

ASSESSING THE EFFECTIVENESS OF PARENTAL INVOLVEMENT IN SHAPING STUDENTS' SOCIALIZATION IN SCHOOL AT ELEMENTARY LEVEL

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ABSTRACT

The usefulness of parental participation in influencing elementary school pupils' socialization is examined in this study. Data were gathered from 30 teachers and 210 pupils using a survey method. Diverse representation across grade levels and socioeconomic backgrounds was guaranteed by stratified random sampling. Two structured surveys were employed: one for instructors to gauge parental participation in school events and its effect on children's socialization, and another for students to gauge parental support and peer relationships. The results show that teachers' and students' views of parental engagement differ significantly, especially when it comes to behavior change, self-evaluation, and communication skills. With notable disparities between the two groups' perceptions of the influence on socialization skills, teachers constantly believe that parental participation has a higher impact than students. Similar to male and female students, male and female teachers have different opinions, especially when it comes to communication and self-evaluation. Key areas for enhancing communication and bringing teachers' and students' opinions into alignment are highlighted by statistical analysis employing t-tests.

INTRODUCTION

According to Grusec and Hastings (2007), socialization is a two-way process in which people receive encouragement for being a part of a community. According to Barbalet (2004), there is a close relationship between this process and emotions. Furthermore, it is observed that the concept of socialization is defined and explained using terms like realizing that there are other people around them and that they too have rights and desires, as well as social competency. Students attending universities move from their home communities to the communities surrounding their campuses. The pupils rearrange the roles they have carried over from their previous experiences as they go through the socialization process in this new setting.

The most advantageous results of this approach for the students are increased self-assurance and self-awareness. University students learn about the presence, rights, and desires of others as they learn self-control. The locus of control is defined as having self-control. The locus of control is defined as the following: the stage in which people, beginning in childhood, develop fairly consistent expectations in their development processes on topics like which behavior could cause which results, which results are caused by themselves and which are caused by external factors, and so on. This is also the point at which the forces determining the positive or negative outcomes in life come together as people identify the expectations they have for the internal or external control sources.

The locus of control is defined as the expectations of whether rewards and penalties are controlled by the individuals themselves or by some outside factors. This definition is based on the idea of social learning. Vilhjalmsson and Kristjansdottir (2003) assert that the ways in which men and women are impacted by significant others varies. This information appears to explain why men and women may socialize differently and why they may have distinct loci of control structures when it comes to playing sports. For self-motivation to engage in sports, locus of control is also crucial. Research indicates that internal motivation—which is influenced by one's locus of control—is crucial for engaging in physical activity. It is widely acknowledged that one of the key components of consistent engagement in physical activity for health is internal motivation. More healthy behaviors were displayed by people with a high internal locus of control than by those with a low internal locus of control.

Literature Review: Background:

Parents are eager to instill moral behavior in their children, and one such habit is honesty. This socialization process starts early because some toddlers start lying as early as age two. Lying is a reasonably normal activity in early and middle childhood and is linked to children's developing cognitive capacities. In experimental settings, a significant proportion of youngsters will lie to cover up indiscretions. This propensity normally diminishes with age during middle childhood. Concurrently, there is a growing worry among parents, educators, and child-related professionals regarding certain children's dishonesty. This is because lying weakens social links and undermines trust in relationships. However, children's socialization on lying has a direct bearing on how they perceive lying as acceptable and how much they depend on lying behavior (Grusec, & Davidov, 2010).

The socialization construct's dynamic aspect, which captures the process from pre-entry to full participation (or marginalization), is one of its key characteristics. Since the early entrance phase is seen to be the most difficult transitional time for newcomers to navigate and since early

socialization is thought to be relatively stable and plays a significant role in shaping outcomes later on, many scholars have cross-sectionally concentrated on this period. Derived from the Latin word *socialis*, which means "method that endures throughout all life," socialization refers to the process that results from the mass involvement of humanity in the sharing of knowledge, skills, standards, values, behavioral designs, and other things under the particular conditions of the society in which each individual finds themselves (Hardy, & Carlo, 2011).

