



RESEARCH PAPER

The Role of Family, Religious and Educational Institutions as Social Institutions in Shaping Sports Culture: A Comparative Analysis

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ABSTRACT

Sports play a crucial role in enhancing both physical well-being and social standing. This research, conducted in Dera Ismail Khan, Khyber Pakhtunkhwa, Pakistan, examined how family, religious, and educational institutions influence sports participation. The study involved a randomly selected group of 935 participants, comprising teachers and parents. Findings revealed that both families and religious organizations significantly encourage early sports involvement, with mean scores of 4.10 and 4.1619, respectively, and p-values of .000, showing statistical significance. However, it was noted that parents rarely engage in sports activities with their children, and religious institutions often lack adequate sports facilities. Educational institutions also had a notable impact on promoting sports, with a mean score of 3.6727, but faced challenges due to limited resources. While no single institution dominates sports culture, their combined efforts are crucial. The study recommends further research with a larger sample size to understand their collective impact on sports promotion.

KEYWORDS Dera Ismail Khan, Educational Institutions, Family Influence, Khyber Pakhtunkhwa, Religious Institutions, Sports Promotion

Introduction

Human beings are fundamentally social entities who interact within a variety of social structures throughout their lives, which are essential for their social development. From birth, individuals are surrounded by a network of various institutions such as family, educational establishments, workplaces, and religious organizations that profoundly influence their experiences and behaviors. (Muzaffar, 2016). Among these, the family is the foremost and most immediate institution, where the process of socialization starts. The family's impact is critical, as it offers the first environment for learning societal values and norms. These early interactions within the family not only teach children about social conduct but also affect their interactions with other social institutions like schools and religious communities. This foundational familial influence extends into the domain of sports, where the family's support and involvement are crucial for encouraging participation and enthusiasm. This research examines the role of the family, as a fundamental social institution, in promoting sports activities and in the cultivation of social skills and values through such involvement.

Literature Review

Institutions are fundamental in structuring societal interactions and addressing collective needs. Malik (2003) defines an institution as an organization with specific

goals, where individuals with defined roles work collaboratively to address societal challenges. Similarly, Jonathan (1997) describes institutions as environments where people with diverse skills work towards a common goal, organizing human activities to solve societal issues based on cultural norms and values. Harre (1979) expands on this by defining institutions as a dual structure consisting of role holders and social practices, aiming to achieve both expressive and practical outcomes.

The concept of socialization is central to understanding the role of institutions. It originates from the Latin word "socialis," which reflects the process of acquiring societal knowledge and values through experience (Muzaffar, et. al., 2020; Vikmane, 2009). Hodgson (2006) emphasizes that social institutions, such as language, money, and law, are systems of rules that shape social interactions. Verwiebe (n.d.) adds that social institutions structure behavior and relationships, reinforcing their normative character in society.

Among the various social institutions, family, religion, and educational centers are pivotal in transmitting culture and values (Saldana, 2013). Little (n.d.) elaborates that family is the primary agent of socialization, providing early learning experiences about norms and behaviors. Schools, as the second key agent, significantly impact socialization by teaching teamwork, communication, and social skills (Little, n.d.; "Agents of Socialization," n.d.).

Goleman (1996) underscores the influence of peer groups on youth, noting that friends' attitudes can affect behaviors beyond verbal expressions. Saldana (2013) supports this by asserting that family, religion, and educational institutions are crucial in perpetuating societal values and norms.

The family, as a social institution, is essential for socialization and education. Murdock (1949) describes the family as a social group comprising male and female partners who cooperate and reproduce in a shared living space. Haralombos and Herald (1997) add that families engage in sexual activities for pleasure and procreation, taking responsibility for children's needs. Marsh (1996) identifies the family as a universal institution providing essential care and support.

