Factors Promoting Religious Socialization among Secondary Schools Students

Warda Kainat[1], Muhammad Ayub Buzdar[2]

[1] M.Phil. Scholar, Department of Education, Government College University Faisalabad, Pakistan.
  Email: warda.kainat194@gmail.com
[2] Associate Professor, Secondary Teacher Education Department, Allama Iqbal Open University Islamabad, Pakistan.
  Email: ayubbuzdar@gmail.com

ARTICLE INFO	ABSTRACT
	Religious socialization is an important debate in the field of social sciences and education psychology. Religion is an integral part of Pakistani society because Pakistan is an idealistic state. Therefore, it is important to study the factors that promote religious socialization among secondary school students. It gave clear dimensions about the emerging social trends in religious societies. This study aimed to critically analyse the factors promoting religious socialization and compare them. These factors include family, peers, school, government, religious places, mass media, and social media. For this analysis, a quantitative approach was used with a descriptive research design. The review of the related literature enables researchers to develop a questionnaire comprising 38 items. The population for the study was from secondary schools of district Jhang. The study consisted of 600 respondents from different schools with an equal ratio of male and female schools as well as rural and urban schools. The percentages were collected, tabulated, and compared. Results suggested that family was the most significant agent that promoted religious socialization among students at secondary schools. The independent sample t-test was used to compare the school and gender-wise religious socialization at secondary schools. The results of the present study show that there are many factors that play an important role in promoting religious socialization among students at secondary schools.

Corresponding Author's Email: warda.kainat194@gmail.com

1.　　Introduction

The concept of religious socialization is that "religious socialization is a process that is generally conducted apart from appropriate organizational affiliations and belief systems. That establish a form of social assimilation and build up the effect of values particularly beneficial to educational accomplishment and goal setting" (Vermeer, 2009). Religious Socialization is a continuous process of personality development, through which individuals get values, behavior, and behavior that are suitable for living in the community. Investigations on the transmission of values can start with the natural concept of natural transition, which will be related to ordinary events about religious values (Brown & Gary, 1991).

In the family, parents pass values to their children through religious socialization. To illuminate the process in society, parents change the form of child behavior and social skills so that children can work as a member of the community. Children's society is primarily developed by parents under certain values, norms and beliefs about themselves and the society where they reside. The religious socialization process will have to grant to both social and personal identity development. Religious socialization means a process through which an individual takes and incorporates attitude, values, beliefs, behaviors and feelings within the fabric of faiths and practices of peculiar religious system (Lövheim, 2017).

Religious socialization is usually a positive phenomenon. It mainly provides rules and values and guidance and direction to roamed lives. One cannot deny the significance of religion as there are many reasons. One firm argument that supports the usefulness of religion is that the religion bestows others as individuals who are believers and make the faith part of the largest thing to reach and guide them in their religion. In religious society, people can apply their ethical judgment, help to attain valuable and decisive options in their routine life span like sexual practices, weddings, drug use, alcoholism, or hard behavior (Jayachandran, 2017). It is believed that religious activities in schools have been characterized by the role of students in moving the necessary values or behavior among students, the school's role in the development of religious society. It is believed that religious and cultural factors can affect the lives of children in general, the current work evolves around the function of religious societies affecting the life, education and social ability of children. Religious society is achieved and what factors affect the effects of operating and socially working socially, educational and social work. Direct connections have been found between religious socialization and child work. In this religious socialization process, some factors promoting religious socialization: mass media, family, religious places, and peers. According to research, family, especially parents, are the primary factors which transmit religious socialization. However, the role of religious institutions and peers is of secondary importance. Social adjustment implies the students are going to fit into the social network of the casual condition. Academic failure may bring about ineffective social adjustment. It includes the understudies taking part in school exercises all through the classroom (Vermeer, 2009).

Previous research on the connection between religious socialization and students, assuming any, has focused on how different religious standards and restrictions are included with explicit sorts of instruction, and how this influence both the educational desires and the performance of children. Scientists have tried endeavors to recognize and build up a clearer idea of the role of religious acceptance and its consequences for kids' scholastic and social accomplishment. However, few have had the capacity to clarify the procedures and relations among these critical components which may add to instructive and social change among children. Our general public, widely and widely used in religious networks, clearly neglects and misrepresents our youth, and that there is a need for strong data and investigations that support the religious net. The aim of this research was to identify factors and their influence on religious society among students studying in secondary schools, and to identify powerful ways in which religious, moral, and social structures of students' lives are shaped. Schools and religious communities are presenting a well-educated dialogue about the impact of religion on students' lives. Research is needed on the factors that promote religious socialization in students. It is hoped that a new, excellent investigation into the factors that promote religious socialization can achieve several goals for real incentives to diverse groups and associations.

