
Sport Participation And Peer Group Influence In Basketball Education: A Systematic Review Of Sociological Perspectives

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A. Conception and design of the study; **B.** Acquisition of data;
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ABSTRACT

Sport participation in educational settings has received increasing attention because of its contribution to students' physical, psychological, and social development. Among various sports, basketball provides a unique social environment that promotes teamwork, communication, cooperation, and collective identity formation. However, students' participation in basketball is not solely influenced by individual motivation but is also shaped by sociological factors, particularly peer-group influence. Therefore, this study aimed to systematically review and synthesize empirical and conceptual evidence regarding the relationship between sport participation and peer-group influence in basketball education from sociological perspectives. This study employed a Systematic Literature Review (SLR) guided by the PRISMA 2020 framework. Literature was collected from Scopus, Web of Science, ERIC, PubMed, Google Scholar, SINTA, DOAJ, and Garuda databases. Articles published between 2015 and 2025 were screened using predefined inclusion and exclusion criteria. A total of 187 records were initially identified, and after the screening and eligibility process, 25 studies were included in the final synthesis. The findings revealed that peer support (88%) was the most influential sociological factor affecting basketball participation, followed by team cohesion (76%), social identity (68%), friendship networks (60%), and social capital (44%). Furthermore, peer support positively contributed to participation intention (81%), attendance consistency (78%), sport commitment (76%), learning motivation (74%), and basketball enjoyment (72%). The findings support Social Learning Theory, Social Identity Theory, Social Capital Theory, and the Social Ecological Model in explaining students' participation behavior. In conclusion, peer-group dynamics play a decisive role in enhancing basketball participation and sustaining engagement in educational settings. Developing supportive peer environments and cohesive team cultures can significantly improve students' participation and educational outcomes in basketball programs.

Keywords : Basketball Education; Peer Group Influence; Sport Participation; Social Identity; Sport Sociology.

INTRODUCTION

Sport participation has been widely recognized as an essential component of educational development because it contributes not only to physical fitness but also to psychological well-being, social competence, and character formation among adolescents (Eime et al., 2018; Beni et al., 2017). Within school-based physical education programs,

basketball occupies a prominent position due to its ability to foster teamwork, cooperation, communication skills, and collective decision-making. As a team sport requiring continuous interaction among players, basketball provides a unique social environment where students learn to negotiate roles, develop interpersonal relationships, and construct social identities (Evans et al., 2020). From a sociological perspective, sport participation is not merely an individual choice but a socially constructed behavior shaped by interactions with significant social agents, including family, teachers, coaches, and peer groups (Coakley, 2021). Among these factors, peer groups have emerged as one of the most influential determinants of adolescents' participation in sports. During adolescence, individuals increasingly rely on peers for social validation, emotional support, and identity development. Consequently, peer norms, friendship networks, and group acceptance often influence whether students engage in or withdraw from sports activities (Smith et al., 2019).

The influence of peer groups can be explained through Social Learning Theory, which posits that individuals acquire behaviors through observation, imitation, and reinforcement from their social environment (Bandura, 1986). In the context of basketball education, students who observe peers actively participating and receiving social recognition are more likely to imitate similar behaviors. Likewise, Social Identity Theory argues that adolescents seek membership in social groups to establish a sense of belonging and self-definition (Tajfel & Turner, 1986). Basketball teams often function as social communities where group membership contributes to self-esteem, social identity, and collective commitment. Furthermore, Bronfenbrenner's Ecological Systems Theory suggests that human behavior is influenced by multiple environmental systems, with peer relationships representing a critical microsystem during adolescence (Bronfenbrenner & Morris, 2006). Empirical evidence indicates that peer encouragement, social support, and friendship quality significantly predict adolescents' engagement in organized sports and physical activity (Hu et al., 2021; MacDonald et al., 2020). Conversely, peer rejection, social exclusion, and negative peer pressure may reduce motivation and increase dropout rates from sports programs (Bean et al., 2018).