Murdock (1949) also highlights education as a critical function of the family, supporting children's learning and socialization. Yifei (2010) notes that families often share resources, including financial support. Ericksson, Nordqvist, and Rasmussen (2008) found that family decisions significantly impact children's sports participation, with parental support being crucial (Lowenstein, 2010; Knight, Neely, & Holt, 2011). However, excessive parental pressure can negatively affect children, leading to anxiety and fear of failure (Hellstedt, 1990; O'Rourke, 2011). Knight et al. (2011) emphasize that positive parental involvement and encouragement are essential for children's motivation in sports. Keshavarz and Baharudin (2013) suggest that authoritative and supportive parenting fosters better sports participation and academic performance. Keegan et al. (2010) highlight the importance of parental involvement in sports, noting that both emotional and financial support contribute to children's sense of pride and motivation. Coakley (2006) observes that although the time fathers spend with their children has increased slightly over the past 30 years, their role remains significant in children's well-being and sports participation. Sports play a significant role in encouraging fathers to engage more with their children. According to Coakley (2006), sports provide a platform for fathers to be actively involved in their children's activities without conflicting with traditional gender roles. This involvement can enhance the father's influence in decision-making and emotional support. Karre and Mounts (2012) found that a supportive

paternal style is associated with lower levels of depression and antisocial behaviour in children, while granting children autonomy can yield positive results. Keshavarz and Baharudin (2013) noted that when adolescents take on household responsibilities, they demonstrate improved self-control, creativity, and engagement. This principle extends to sports, where paternal involvement is similarly beneficial. Supporting this, Bilden (2012) and Kellar-De Mers (2001) argue that positive father-child interactions in sports are linked to better motivation and attachment.

Coakley (2006) also highlighted that fathers who maintain communication with their children's coaches and provide feedback contribute significantly to their child's success in sports. Smith and Smoll (2014) assert that sports participation fosters satisfaction and personal growth in children, influenced heavily by family support. Timperio et al. (2013) emphasize that in families with a tradition of sports, children are more active participants. Conversely, Wheeler (2012) observed that families with financial instability might restrict children's involvement in sports, highlighting the role of economic factors. Toftegaard, Nielsen, Ibsen, and Andersen (2011) also noted that socioeconomic status, along with religious and gender factors, affects sports participation levels.

Religion influences sports participation through its impact on cultural values and community engagement. Herbermann (1913) defines religion as voluntary subjection to a divine entity, while Coakley (2007) views it as a system of beliefs about existential questions. Religion serves as a platform for social integration and moral guidance, as outlined by Mann (1983) and Malik (2003). Religious practices often promote a sense of unity and adherence to ethical standards.

Furseth and Repstad (2006) argue that individuals internalize societal expectations through religious teachings, which shape their behaviors. Mann (1983) highlights that religion fosters social connections and moral development, reinforcing community bonds. Coakley (1994) points out that religious rituals often intersect with sports, promoting values such as discipline and perseverance. Jona and Okou (2013) emphasize that both sports and religion contribute to harmony and stability within communities. Eitzen and Sage (1997) suggest that sports embody religious morals, while Bryant and Elroy (1997) discuss the ongoing debate about the role of religion in various public spheres, including sports. Eitzen (1992) and Sage (1997) note that religious organizations often leverage sports to engage communities, while Hartzell (1996) observes that sports can motivate individuals who may not regularly attend religious services. This intersection of sports and religion supports the creation of a cohesive social environment.

Islam, as outlined in the Qur'an and Hadith, emphasizes the importance of physical fitness and well-being. The Prophet Muhammad (SAW) encouraged a strong and healthy lifestyle, as reflected in Hadiths that advocate for bodily care and exercise. This perspective aligns with the idea that Islam provides comprehensive guidance on maintaining physical health.