1.1. The Current Study

The current study aimed to examine factors that promote religious socialization among secondary school students. It helped to establish the factors promoting religious socialization among students studying in secondary schools. The study is important because religious socialization is one of the subjects that needs to be widely analyzed. There are 7 factors through which religious socialization was measured at secondary level schools in this study. The factors are family, peer groups, social media, religious places, Government, school environment and mass media. The results help teachers to make different strategies to enhance the religious socialization of students. The study gives new insights to the researchers. The importance of this study is that it may be helpful in describing the factors that promote religious socialization among students studying in secondary schools. This study may be helpful to enhance the initiative of factors promoting religious socialization among students studying in secondary schools.

2. Research Method

The main goal of the current study was aimed to examine the factors promoting religious socialization among students studying in secondary schools. This study used quantitative research method. This study used a descriptive research pattern which was based on the questionnaires.

The target population of the study included all the secondary schools of District Jhang. According to the census of 2017, the total number of secondary schools of Jhang was 1634. According to School Education Department, Government of the Punjab 37,677 (23489 males, 14188 female) were enrolled in secondary education in district Jhang.

Multi-phase random sampling was used for the study. It gives equal chances of selection to all individuals. The sample of the study comprised 600 respondents taken from sixteen secondary schools out of which 8 were rural schools while 8 were public schools. Sample of the study made up of 4 Tehsil of Jhang. The study was descriptive in nature therefore the questionnaire was used as the major research instrument to collect data from selected sample to achieve the objectives of research. After literature review on religious socialization the instrument for measuring religious socialization has been developed.

The research tool was developed according to variables that covered areas of research problem. The questionnaire was made up of 38 closed-ended items for students. There are 7 factors through which religious socialization measure at secondary level. The factors are the Family, Peer groups, social media, Religious Places, Government, School Environment and mass media. The answers were obtained on a five-point Likert scale ranging from strongly disagree (1) to strongly agree (5).

Researchers visited the sampled individuals to collect data. Data were collected from 8 rural and 8 urban secondary schools of Jhang.

The researcher calculated frequency and percentage separated in tabulated form. Then researcher compared both frequency and percentage of items responses given by students. Data were examined for percentages and frequencies and then tabulated to quantify the findings. Data were collected through above mentioned tool and was analyzed by Statistical Package for Social Sciences (SPSS, Version 20.1). The independent sample T-test was used to compare the factors promoting religious socialization among students studying in secondary schools.

3.   Research Findings

This part shows the results of each exploration report and information investigation. The investigation was done to find out the factors promoting religious socialization among students studying in secondary schools. Data for this research were collected from 600 students studying in secondary schools. The collected data were analyzed in two phases. In the first phase, frequency and percentages of the responses were calculated and in the second phase inferential statistical tests were applied. The findings drawn from the data analysis process are presented here.

Table 1

Sr .No	Factors of Religious Socialization	Mean	Std. Deviation
1	Family	3.78	.639
2	Peer group	3.26	.742
3	Social media	3.13	.651
4	Religious places	3.29	.769
5	Government	3.38	.762
6	School	3.61	.727
7	Mass media	3.36	.707

Mean score to show the perceptions of students studying in secondary schools about family based religious socialization at schools is 3.78 and St. Deviation is .639. Accumulative mean score to show the perceptions of students studying in secondary schools about peer group based religious socialization at schools is 3.26 and St. Deviation is .742. Accumulative mean score to show the perceptions of students studying in secondary schools about social media based religious socialization at schools is 3.13 and St. Deviation is .651. Accumulative mean score to show the perceptions of students studying in secondary schools about religious places based religious socialization at schools is 3.29 and St. Deviation is .769. Accumulative mean score to show the perceptions of students studying in secondary schools about government based religious socialization at schools is 3.38 and St. Deviation is .762. Accumulative mean score to show the perceptions of students studying in secondary schools about school based religious socialization at schools is 3.61 and St. Deviation is .727. Accumulative mean score to

show the perceptions of students studying in secondary schools about mass media based religious socialization at schools is 3.36 and St. Deviation is .707.