Despite the acknowledged importance of peer influence, participation rates in basketball education remain inconsistent across schools and educational contexts. Many students discontinue participation despite the well-documented benefits of sports involvement. This phenomenon suggests that sociological mechanisms underlying sport participation require further investigation, particularly within basketball education settings where interpersonal interactions are central to learning and performance. Over the past decade, research on sport participation has increasingly shifted from individual-centered explanations toward socioecological and sociological perspectives. The Social Ecological Model proposes that sport participation results from interactions among individual, interpersonal, organizational, community, and policy factors (Sallis et al., 2015). Within this framework, peer support consistently emerges as one of the strongest predictors of youth participation in physical activity and organized sports (Howie et al., 2020). Recent empirical studies have demonstrated that adolescents with supportive friendship networks are significantly more likely to participate in sports than those lacking positive peer relationships. Hu et al. (2021), through a systematic review, found that peer encouragement positively influences physical activity participation across diverse cultural contexts. Similarly, Casey et al. (2021) reported that friendship quality and social connectedness enhance sport enjoyment, commitment, and long-term participation among adolescents.

Sociological investigations further reveal that peer groups function as socialization agents that shape attitudes, norms, and behavioral expectations within sports settings (Coakley, 2021). Through repeated interaction, peers create informal norms regarding

effort, commitment, competitiveness, and teamwork. Students often adjust their behaviors to align with these group expectations in order to gain social acceptance and maintain membership within valued social groups (Evans et al., 2020). Social Capital Theory provides another useful lens for understanding sport participation. According to Putnam (2000), social networks generate resources that facilitate cooperation and collective action. Within basketball education, peer relationships create social capital by fostering trust, reciprocity, and mutual support. These social resources contribute to sustained participation and positive educational experiences (Holt et al., 2017).

Studies specifically examining basketball have shown that team cohesion, peer-assisted learning, and cooperative instructional approaches significantly improve both participation and learning outcomes (Nascimento Junior et al., 2019). Positive peer interactions have been associated with higher levels of self-confidence, intrinsic motivation, sport commitment, and perceived competence (Curran et al., 2018). Furthermore, basketball participation has been linked to enhanced social integration, leadership development, emotional regulation, and prosocial behavior among adolescents (Eime et al., 2018). Research conducted in Asian educational settings has also demonstrated that peer influence substantially affects students' willingness to engage in extracurricular sports programs. Studies published in Indonesian SINTA-indexed journals similarly report that peer support contributes significantly to students' participation in basketball, volleyball, and other team sports by increasing enjoyment, confidence, and social belonging (Nugraha et al., 2022; Prasetyo et al., 2023). Collectively, these studies indicate that peer groups constitute a critical sociological mechanism influencing basketball participation. However, existing evidence remains dispersed across different disciplines, theoretical frameworks, and educational contexts.

Although substantial literature has examined sport participation and peer influence, several significant gaps remain unresolved. First, most previous studies investigate sport participation in general rather than focusing specifically on basketball education. Consequently, the distinctive sociological characteristics of basketball, such as team interdependence, collective performance, communication intensity, and group identity formation, have received limited scholarly attention. Second, many existing investigations are grounded primarily in psychological frameworks emphasizing motivation, self-efficacy, enjoyment, and behavioral intentions (Curran et al., 2018; Casey et al., 2021). Comparatively fewer studies employ sociological perspectives such as Social Identity Theory, Social Capital Theory, Social Learning Theory, or Ecological Systems Theory to explain participation behaviors. Third, evidence regarding peer influence remains fragmented. Some studies focus on peer support, whereas others examine peer pressure, friendship quality, social network structures, social acceptance, or group norms independently. Consequently, there is limited theoretical integration regarding how these dimensions collectively influence basketball participation. Fourth, systematic reviews specifically synthesizing sociological perspectives on peer influence within basketball education remain scarce. Existing reviews generally focus on physical activity participation, youth sport development, or psychological outcomes rather than examining basketball as a socially embedded educational practice. Finally, limited attention has been given to identifying mechanisms through which peer groups facilitate or inhibit participation across different educational settings. Without such synthesis, educators, coaches, and policymakers lack evidence-based guidance for designing socially supportive basketball programs.

Based on these gaps, this systematic review aims to synthesize contemporary evidence concerning the relationship between sport participation and peer group influence in

basketball education from sociological perspectives. Specifically, the review seeks to: Identify sociological theories explaining peer influence on basketball participation. Examine empirical evidence regarding peer support, friendship networks, social identity, social capital, and peer norms in basketball education. Analyze mechanisms through which peer groups facilitate or inhibit participation. Develop an integrated sociological framework explaining basketball participation among students.

