

The that religion had
four social functions,
however,



**ASSIGN
BUSTER**

The study was anchored on the social theory perspective of Functionalism according to Durkheim (1912). This theory described the origin of religion and its correlation to other factors in the society affecting an individual.

He asserted that religion worked as a functional element affecting pro-social goals such as education, and he stressed out the important role of religion in supporting the values and norms of the society (Johnstone, 2001). He explained that religion had four social functions, however, this study utilized only two of its functions: disciplinary and preparatory function, and the establishment of social well-being. First, it performs a disciplinary and preparatory function which pertain to the religious rituals and beliefs observed by the members of the society that construct self-discipline necessary for social life. In doing so, they incorporate constraints, controls and boundaries in their behavior which affect their education since the latter needs perseverance and discipline to succeed. If religion was able to inculcate virtues such as: patience and self-control; a person, in ipso facto, was presumed to perform well in academics.

The second function concerned itself on the establishment of the social well-being of an individual. This entails that religion aids individuals in depressing and bleak times as attending in religious services has the possibility to bring order and direction into a person's life where there could be confusion and dysfunction (Durkheim, 1912). The self-determination

theory supported the functionalist theory of Durkheim, as it posited that there were reasons that propel an individual to an action (Lealet. al., 2013).

The theory focused on intrinsic motivation which referred to motivations arising from the internalization of behaviours or goals constructing the

interest of an individual to actualize the behaviour or complete the task (Deci and Ryan, 1985). This was related to the anchored theory since if positive virtues or values of religion regarding education was reinforced and internalized by an individual, it can contribute greatly to his academic performance, as behaviours that can elicit a negative impact on education were controlled by the person himself (Regnerus et. al., 2003).

Moreover, the coping theory also supported the anchored theory as it postulated that people utilized religious beliefs and behaviours to lessen the feeling of stress of an individual (Pargament, 1997).

This was because religion was perceived as a protective factor which can provide comfort and support (Culey, 2014). This was connected to Durkheim's ideas as the second function of religion, establishment of social well-being, allows an individual to cope up with depression and other factors affecting academic performance through turning to religion for guidance and support. Hence, coping incorporated the religious beliefs of a person when limits of human capability were perceived (Harrison et. al., 2001). The said theories relate to the study as religion provided the values and norms an individual was expected to exemplify.

The level of adherence to it can enable him to internalize such values and teachings which make him avoid behaviours that have negative implications to academic performance and, consequently lead him to positive social directions (Muller and Ellison, 2001). Moreover, as an individual is more involved religiously it can develop his social well-being and cope up with the different factors that affect one's academic performance such as stress,

anxiety or depression, hence, improving one's ability to succeed academically.