Table 2: Results of Independent Simple T-Test to Compare the Gender Wise Religious Socialization at Secondary School

Sr. No	Factors	Mean male	Mean female	MD	t-value	Sig
1	Family	3.55	3.95	-.403	-8.367	.000
2	Peer group	3.14	3.35	-.210	-3.707	.000
3	Social media	3.18	3.09	.092	1.864	.063
4	Religious places	3.26	3.32	-.055	-.959	.338
5	Government	3.15	3.55	-.401	-7.179	.000
6	School	3.26	3.87	-.604	-11.910	.000
7	Mass media	3.31	3.40	-.089	-1.638	.102

Results of an independent sample t-test to compare the gender based religious socialization at secondary school are presented in table 2. The value of T (-8.367) is significant at the level of (.05). It depicts major differences in the opinions of the respondents (students) from both genders i.e., male and female at secondary school about the role of family in religious socialization at the school. The value of mean difference (-.403) shows that according to the student's perceptions female students studying in secondary schools show relatively higher family based religious socialization (M=3.95) than the male students studying in secondary schools (M=3.55). The value of T (-3.707) is significant at the level of (.05). It depicts major differences in the opinions of the respondents (students) from both genders i.e., male and female at secondary school about role of peer group religious socialization at the school. The value of mean difference (-.210) shows that according to the student's perceptions female students from secondary schools exhibit relatively greater peer group based religious socialization (M=3.35) than the male students studying in secondary schools (M=3.14). The value of T (1.864) is not significant on the (.05) level. It indicates no significant differences in the opinions of the respondents (students) from both genders i.e., male and female at secondary school about social media based religious socialization at the school. The value of T (-.959) is not significant on the (.05) level. It indicates no significant differences in the opinions of the respondents (students) from both genders i.e., male and female at secondary school about the role of religious places in religious socialization at the school.

The value of T (-7.179) is significant at the level of (.05). It depicts major differences in the opinions of the respondents (students) from both genders i.e., male and female at secondary school about role of government in religious socialization at the school. The value of mean difference (-.401) shows that according to the student's perceptions female students from secondary schools exhibit relatively greater government based religious socialization (M=3.55) than the male students studying in secondary schools (M=3.15). The value of T (-11.910) is significant at the level of (.05). It depicts major differences in the opinions of the respondents (students) from both genders i.e., male and female at secondary school about school based religious socialization at the school. The value of mean difference (-.604) shows that according to the student's perceptions female students from secondary schools exhibit relatively greater school based religious socialization (M=3.87) than the male students studying in secondary schools (M=3.26). The value of T (-1.638) is not significant on the (.05) level. It indicates no significant differences in the opinions of the respondents (students) from both genders i.e., male and female at secondary school about the role of mass media in religious socialization at the school.

Table 3: Results of Independent Simple T-Test to Compare the School Area Wise Religious Socialization at Secondary School

Sr. No.	Factors	Mean urban	Mean rural	MD	t-value	Sig
1	Family	3.75	3.82	-.076	-1.465	.143
2	Peer group	3.26	3.26	.006	.108	.914
3	Social media	3.19	3.08	.113	2.128	.034
4	Religious places	3.29	3.30	-.007	-.123	.902
5	Government	3.27	3.48	-.216	-3.495	.001
6	School	3.36	3.83	-.476	-8.437	.000
7	Mass media	3.40	3.33	.066	1.149	.251

Table 3 provides a comparison between the perceptions of rural and urban students about the factors promoting religious socialization. The value of T (-1.465) is not significant on the (.05) level. It indicates no significant differences in the opinion of urban and rural students at secondary school about the role of family in religious socialization at the school. The value of T (.108) is not significant on the (.05) level. It indicates no significant differences in the opinion of urban and rural students at secondary school about peer group based religious socialization at the school. The value of T (2.128) is significant at the level of (.05). It depicts major differences in the opinion of urban and rural students at secondary school about social media based religious socialization at the school. The value of mean difference (.113) shows that according to the student's perceptions urban students from secondary schools exhibit relatively greater social media based religious socialization (M=3.19 than the rural students studying in secondary schools (M=3.08). The value of T (-.123) is not significant on the (.05) level. It indicates no significant differences in the opinion of urban and rural students at secondary school about role of religious places in religious socialization at the school.

The value of T (-3.495) is significant at the level of (.05). It depicts major differences in the opinion of urban and rural students at secondary school about the role of government in religious socialization at the school. The value of mean difference (-.216) shows that according to the student's perceptions rural students from secondary schools exhibit relatively greater government based religious socialization (M=3.48) than the urban students studying in secondary schools (M=3.27). The value of T (-8.437) is significant at the level of (.05). It depicts major differences in the opinion of urban and rural students at secondary school about the role of school in religious socialization at the school. The value of mean difference (-.476) shows that according to the student's perceptions rural students from secondary schools exhibit relatively greater school based religious socialization (M=3.83) than the urban students studying in secondary schools (M=3.36). The value of T (1.149) is not significant on the (.05) level. It indicates no significant differences in the opinion of urban and rural students at secondary school about the role of mass media in religious socialization at the school.

