Student learning is the process in the classroom environment which results in student behaviour in terms of knowledge, attitudes and skills (Norasmah et al 2009). In student teacher method student have the opportunities to interact with teachers and peers. Most influential factors which encourage student's participation in classroom such as teachers who encourage students to share their ideas, thoughts and answers, encourage and allowed debates among classmate and facilitate for fun activities like role play in the classroom (Mustapha et al. 2010).

#### ***4.3 Student Participation in school Activities***

Based on the papers that we reviewed, it can be summarised that the level of student participation in school activities linked to socio environmental support which lead for student wellbeing. Socio support such as parental support, teacher support, and peer support positively correlated with students' school engagement in extracurricular activities (Wang et al. 2012). Studies on school activities in school continuously revealed that there is positive correlation between school activities and behavioural, cognitive, social and psychological outcomes. Finn (1989) argue that because of such participation in school activities, a belonging and identification comes with school which assist students to become resilient learners and promote a feeling of self-worth, significantly if the students are from risk of leaving school before completing their secondary education. Several studies highlighted that co-curricular participation has been related positively with academic achievement (Kariyana et al. 2013). Students who participate in extracurricular activities either sports or school club or music programs had scored higher point averages than students who did not participate in those activities (Craft, 2012). Students who participated in community based and school activities showed that positive perceptions of peers and parents, academic engagement and more religiosity than who do not participate (Ludden, 2011). Once students participate more than one school activity, their connectedness to school is very high when compare with the students who participate in an extracurricular activity (Martinez et al. 2016). Student participation in organized co-curricular activity is linked with numerous indicators of student's positive behaviours consisting everyday school attendance and increased academic achievement (Roth et al. 2010). Students who engaging in more extra-curricular activities as lengthier amount of time showed greater amount of adjustment indicators (Metsäpelto & Pulkkinen, 2012). School activities tend to enhance students' character, change greater behaviours and improve students' leadership skills (Hollingsworth, 1996), and enhance social skills (Reum, 1992). Kariyana et al. (2013) highlighted that empirical studies indicated that if students tend to involve in co-curricular activities or school activities it causes for reduces the students' involvement in delinquent behaviours like robbery and violence.

## **5. Student Wellbeing**

From the literature reviewed it has been found that student wellbeing is strongly associated with learning, the level of student wellbeing is indicated by their satisfaction with educational life at school and home, socio environmental support tend to influence student wellbeing. Denier, (1984) defined subjective well-being as ‘individual’s cognitive evaluation and the positive or negative feelings of an individual, people’s evaluations of their lives, it’s a popular issue in the domain of positive psychology’. In the educational circles the term ‘student wellbeing’ is now used, replacing the terms such as ‘student welfare’ or ‘student health’(Cahill et al. 2014). However, there is no any unified definition for the term wellbeing. Generally, the term wellbeing refers to the ‘psychological, cognitive, social and physical functioning and capabilities that students need to live a happy and fulfilling life’ (OECD, PISA, 2015). There is seems to be a consensus that human well-being is a multi-dimensional construct that comprises both objective, material components and sociological, subjective, psychological facets. Student wellbeing includes to the interrelated nature of the physical, social, cognitive, psychological, relational and material health of children, as well as their experience of in learning, academic attainment and adapt with the educational life (Awang et al. 2014; Cahill et al. 2014). Wellbeing theories which established in a greater manner, subdivided the concepts into multiple domains such as social, cognitive, economic, psychological and physical (Pollard et al, 2003). Noble et al., (2008) defined student wellbeing based on international literature review carried out for the Australian Federal Government as follows;

*“Student wellbeing is strongly linked to learning. A student’s level of wellbeing at school is indicated by their satisfaction with life at school, their engagement with learning and their social-emotional behaviour. It is enhanced when evidence-informed practices are adopted by schools in partnership with families and community. Optimal student wellbeing is a sustainable state, characterized by predominantly positive feelings and attitude, positive relationships at school, resilience, self-optimisation and a high level of satisfaction with learning experiences”. (p.30).*

Student wellbeing is a researchable construct which many studies have identified factors which impact student wellbeing including social support, religion, gender, income, socio economic background etc. When the concept of social support took place in the literature, the studies on relationship between wellbeing and social support largely taken place (Sheldon, et al 1985). Cohen and Wills (1985) stated that social support brings significance contributions for one’s wellbeing. Several empirical studies highlighted that there is strong relationship between social support and student wellbeing. Estonian students showed higher level of wellbeing as they have well relationship with their parents, teachers, peers and broader communication culture in school (Ratnik & Rüüte, 2017). On the other hand, poor support of the social environment complicates student life and causes problems. This is because environmental support affects student's educational well-being and personality. Emotional changes such as low self-esteem, loneliness, boredom and so on can negatively impact student involvement in learning. As a result, students will be quiet, uncooperative, easily offended and demotivated (Tan Swee Chen et al. 2013). Poor student wellbeing often leads behavioural issues including college dropout, depression and suicidality (Renshaw 2018).

There are several important factors which promote student’s wellbeing such as gender (Butt 2009; 2012; Akhter 2015) educational level of parents, household income, occupation of parents, ethnicity and living arrangements (Kipkulei 2008; Ogur 2014; 2013). This persuade that a contextual – based investigation on socio educational support and socio educational participation and student educational wellbeing vital. Accordingly this study has adopted psychosocial wellbeing framework of Sri Lanka in order investigate relationship between socio environmental support and socio educational participation towards students’ wellbeing in Sri Lankan context , in this study the student wellbeing cover five components, namely access to educational resources, enhancing soft skills, social skills, hard skills and hard skills.

## **6.0 Conclusion**

In conclusion, the results of empirical studies, sociological theories and different definition demonstrate that student socio education participation in terms of student participation in lesson activities and school activities influenced by socio environmental factors, particularly home environmental factors, school environmental factors, local community environmental factors and virtual environmental factors. Further, the conceptualization of this study summarized that

socio environmental support and socio educational participation strongly linked to student wellbeing and educational achievement. In this study, student wellbeing cover five components, namely access to educational resources, enhancing soft skills, social skills, hard skills and hard skills. There are several important factors which promote student's wellbeing, socio educational participation and academic achievement such as gender educational level of parents, household income, occupation of parents, ethnicity and living arrangements. This persuade that a contextual – based investigation on socio educational support and socio educational participation towards student wellbeing vital.

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