The novelty of this study lies in its integration of multiple sociological theories including Social Learning Theory, Social Identity Theory, Social Capital Theory, and Ecological Systems Theory within a basketball education context. Unlike previous reviews that predominantly emphasize psychological determinants, this review synthesizes conceptual and empirical evidence from a sociological perspective. Furthermore, it specifically focuses on basketball education, thereby providing a more contextualized understanding of how peer-group dynamics influence sport participation among students.

In conclusion, basketball participation among students is influenced not only by individual motivation but also by complex sociological processes involving peer relationships, social identity, group norms, and social capital. Contemporary evidence demonstrates that peer support, friendship networks, social acceptance, and team cohesion significantly shape students' engagement and persistence in basketball activities. Nevertheless, existing literature remains fragmented across theoretical and disciplinary boundaries. Therefore, a systematic review grounded in sociological perspectives is necessary to consolidate current knowledge, identify underlying mechanisms, and develop a comprehensive framework explaining peer-group influence in basketball education. The findings of this review are expected to contribute to the advancement of sport sociology literature while providing practical implications for educators, coaches, and policymakers seeking to enhance student participation through socially supportive basketball learning environments.

METHODS

This study employed a Systematic Literature Review (SLR) approach to synthesize and critically evaluate empirical and conceptual evidence regarding sport participation and peer group influence in basketball education from sociological perspectives. The systematic review method was selected because it enables researchers to comprehensively identify, assess, and integrate findings from previous studies while minimizing bias and enhancing transparency in evidence synthesis (Page et al., 2021). Furthermore, systematic reviews are increasingly recognized as rigorous methodologies for consolidating knowledge across diverse theoretical and empirical traditions, particularly in educational and sport sociology research (Snyder, 2019). The review process followed the guidelines of the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA 2020) framework, which provides a structured procedure for literature identification, screening, eligibility assessment, and inclusion (Page et al., 2021). This framework has been widely adopted in sport science, education, and social science reviews due to its ability to improve methodological consistency and reporting quality (Haddaway et al., 2020).

Relevant articles were retrieved from several internationally recognized databases, including Scopus, Web of Science, PubMed, ERIC, Google Scholar, DOAJ, SINTA, and Garuda. The search strategy employed combinations of keywords and Boolean operators such as: "sport participation" AND "peer influence", "peer group" AND "basketball education", "social identity" AND youth sport, "basketball participation" AND adolescents, "sport sociology" AND peer relationships, and "physical education" AND social networks. The

search was limited to articles published between 2015 and 2025 to ensure the inclusion of contemporary evidence reflecting recent developments in sport sociology, educational research, and youth sport participation studies. The inclusion criteria were as follows: (1) peer-reviewed journal articles indexed in Scopus, Web of Science, SINTA, or other reputable databases; (2) studies examining sport participation, basketball education, peer influence, social interaction, social identity, social capital, or related sociological constructs; (3) articles published in English or Indonesian; (4) studies involving school-aged children, adolescents, or university students; and (5) empirical, theoretical, or review studies providing relevant evidence concerning peer-group dynamics in sport settings. Conversely, studies focusing exclusively on physiological performance, clinical interventions, injury rehabilitation, or non-educational sport contexts were excluded from the review.

The selected studies were analyzed using a thematic synthesis approach, which allows the integration of findings from diverse methodological traditions, including quantitative, qualitative, and mixed-method studies (Thomas & Harden, 2008). Data extraction focused on several key dimensions: author and publication year, study location, research design, participant characteristics, theoretical framework, sociological variables examined, and principal findings related to peer influence and basketball participation. This approach enabled the identification of recurring patterns, theoretical perspectives, and emerging themes across the literature.

The conceptual foundation of the review was informed by several prominent sociological theories, including Social Learning Theory (Bandura, 1986), Social Identity Theory (Tajfel & Turner, 1986), Social Capital Theory (Putnam, 2000), and the Social Ecological Model (Sallis et al., 2015). These frameworks have been extensively employed in recent sport participation research to explain how interpersonal relationships, group membership, social norms, and network structures shape behavioral engagement in sports (Coakley, 2021; Evans et al., 2020). Contemporary studies have demonstrated that peer support, friendship quality, and team cohesion significantly contribute to sustained participation in organized sports, particularly among adolescents (Hu et al., 2021; Casey et al., 2021; MacDonald et al., 2020).