Aspects of Students' Socialization

i. Behavioral development

In order to preserve the status quo, which includes social structures and institutions, social relations, social interactions and behavior, and cultural elements like norms, beliefs, and values, there must be a stable social order or social cohesiveness among the many components of society. Through socialization, this may also become common. Because of this, socialization has emerged as a central sociological problem, helping to explain how social cohesiveness is made feasible. Individuals and groups learn the skills, behavior patterns, values, and motives necessary for competently integrating into the culture they are joining during the socialization process. Together with these, social dyads and bigger groups require emotional maturity, social understandings, and social skills for interpersonal engagement.

According to Hays, & Carver, (2014), the formation of an autonomous human being and the transfer of culture are explained by socialization. In keeping with our experience as saved creatures, it is a prerequisite for the survival of society. All methods of passing down culture from one generation to the next, such as training for certain roles in particular occupations, are included in the socialization process. It is an ongoing process that begins in childhood and lasts until a person passes away. Society depends on this process of learning to function. According to sociological and social psychological socialization theories, socialization is the process by which a person's personality develops on an individual basis within a social environment that has certain living conditions.

ii. Self-Evaluation

Through socialization, people can learn the language, information, social skills, norms, values, and practices needed to fit in and become a part of a group or community. Expectations from other people mediate the combination of externally imposed standards and desired conformity that is known as socialization (Jackson, Ekerim-Akbulut,, Zanette, Selcuk, & Lee, 2021). As a result, socialization both achieves cultural and social continuity and has an impact on the socio structural organization of shared existence. From our earliest family and play experiences, we learn about societal values, customs, and beliefs as well as expectations.

Involving parents in their children's socialization is essential for forming their behavior, social skills, and general development. It includes a variety of actions where parents actively participate in their kids' life, creating an atmosphere that supports social development in a healthy way. This involvement can be in the form of attending school functions, offering homework assistance, having conversations about everyday life, or setting an example of appropriate social behavior (Lavoie, Leduc, Arruda, Crossman, & Talwar, 2017).

iii. Self-Esteem

Better academic achievement, higher self-esteem, and stronger social skills can result from parents who actively engage in their kids' social and academic lives. Parents that demonstrate great social relations, empathy, and efficient communication are likely to pass these attributes on to their children, as youngsters often observe and mimic their parents' conduct. Furthermore, parental involvement can provide kids a sense of stability and support, both of which are critical for their social and emotional growth (Zhao, Kuh, & Carini, 2005).

Additionally, by providing direction and support, parents can assist their children in navigating social challenges like bullying, peer pressure, and relationship problems. Involving children in the process of establishing and upholding rules and expectations also contributes to their feeling of discipline and accountability (Leduc, Williams, Gomez-Garibello, & Talwar, 2017). In conclusion,

the development of well-rounded, socially adept persons depends on parental involvement in their children's socialization. In order to help their children succeed socially and academically, parents must take a proactive stance, get involved in their lives, set an example of good behavior, and offer the support and direction they need.

iv. Communication Development within Group

Students must enhance their communication skills if they are to succeed both personally and academically. Students that possess effective communication skills are able to listen intently, articulate their thoughts clearly, and participate in meaningful conversations with peers, teachers, and other individuals. A variety of exercises, including group projects, talks in class, presentations, and extracurricular activities, are used to develop these abilities (Kondakç, & Haser, 2019). Students who practice communication are more confident, able to express ideas clearly, and able to see things from other people's points of view. Peer and instructor feedback is also very important in helping to improve these abilities. Good communication skills also help develop critical thinking, problem-solving, and teamwork—all of which are highly valued in the classroom and in the job of the future. In the end, having strong communication skills enables students to function well in both social and professional settings.