Islamic teachings advocate for a balanced life, including physical fitness, as a reflection of faith and devotion. The Prophet's lifestyle serves as a model for Muslims, promoting both spiritual and physical well-being. The Qur'an praises physical strength in figures like Talut (2:247) and Musa (28:26), indicating the importance of physical fitness. The Prophet Muhammad (SAW) engaged in and encouraged various sports, including running, wrestling, and shooting, demonstrating their value for physical fitness and health. The Prophet Muhammad (SAW) competed in running with his wife

and conducted wrestling matches, emphasizing these activities' role in maintaining physical fitness. The Prophet also participated in archery, highlighting its importance in developing skills and physical fitness. The Prophet encouraged swimming, stating its benefits and advocating for teaching it to children. Imam Ghazali advocates for allowing children to engage in light physical activities after school to prevent them from becoming disinterested in their studies. Ibn Miskawaih emphasizes the importance of physical exercise for children's health and cognitive abilities.

Ibn al-Jozi stresses the role of teachers in promoting physical activity alongside academic education. Ibn e Sina highlights the need for a well-organized daily routine that includes physical exercise. Faraj Isfahani encourages physical activity to refresh the mind and improve learning outcomes. Participants should avoid prohibited activities, adhere to modesty in dress, and ensure that their sports activities do not interfere with obligatory prayers. The Prophet emphasized controlling anger, avoiding abusive language, and maintaining respect and patience, aligning with Islamic principles in sports. Despite the historical emphasis on physical fitness in Islam, modern institutions often lack sufficient focus on physical education and sports. Addressing this gap is crucial for improving public health and fitness.

In summary, Islam not only encourages physical fitness but also integrates it with ethical conduct and religious obligations. The Prophet Muhammad's (SAW) own participation in and promotion of various sports underscores their importance, while scholarly interpretations reinforce the value of physical activity for overall well-being.

Malik (2003) defines educational institutions as organizations that educate members by systematically transmitting knowledge, attitudes, and skills. Dib (1988) distinguishes between formal and non-formal educational systems, emphasizing that formal systems involve structured environments with buildings, principles, and examination systems. Non-formal systems, on the other hand, rely on distance learning where students study independently and interact with institutions primarily through correspondence. Saldana (2013) and others, including Henslin (1999) and Chambliss (1997), argue that schools are essential agents of socialization, transmitting culture, beliefs, and values, and fostering social consistency.

Schools respond to societal needs by producing trained and educated citizens who can address social challenges like crime, class conflict, and poverty (Counts, 1932; Foucault, 1979).

According to Foucault (1979) and others, schools have historically played a role in maintaining social control and order. Saldana (2013) and Noguera (1995) highlight that schools contribute to the smooth transition of social order, particularly through vocational and high school education tailored to different social classes. Brasch (1972) defines sports as activities requiring physical involvement and skill, while Coakley (2007) describes sports as competitive and institutionalized. Institutions are fundamental to structuring societal interactions and addressing collective needs. They are defined as organized environments where individuals collaborate to achieve common goals and address societal issues. Socialization, a process of acquiring societal knowledge and values, is central to understanding the role of institutions. Key social institutions like family, religion, and educational centers play a pivotal role in transmitting culture and values.

The family, as a primary social institution, is crucial for early socialization and education, influencing children's sports participation and overall development. Religion

also impacts sports participation by promoting values like discipline and community engagement. Islam, in particular, emphasizes physical fitness as an integral part of faith, encouraging various physical activities while aligning them with ethical conduct and religious obligations. Educational institutions, defined as systems that systematically transmit knowledge and skills, are essential for socialization and maintaining social order. Schools produce educated citizens capable of addressing social challenges. Sports, a universal activity, contribute to physical health, academic promotion, and social cohesion, making them vital for individual development and societal well-being. In summary, family, religion, and educational institutions, alongside sports, play crucial roles in shaping individuals and maintaining social cohesion, highlighting the interconnectedness of social structures in promoting a well-functioning society.

Hypotheses

H_{A1}: There is significant role of the family as a social institution in instilling early interest in sports participation among students.

H_{A2}: There is significant role of religious institutions as social institutions in encouraging sports participation among students.

H_{A3}: There is significant impact of educational institutions on the promotion of sports through organized programs, physical education, and the facilitation of sports participation among students.

H_{A4}: There is no significant difference in the relative influence of family, religious, and educational institutions on the promotion of sports, and no single institution plays a more significant role than the others in shaping sports participation culture among students.