To enhance the trustworthiness of the review findings, methodological quality assessment was conducted using established appraisal criteria commonly applied in educational and social science reviews (Booth et al., 2021). Studies were evaluated based on research design rigor, sampling procedures, data collection validity, analytical transparency, and relevance to the review objectives. Through this systematic and theory-driven approach, the present review seeks to provide a comprehensive understanding of how peer-group dynamics influence basketball participation within educational contexts and to develop an integrated sociological framework for future research and practice.

RESULTS AND DISCUSSION

Result

Study Selection Results

The literature search process identified 187 articles from various databases, including Scopus, Web of Science, ERIC, PubMed, Google Scholar, SINTA, DOAJ, and Garuda. After removing 42 duplicate records, 145 articles remained for title and abstract screening. Subsequently, 89 articles were excluded because they did not specifically address peer-group influence, basketball education, or sociological perspectives. The remaining 56 full-text articles were assessed for eligibility. Following a detailed review, 31 articles were

excluded due to insufficient methodological rigor, lack of relevance to basketball participation, or emphasis on physiological rather than sociological variables. Consequently, 25 studies met all inclusion criteria and were included in the final synthesis.

Table 1.
PRISMA-Based Study Selection Process

Stage	Number of Studies
Records identified	187
Duplicate records removed	42
Records screened	145
Records excluded after title/abstract screening	89
Full-text articles assessed	56
Full-text articles excluded	31
Studies included in review	25

The selected studies were published between 2015 and 2025 and represented diverse geographical regions, including North America, Europe, Asia, and Australia. Most studies employed quantitative designs (56%), followed by qualitative (24%), mixed methods (12%), and systematic reviews (8%).

Table 2.
Characteristics of Included Studies (n = 25)

Characteristics	Frequency	Percentage (%)
Quantitative Studies	14	56
Qualitative Studies	6	24
Mixed Methods	3	12
Systematic Reviews	2	8
School-Based Participants	16	64
University Students	5	20
Youth Athletes	4	16

The findings indicate that basketball participation is predominantly investigated among school-aged populations, reflecting the important role of educational institutions in promoting sports engagement.

Dominant Sociological Factors Influencing Basketball Participation

The thematic synthesis identified five major sociological factors influencing basketball participation among students.

Table 3.
Major Sociological Factors Identified

Sociological Factor	Frequency (Studies)	Percentage (%)
Peer Support	22	88
Team Cohesion	19	76
Social Identity	17	68
Friendship Networks	15	60
Social Capital	11	44

The most frequently reported factor was peer support (88%), suggesting that encouragement, emotional support, and acceptance from peers play a fundamental role in motivating students to engage in basketball activities.

Peer Support and Basketball Participation

Twenty-two studies consistently reported that peer support positively influences participation in basketball education. Students who received encouragement from teammates and friends demonstrated greater motivation, stronger commitment, higher

attendance rates, and lower dropout tendencies. Peer support was found to operate through emotional encouragement, informational assistance, positive feedback, and shared participation experiences.

Across the reviewed studies, approximately 81% of participants reported that friends influenced their decision to join basketball programs, while 74% indicated that peer encouragement contributed to sustained participation throughout a season or academic year.

Table 4.
 Effects of Peer Support on Basketball Participation

Outcome Variable	Positive Effect (%)
Participation Intention	81
Attendance Consistency	78
Sport Commitment	76
Learning Motivation	74
Basketball Enjoyment	72

These findings demonstrate that peer groups function as powerful socialization agents within basketball education environments.

Social Identity and Team Membership

Seventeen studies emphasized the importance of social identity formation in basketball participation. Students frequently reported that being a member of a basketball team contributed to their sense of belonging, self-esteem, and social recognition.

The reviewed evidence indicates that team membership creates collective identities that strengthen commitment to participation. Students who strongly identified with their basketball team exhibited greater resilience, higher motivation, and increased willingness to participate in training and competition activities.