Lee, & Imuta, (2021), was of the view that students' development of social skills is essential to their success in both the academic and personal domains. These abilities include cooperation, empathy, communication, and handling conflict. Social skills are taught in schools through group activities, teacher-student interactions, and organized curricula such as social-emotional learning (SEL). Positivity in relationships, teamwork on projects, and navigating social hurdles are all made possible by pupils possessing effective social skills. By demonstrating acceptable behavior, supporting group projects, and offering feedback, teachers play a critical role. Sports and clubs are examples of extracurricular activities that provide excellent chances for social growth. In the end, having strong social skills helps students succeed academically, maintain a healthy overall

wellbeing, and get ready for future social and professional situations.

Spagnoli, (2017), mentioned that a vital component of pupils' overall development and wellbeing is the growing of their sense of self-worth. Self-esteem is the measure of an individual's belief in their own value and potential. While low self-esteem can cause anxiety, withdrawal, and academic difficulties, high self-esteem promotes resilience, confidence, and a readiness to take on new challenges. Pupils can build their self-esteem in a number of ways, such as via social interactions, academic success, and peer and teacher feedback. Students' self-esteem is greatly increased when parents and teachers provide encouragement and positive reinforcement. It is crucial to establish a welcoming and inclusive learning atmosphere where students feel appreciated and valued. In addition, fostering a positive self-image and helping kids learn from their failures, strengths, and realistic goal-setting all contribute to their long-term success and satisfaction.

Mudhovozi, (2012), narrated that students' growth in confidence is essential to their success both personally and academically. Students that are confident may take on challenges, engage in active learning, and speak their minds without fear. It starts with a nurturing atmosphere where pupils are treated with respect and feel appreciated. Instilling a growth mentality, setting reasonable goals, and offering positive reinforcement are just a few of the important ways that parents and teachers can help. Possibilities for students to excel in extracurricular, athletic, or intellectual pursuits raise their self-

esteem as well. Gradually increasing their confidence can be achieved by conquering minor obstacles and getting acknowledged for their achievements. Peer support and a feeling of community inside the school can also help kids feel more secure in their skills, which will ultimately result in a student body that is more resilient and self-assured.

Methodology:

To conduct this study a survey method was used on the topic assessing the effectiveness of parental involvement in shaping students' socialization in school at the elementary level. 210 pupils and 30 teachers from particular elementary schools make up the sample. The technique of stratified random sampling is employed to guarantee diversity among various socioeconomic origins and grades. Two structured questionnaires are used to gather data: one is for teachers and asks about their observations and experiences with parental participation; the other is for students and evaluates their connections and social interactions in the classroom. Parental involvement in school activities, communication with parents, and the perceived influence on students' socialization are all included in the teacher questionnaire. Items on peer relationships, social skills, and opinions of parental support are included in the student questionnaire. Statistical software is utilized for quantitative data analysis in order to establish correlations and derive findings regarding the efficacy of parental involvement in augmenting adolescents' socialization.

Table 1.

Comparison of Teachers and Students' View Regarding Impact of Parental Involvement in Improving Communication Skills Among Students for Their Socialization

Respondents	N	Mean	Std. Deviation	t-value	Sig.
Teachers	30	3.64	.503	2.244	.026
Students	210	3.37	.677		

The table contrasts the opinions of educators and learners regarding how parental participation enhances children's socialization communication abilities. Teachers (M = 3.64, SD = 0.503) often report a bigger influence than students (M = 3.37, SD = 0.677), according to the mean scores. With a significance level (p-value) of 0.026 and a t-value

of 2.244, the t-test result is less than 0.05. This suggests that the perspectives of teachers and pupils differ statistically significantly. Compared to students, teachers have a stronger belief in the benefits of parental participation, indicating a difference in how the two groups view it.

Table 2.

Comparison of Teachers and Students' View Regarding Impact of Parental Involvement in Improving Self-Evaluation Among Students for Their Socialization

Respondents	N	Mean	Std. Deviation	t-value	Sig.
Teachers	30	4.139	.502	4.784	.000
Students	210	3.476	.709		

Teachers' and students' opinions about how parental involvement enhances students' self-evaluation for socializing are contrasted in the table. Teachers feel a bigger positive influence than students, as evidenced by their higher mean score (M = 4.139, SD = 0.502) compared to students (M = 3.476, SD = 0.709). A statistically significant

difference between the two groups is indicated by the t-test's t-value of 4.784 with a significance level (p-value) of 0.000, which is significantly below 0.05. According to this finding, teachers firmly feel that parental participation has a greater impact on improving students' abilities to evaluate themselves than do the students themselves.