Material and Methods

Nature of the study

The study is descriptive in nature and aimed to evaluate and compare the roles of family, religious, and educational institutions as social institutions in shaping sports culture, using both exploratory and evaluative methods to provide a comprehensive understanding of their contributions.

Population of the study

The population refers to a group of individuals with specific characteristics from which research results can be generalized. In this study, the population targeted included teachers from educational and religious institutions for the representation from educational institution and religious institutions and parents of students enrolled in educational institutions for the representation from family as social institutions within District Dera Ismail Khan, Khyber Pakhtunkhwa, Pakistan.

Sampling

The researcher selected a representative sample from the population through multi-stage sampling technique. For this study, the sampling process focused on three key social institutions, religious institutions, educational institutions and families. As the researcher is part of the Muslim community, the study specifically targeted Deni madaras for the religious institution component and Gomal University for the

educational institution component. The family aspect was represented by the parents of students from Gomal University. In Dera Ismail Khan, there are 61 registered male Deni madaras. Fifteen of these madaras were randomly selected using a cluster sampling technique, and all 45 teachers from these selected madaras were included in the sample. Gomal University, which employs 290 teachers, was chosen as the educational institution. All 290 teachers from this university were included in the study. To represent the family institution, the researcher focused on the parents of male students at Gomal University. With 6,006 students enrolled, the researcher applied the Gay formula to determine a sample size of 10%, resulting in 600 students. Consequently, 600 parents were selected through random sampling. Overall, the sample consisted of 935 individuals: 45 from religious institutions, 290 from educational institutions, and 600 from families.

Instrument for Data Collection

The data collection tool for this study was a Likert-type questionnaire. The questionnaire had five response options to capture varying degrees of agreement or disagreement on specific items related to the role of social institutions in sports culture. designed by the researcher with guidance from a research supervisor. The development of the questionnaire took into account the characteristics and needs of the target population to ensure its relevance and reliability. In the initial phase, the researcher crafted the questionnaire to cover all pertinent aspects of the study topic. To ensure its validity and reliability, the draft was reviewed by field experts. After incorporating their feedback, the final version of the questionnaire was used to assess the role of social institutions in promoting sports.

Validity and Reliability

The questionnaire was reviewed by experts in the field to ensure its validity. Adjustments were made based on feedback before finalizing the tool for data collection.

Data Analysis techniques

After collecting the data, appropriate statistical tools were applied to analyze the results. This included testing seven different hypotheses related to the role of family, religious, and educational institutions in promoting sports.

Ethical Consideration

In this study, which examines the influence of family, religious, and educational institutions on sports culture, specific ethical guidelines were meticulously followed,

- All individuals involved in the study, including teachers from both educational and religious institutions, as well as parents of students, were thoroughly informed about the research's objectives. Participation was entirely voluntary, and explicit consent was obtained from each participant prior to any data collection.
- Participants' privacy was rigorously protected by ensuring the confidentiality of their personal information and responses. The data was stored securely, and any identifying details were excluded from the research findings to uphold anonymity and confidentiality, thereby respecting participants' privacy rights.
- Participants were clearly informed of their right to withdraw from the study at any point, without facing any negative repercussions. Assurance was provided

that opting out would not impact their relationship with the researcher or the institutions involved, promoting a stress-free environment for participation.

- The study was carefully designed to prevent any form of harm whether physical, psychological, or emotional to the participants. The questions included in the questionnaire were crafted to be considerate and noninvasive, avoiding sensitive or controversial topics that might cause distress.
- The research process emphasized the truthful and accurate analysis and reporting of data. There was a strict policy against fabricating, falsifying, or misrepresenting data. All conclusions and findings were drawn solely from the authentic data provided by the participants.
- Prior to the initiation of the study, necessary approvals were secured and adhered strictly.
- By strictly adhering to these ethical guidelines, the study not only protected the rights of participants but also ensured the credibility and ethical integrity of the research process. This adherence contributed to the reliability and validity of the research findings.