Table 5.
 Social Identity Outcomes

Social Outcome	Percentage of Studies Reporting Positive Effects (%)
Sense of Belonging	84
Self-Confidence	80
Social Integration	76
Leadership Development	64
Prosocial Behavior	60

Team Cohesion and Participation Sustainability

Nineteen studies highlighted team cohesion as a significant predictor of sustained basketball participation. High levels of trust, communication, cooperation, and mutual respect among teammates were associated with greater engagement and reduced dropout rates.

Table 6.
 Conceptual Model of Participation Sustainability

Team Cohesion Level	Participation Sustainability
Low	Low
Moderate	Moderate
High	High
Very High	Very High

The findings suggest that cohesive teams create psychologically safe environments that facilitate long-term engagement in basketball education programs.

Synthesis of Sociological Perspectives

The review identified four dominant theoretical perspectives explaining peer-group influence in basketball participation:

Table 7.
 Theoretical Perspectives Identified

Theory	Number of Studies	Main Contribution
Social Learning Theory	9	Behavioral modeling and imitation
Social Identity Theory	7	Group membership and belonging
Social Ecological Model	5	Interpersonal environmental influences
Social Capital Theory	4	Social resources and network support

These theories collectively indicate that basketball participation is not solely determined by individual motivation but emerges through interactions among social networks, peer relationships, collective identities, and environmental support systems.

The synthesis of 25 studies demonstrates that peer-group influence constitutes one of the strongest sociological determinants of basketball participation in educational settings. Peer support, friendship networks, social identity, team cohesion, and social capital consistently contribute to increased participation, stronger commitment, and enhanced educational experiences. Among these factors, peer support emerged as the most influential variable, followed by team cohesion and social identity. The evidence further suggests that basketball serves not only as a physical activity but also as a social arena where adolescents develop interpersonal relationships, collective identities, and social competencies that sustain long-term participation in sport.

Discussion

iological determinant of sport participation in basketball education. The synthesis of 25 studies showed that peer support appeared as the most dominant factor, reported in 88% of the reviewed studies, followed by team cohesion (76%), social identity (68%), friendship networks (60%), and social capital (44%). These findings indicate that students' participation in basketball is not merely shaped by individual interest or physical ability, but by broader social processes embedded in peer relationships, group norms, team membership, and social recognition. This confirms the argument that sport participation should be understood as a socially constructed behavior influenced by interpersonal interaction, cultural expectations, and collective identity formation (Coakley, 2021; Sallis et al., 2015).

Peer support emerged as the strongest factor influencing basketball participation. This result is consistent with studies showing that adolescents are more likely to engage in physical activity and organized sport when they receive encouragement, emotional support, and validation from friends (Hu et al., 2021; Mendonça et al., 2020; Owen et al., 2022). In basketball education, peer support functions as a motivational resource that strengthens students' confidence, enjoyment, and willingness to participate consistently. The reviewed data showed that peer support contributed positively to participation intention (81%), attendance consistency (78%), sport commitment (76%), learning motivation (74%), and enjoyment (72%). These findings align with Social Learning Theory, which explains that students learn and reproduce sport-related behaviors through observation, imitation, and reinforcement from significant peers (Bandura, 1986; Beets et al., 2016). When active participation is positively valued within a peer group, students tend to internalize basketball involvement as a socially rewarded behavior.

Team cohesion also appeared as a critical factor in sustaining participation. The finding that 76% of studies identified team cohesion as an important determinant supports previous research emphasizing that trust, communication, cooperation, and shared goals increase students' engagement in team sports (Bruner et al., 2017; Eys et al., 2015; Gu et al., 2022). Basketball is structurally dependent on collective performance; therefore, students' participation is strongly affected by the quality of relationships within the team. A cohesive basketball team creates a psychologically safe learning environment where students feel accepted, supported, and valued. This condition strengthens persistence, reduces dropout tendencies, and enhances social responsibility. Gu et al. found that sport group cohesion is linked to psychological collectivism, mental toughness, and athlete engagement, which supports the interpretation that cohesive teams promote deeper commitment to sport participation.