4.   Discussion

The aim of this work was to explore the factors promoting religious socialization among students studying in secondary schools. The supreme factors in promoting religious socialization that is in the data are family, peer group, social media, school, government, mass media and religious places. In contrast, Myers (1996) study supports the notion that parents have a permanent impact on children's religiosity. The findings of the current research, however, support parts of each factor. Not only it is the influence of family on their offspring, but peer, government, school relatively influence on students' religious socialization. The findings of current study show that the perceptions of urban students studying in secondary schools demonstrate moderately advanced than the rural students.

The results of the study suggested that the role of family in promoting religious socialization among students was of most importance. The simple logic behind this rationale is family is the only factor which is directly connected to a child's socio-psychological aspect of life. Families take benefits of the emotional attachment of child and make them blind in religious matter of life. The arguments made by Friedman (2011) made these lines more authentic as he reasoned that the "The emotional processes in a family always have the power to subvert or override its religious values". Other factors that influence the religious socialization of students by family includes the extent of closeness of a student with his parents, the religiosity of parents. These factors have the support from the findings of MacDonald-Dennis (2005) and Okagaki, Hammond, and Seamon (1999). According to MacDonald-Dennis (2005), the great proportion of students involved the religious activities are those whose parents are also religious activists, or they were born in religious families. Such students are more dependent on God rather than those whose families are not involved in religious activities. They conducted a study on students at college students and found that 89 participants of the study engaged in religious activities and all of them were from religious families. Students said their religious socialization took place by the family via accompanying them in in religious activities of visiting church, offering prayers and reading scriptures. Thus, the findings of our study correlate with the results of other studies conducted by different researcher at the place other than Pakistan. Therefore, it can be concluded that the family found to be the most important element of religious socialization and the tools of such socialization are degree of attachment of a student with his family and the involvement of a family in religious activities.

Peer groups were the second most important factor promoting religious socialization among students. Although Hoge, Petrillo, and Smith (1982) denied the secondary importance of peer groups on religious socialization and suggested that the peer groups are the primary factor of religious socialization, and the family is of secondary importance. Although, our study did not pertain to this rationale and found that the peer groups came after the family while socializing the religious behavior of student. Peer groups put some kind of pressure on their members which urge them to adopt a common social behavior thus also religiosity. The peer groups are primary factor in religious socialization of those students who are weakly attached with their families, or their families has no religious background. Roberts, Koch, and Johnson (2001) findings support our results that peer groups are important catalyst of religious socialization. They conducted a study on college students to examine the influence of peers on religious socialization of students. Their results coincide with our findings that students adopt the religious belief of their peer and peer groups have incorporate the religiosity and conserve activity in students with no religious background.

Social media was found to be another element of religious socialization of students. Despite significant efforts, I could not find the literature demonstrating the effect of social media on religious socialization. Thus, my study gave a novel approach to social media based religious socialization of students. The participants of our study agreed to the moderate effect of social media on their religiosity. Social media is of tertiary importance in the religious socialization of students studying in secondary schools. Because social media is biased free and gave choices to its users for viewing and sharing social contents. It does not impose the biases of one on another as mass media does. Religious places were also determined as a factor promoting religious socialization of students studying in secondary schools. The participants of our study mostly visited these places alone or with peers and family. However, the role of religious places in promoting religious socialization of students predicted by other researchers is slightly varied from our results. They suggested that most of the youth or students are gradually alienated from religious places, and they hesitate to visit these places regularly. According to Smith and Denton (2009), churches of the USA have a very weak role in the life of adolescents. Students mostly engage in school, social media, sports, and peer groups. Kinnaman and Hawkins (2011) found in his study that 59 % of Christian adolescents quit their routine to attend church.

However, it is a matter of fact that mostly students visit religious places due to the pressure or influence of their family. In this study the increased affiliation of students with religious places depicts the fact that the role of family is more at this stage of student development which will gradually be diminished. Thus, after passing secondary school, a student will almost be free from family influence and he or she will quit visiting religious places. School found to be the utmost factor of religious socialization of students studying in secondary schools. Because as a student, he was taught religious values as per direction of his parents. School is the only place where four factors of religious socialization i.e., peer groups, family, curriculum and mentors, combines for religious, spiritual and ethical guidance of student. Family pressurized the student to go to school regularly while mentors, peer groups and curriculum impart the essential components of religion in student. Just like other factors, the most key factor which predicts the religious socialization of students is the content of curriculum and religiosity of mentors. If the curriculum a school taught religious manner and the mentors perform due religious activities than it ultimately led to the religious socialization of student. In this study, the positive response of students regarding their religious socialization at school showed that the secondary schools selected for sampling were submerged in religiosity. The curriculum, teachers and peers, all were religiously socialized, and they are deliberately trying to impart religious values among students.