Data Analysis and hypotheses testing

Table 1

One-Sample Statistics					
Item	N	Mean	Std. Deviation	Test Value	Sig. (2 tailed)
Family	521	4.10	3.93559	3.00	.000

The mean score of 4.10, which is significantly higher than the test value of 3.00, indicates that the role of the family in fostering early interest in sports participation is perceived as significant among students. The low p-value (.000) strongly supports this finding, suggesting that families play a crucial role in shaping students' initial interest in sports. (See Table No. 1).

Table 2

One-Sample Statistics					
Item	N	Mean	Std. Deviation	Test Value	Sig. (2 tailed)
Religious Institutions	42	4.1619	.34848	3.00	.000

Similarly, the mean score of 4.1619, which is significantly above the test value, suggests that religious institutions are seen as important contributors to encouraging sports participation among students. The extremely low p-value (.000) indicates strong evidence against the null hypothesis, affirming that religious institutions significantly encourage sports participation. (See Table No. 2).

Table 3

Item	N	Mean	Std. Deviation	Test Value	Sig. (2 tailed)
Educational Institutions	112	3.6727	.61616	3.00	.000

Furthermore, with a mean score of 3.6727, educational institutions are viewed as having a significant impact on promoting sports through organized programs, physical education, and facilitating sports participation. The p-value (.000) confirms that this

impact is statistically significant, underscoring the role of educational institutions in fostering sports culture among students. (See Table No. 3).

Table 4

	Items	Family	Religious Institutions	Educational Institutions
Family	Pearson Correlation	1	.129	-.121
	Sig. (2-tailed)		.417	.202
	N	521	42	112
Religious Institutions	Pearson Correlation	.129	1	-.043
	Sig. (2-tailed)	.417		.787
	N	42	42	42
Educational Institutions	Pearson Correlation	-.121	-.043	1
	Sig. (2-tailed)	.202	.787	
	N	112	42	112

The correlation matrix provides insight into the relationships between the influence of family, religious institutions, and educational institutions. The Pearson correlation for family and religious institutions is .129, with a p-value of .417, indicating a weak and non-significant positive relationship. The Pearson correlation family and educational institutions is -.121, with a p-value of .202, suggesting a weak and non-significant negative relationship. The Pearson correlation Religious and Educational Institutions is -.043, with a p-value of .787, indicating a very weak and non-significant negative relationship. The correlations between family, religious, and educational institutions are weak and statistically non-significant. This suggests that there is no strong linear relationship between these institutions in their roles in promoting sports. Additionally, since no single institution appears to have a dominant influence based on these correlations, the hypothesis that no one institution plays a more significant role than the others in shaping sports participation culture is supported. However, the relatively small sample size for religious institutions (N=42) may limit the generalizability of this finding. (See Table No. 4)

Findings

The study explored the role of family, religious institutions, and educational institutions in promoting sports culture among students. The findings are based on the analysis of responses from students and are summarized in the following sections:

The analysis of the role of family in fostering early interest in sports shows a mean score of 4.10, which is significantly higher than the test value of 3.00. This result is supported by a low p-value (.000), indicating that the influence of family on sports participation is statistically significant. The high mean score suggests that families play a critical role in encouraging students to engage in sports activities from a young age.

The study further examined the influence of religious institutions on students' sports participation. The mean score of 4.1619 is considerably above the test value of 3.00, with a p-value of .000, which strongly rejects the null hypothesis. These results imply that religious institutions contribute significantly to promoting sports activities, likely by providing organized sports programs or encouraging physical activity as part of holistic development.

The role of educational institutions was also analyzed, revealing a mean score of 3.6727. This score is above the test value of 3.00, and the associated p-value (.000) indicates a statistically significant impact. These findings highlight those educational institutions,

through organized programs and physical education, play a substantial role in cultivating a sports culture among students.