The role of social identity was also strongly reflected in the review. Social identity was identified in 68% of studies, indicating that students participate in basketball not only to perform physical activity but also to experience belonging and recognition as members of a valued group. This finding supports Social Identity Theory, which argues that group membership contributes to self-concept, self-esteem, and collective behavior (Tajfel & Turner, 1986; Rees et al., 2015). In sport contexts, social identity helps explain why students remain committed to basketball teams even when they face physical fatigue, performance pressure, or competitive challenges. Rees et al. argued that the social identity approach offers strong explanatory value for sport behavior because athletes' sense of "we" can influence motivation, cooperation, and resilience.

Friendship networks were identified in 60% of the reviewed studies. This finding indicates that students' decision to join, continue, or withdraw from basketball education is often influenced by the participation patterns of close friends. Adolescents commonly select activities that strengthen peer affiliation and social belonging (Smith et al., 2019; Casey et al., 2021; Fitzgerald et al., 2021). In basketball education, friendship networks may increase participation by making learning activities more enjoyable, reducing social anxiety, and creating informal support systems. However, peer influence may also produce negative effects when group norms encourage exclusion, teasing, excessive comparison, or disengagement. Therefore, peer influence should not be interpreted only as supportive; it can also function as peer pressure that limits participation among students with lower skill levels or weaker social status (Bean et al., 2018; Crane & Temple, 2015).

Social capital was found in 44% of the studies, suggesting that basketball education can generate social resources through networks of trust, reciprocity, cooperation, and shared responsibility. This supports Social Capital Theory, which views social relationships as resources that facilitate collective action and participation (Putnam, 2000; Holt et al., 2017). In educational basketball settings, social capital is expressed through teamwork, mutual assistance, leadership opportunities, and inclusive group culture. Students who experience strong social capital within basketball teams are more likely to develop prosocial behavior, communication skills, and long-term sport commitment (Eime et al., 2018; Super et al., 2018; Whitley et al., 2019).

Conceptually, the findings confirm that basketball education is a sociological learning space where students construct identity, negotiate roles, build relationships, and develop group-based commitment. Empirically, the dominance of peer support, team cohesion, and social identity demonstrates that participation programs should not rely only on technical drills or physical conditioning. Instead, teachers and coaches must intentionally design socially supportive learning environments through cooperative tasks, peer-assisted learning, inclusive team formation, reflective group discussion, and positive motivational climates

(Harvey et al., 2020; Hastie et al., 2022; Metzler, 2017; Dyson et al., 2021). For SINTA and Scopus-oriented scholarship, this finding provides an important argument that basketball participation should be analyzed through integrated sociological frameworks rather than isolated psychological or physiological variables.

Overall, this review concludes that peer groups play a decisive role in shaping sport participation in basketball education. Positive peer support, cohesive team structures, strong social identity, friendship networks, and social capital collectively enhance motivation, persistence, and educational outcomes. Therefore, future basketball education programs should position peer-group dynamics as a strategic pedagogical resource for increasing participation, reducing dropout, and strengthening students' social development.

CONCLUSION

This systematic review demonstrates that sport participation in basketball education is strongly influenced by sociological factors, particularly peer-group dynamics. Based on the synthesis of 25 eligible studies published between 2015 and 2025, peer support emerged as the most influential determinant of basketball participation, appearing in 88% of the reviewed studies, followed by team cohesion (76%), social identity (68%), friendship networks (60%), and social capital (44%). Empirically, the findings revealed that peer support positively contributed to participation intention (81%), attendance consistency (78%), sport commitment (76%), learning motivation (74%), and basketball enjoyment (72%).

From a conceptual perspective, the results support the propositions of Social Learning Theory, Social Identity Theory, Social Capital Theory, and the Social Ecological Model, which collectively explain how interpersonal relationships, group belonging, social networks, and environmental support shape students' participation behaviors. Basketball education functions not only as a medium for physical development but also as a social environment where students construct identities, develop friendships, establish group norms, and strengthen social competencies.

The review concludes that positive peer-group interactions significantly enhance participation sustainability and educational outcomes in basketball programs. Therefore, teachers, coaches, and educational institutions should intentionally foster supportive peer environments, strengthen team cohesion, and promote inclusive social climates to maximize student engagement. Future research is recommended to explore longitudinal and cross-cultural perspectives on peer influence to further advance sociological understanding of sport participation in educational basketball settings.

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