Mass media was also reported as the factor promoting religious socialization among students. Most of the studies, though not directed at students, establish the negative impact of mass media on the religious behavior of adolescents. Because the mass media of western countries is dominated with secular thoughts rather than religious ones (Clark, 2011). However, this is not true in the sense of Pakistan's mass media. The mass media of ideological Pakistan is religiously oriented and portrays the Islamic values. Thus, at secondary school level, the chances of negative religious socialization through mass media are limited. Students are pressurized, often motivated, by their mentors and family to read and watch the religious

content on mass media. Thus, the role of mass media in promoting religious socialization among students studying in secondary schools is high.

5. Conclusion

Based on finding, conclusions of this study are that most students are agreed on the statements asked for their views about the factors promoting religious socialization among students studying in secondary schools except on some statement. The factors promoting religious socialization among students studying in secondary schools were (in order of intensity) family, peers, school, religious places, social media and mass media respectively. Families and peer groups were determined as the factors of primary and secondary importance. Families have profound effect on socio-psychological condition of students and often identified as primary agent of socialization. It was also found that peer groups are an active agent of religious socialization of students after parents and family. Schools were found to be another key factor of religious socialization of students studying at secondary level. School is the place where family and school discipline acts as pressure group while peers, mentors and curriculum found to be the sole agent of religious socialization at school level. Religious places such as mosques, shrines, and monasteries are important agent of religious socialization of students studying in secondary schools. Thus, religious places only become an important agent of socialization when a student visits them regularly. The role of social media and mass media was also promising in the religious socialization process.

Religious socialization through mass media was found to be weak due to fixed and customary content which is often liberalistic and secularist. However, social media has no such hard and fast content, and everyone is free to share their opinions and views about religion. Thus, the religious socialization of students can only take place through social media when the students are already religiously socialized to some extent. Because of results, it was concluded that in school area based religious socialization rural area schools is significant in promoting religious socialization then the urban area. Because the mean of rural area school is comparatively higher than urban area school. The reason for this higher value was the low tendencies of rural population to materialism. Moreover, the role of religious places in religious socialization of rural students found to be more promising rather than urban student. The access of rural students to social media and mass media was limited, therefore, the rural students are less socialized by media whose content is almost anti-religion.

Factors such as family, peers and school remained of valuable importance for promoting religiosity among students studying in secondary schools of rural areas. While social and mass media was also religious socialization agent among urban students but the in negative manners. Based on results, it was found that in gender based religious socialization female schools is significant in promoting religious socialization then the male schools. Because the mean of female students is moderately advanced than the male students. The factors responsible for promoting high amount of religious socialization among female students were family and peers in schools. The role of these factors was higher in female students than male ones.

5.1. Research Applications

This study was conducted to study the factors promoting religious socialization among students studying in secondary schools. The present study has a wide range of applications. It is an important contribution in ongoing research on socialization theory. The results will be supportive on multiple grounds. There exists less work on this research topic and this work fills the gap in literature. The factors that promote religious socialization at secondary level are identified through this study and a clear picture appears. This study can be applied to parental training. It helps the parents to check the extent of religious socialization of their children. Moreover, parents can guide and regulate their children for selecting peer groups. Because after parents, peer group is biggest agent of religious socialization of students.

This study could be applied in cybercrimes control studies. Because social media also proved to be agent of religious socialization among students. So, it should be regulated that either religious socialization through social media is imparting extremist tendencies in children or not. Pakistan is an ideological state and religious is a vital component of constitution of Pakistan. However, the emerging wave of extremism and terrorism has been found to be linked with religious socialization at exceedingly early age of adolescent. Thus, the present study also helps to identify the factors responsible for negative religious socialization. This study has paved

the way for exploring sectarianism and extremism among the students studying in secondary schools. It provides grounds for the other sociological studies aimed at studying religiosity, socialization process and ethical values incorporated in students studying in secondary schools. This study leads researcher to work such kind of topics.

Authors' contribution

The paper is based on the MPhil thesis of Warda Kainat. She contributed to the conceptualization and design of the study. Material preparation, data collection, and analysis were performed by Warda Kainat, and Muhammad Ayub Buzdar. The first draft of the manuscript was written by Warda Kainat. Muhammad Ayub Buzdar read and approved the draft.

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