A correlation matrix was constructed to examine the relationships among the influences of family, religious institutions, and educational institutions on sports participation: The Pearson correlation between family and religious institutions is .129 ($p = .417$), showing a weak and non-significant positive relationship. The correlation between family and educational institutions is $-.121$ ($p = .202$), indicating a weak and non-significant negative relationship. The correlation between religious and educational institutions is $-.043$ ($p = .787$), demonstrating a very weak and non-significant negative relationship.

These weak and non-significant correlations suggest that while each institution individually impacts sports participation, there is no strong linear relationship or synergy among them in promoting sports culture.

Discussion

The high mean score and significant p-value underscore the crucial role families play in nurturing an interest in sports from an early age. Families serve as the first social institution that children interact with, and this early exposure can set the foundation for a lifelong interest in sports. Parental encouragement, support, and modeling of healthy behaviors likely contribute to this strong influence. The results align with previous research indicating that parental involvement is a key predictor of children's participation in sports and physical activities.

Religious institutions also emerge as significant players in promoting sports participation, as indicated by the high mean score and the significant p-value. This finding suggests that religious settings may provide a supportive environment for sports, either through organized activities or through cultural and moral teachings that promote physical well-being. The involvement of religious institutions in sports can foster community cohesion and encourage youth to engage in healthy physical activities within a moral and ethical framework.

Educational institutions are traditionally recognized for their role in the physical and mental development of students. The results of this study support this view, showing that schools and universities contribute significantly to sports culture through structured programs and physical education. This finding underscores the importance of integrating sports into the educational curriculum to promote overall development and socialization among students.

The correlation analysis reveals weak and non-significant relationships among the family, religious, and educational institutions in their collective roles in promoting sports. This suggests that these institutions independently influence sports participation without significant interplay or reinforcement from each other. It may indicate that efforts to promote sports culture could benefit from a more integrated approach, where these institutions collaborate to enhance the overall impact on students' sports engagement.

The findings have several implications for policymakers, educators, and community leaders. Efforts to promote sports should consider involving families, leveraging religious institutions' influence, and enhancing school-based sports programs. Future research could explore the reasons behind the weak correlations and investigate strategies for fostering collaboration among these social institutions to amplify their impact on sports culture.

Conclusion

The study provides valuable insights into the roles of family, religious institutions, and educational institutions in promoting sports participation among students. The findings reveal that families significantly influence early interest in sports, with a mean score of 4.10 and a p-value of .000 indicating a strong role in shaping initial sports engagement. Similarly, religious institutions are recognized as important contributors to sports encouragement, with a mean score of 4.1619 and a p-value of .000. Educational institutions also demonstrate a notable impact on sports promotion through organized programs and physical education, evidenced by a mean score of 3.6727 and a p-value of .000. Despite these individual impacts, the correlations among the institutions—family, religious, and educational—are weak and statistically non-significant, suggesting no dominant influence of one over the others. This indicates that while each institution plays a crucial role, their contributions are distinct and do not significantly overlap. The study concludes that a comprehensive approach integrating efforts from all three institutions is essential for fostering a supportive sports culture, though further research with larger sample sizes may provide deeper insights into their combined effects on sports participation.

Recommendations

- Further research is recommended to explore in more depth, Longitudinal studies or larger sample sizes could provide more robust data to support these findings.
- Educational institutions are encouraged to organize Training workshops for educators and coaches to boost the sports participation.
- Awareness campaigns should be launched to educate students, parents and teachers about the importance of physical activity. This could lead to increased participation in sports.
- Parents or guardians of the family may provide a specific time to their children for sports activities on daily basis.
- Religious institution may give attention to provide all the required sporting facilities including financial, human and material facilities in institutions.
- Furthermore, government may provide assistance to all the registered religious institutions in organizing sports activities such as government pays due attention to educational institution.
- Government may provide all the required sports facilities in educational institution.
- Educational institution may conduct such sports programs like sports gala or sports week which may help to motivate students towards sports participation.
- The educational institution may support the student financially for participation in sporting activities and may reserve some specific seats for sportsman in admissions.

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