Table 3.

Comparison of Teachers and Students' View Regarding Impact of Parental Involvement in Improving Self-Esteem Among Students for Their Socialization

Respondents	N	Mean	Std. Deviation	t-value	Sig.
Teachers	30	3.588	.524	1.522	.142
Students	210	3.372	.678		

Teachers' and students' opinions about how parental involvement affects pupils' self-esteem for socialization are contrasted in the table. Teachers often feel a slightly larger influence, as seen by their mean score of 3.588 (SD = 0.524) compared to students' mean score of 3.372 (SD = 0.678). With a significance level (p-value) of 0.142, the t-

test produces a t-value of 1.522, which is higher than 0.05. This implies that teachers' and students' opinions about how parental involvement affects students' self-esteem do not differ statistically significantly. There is little difference between the opinions of the two groups.

Table 4.

Comparison of Teachers and Students' View Regarding Impact of Parental Involvement in Improving Behavior Among Students for Their Socialization

Respondents	N	Mean	Std. Deviation	t-value	Sig.
Teachers	30	3.802	.575	2.223	.028
Students	210	3.573	.681		

Teachers' and students' opinions about how parental engagement helps pupils behave better for socialization are contrasted in the table. Teachers see a bigger positive impact, as evidenced by their higher mean score (M = 3.802, SD = 0.575) compared to pupils (M = 3.573, SD = 0.681). With a significance level (p-value) of 0.028 and a t-value

of 2.223, the t-test result is less than 0.05. This suggests that the opinions of professors and students differ statistically significantly. Compared to students, instructors had a stronger belief in the beneficial impact of parental participation on students' behavior, indicating that they perceive this socialization component to be more beneficial.

Table 5.

Comparison of Male Teachers and Students' View Regarding Impact of Parental Involvement in Improving Communication Skills Among Students for Their Socialization

Male Respondents	N	Mean	Std. Deviation	t-value	Sig.
Teachers	18	3.811	.521	2.3494	.018
Students	90	3.578	.541		

The opinions of male teachers and male pupils regarding the value of parental participation in fostering socialization through communication are contrasted in the table. With a mean score of 3.811 (SD = 0.521) for male teachers and 3.578 (SD = 0.541) for male pupils, it appears that male teachers are more positively impacted than male students. With a significance level (p-value) of 0.018, the t-

test yields a t-value of 2.3494, which is less than 0.05. This suggests that there is a difference between the two groups that is statistically significant. According to the findings, male teachers are more likely than male students to think that parental participation improves communication skills.

Table 6.

Comparison of Male Teachers and Students' View Regarding Impact of Parental Involvement in Improving Self-Evaluation Among Students for Their Socialization

Male Respondents	N	Mean	Std. Deviation	t-value	Sig.
Teachers	18	4.202	.428	4.431	.000
Students	90	3.595	.623		

The table contrasts the opinions of male instructors and male pupils regarding how parental participation enhances kids' self-evaluations for socialization. Male teachers perceive a bigger positive impact, as evidenced by their higher mean score (M = 4.202, SD = 0.428) than male pupils (M = 3.595, SD = 0.623). A statistically significant difference between the two groups' perceptions is

indicated by the t-test result, which displays a t-value of 4.431 with a significance level (p-value) of 0.000, which is less than 0.05. This noteworthy discrepancy indicates that male teachers are more likely than male students to think that parental participation significantly improves kids' capacity for self-evaluation, exposing a clear difference in their perspectives.

Table 7.

Comparison of Male Teachers and Students' View Regarding Impact of Parental Involvement in Improving Self-Esteem Among Students for Their Socialization

Male Respondents	N	Mean	Std. Deviation	t-value	Sig.
Teachers	18	3.326	.526	-1.121	.264
Students	90	3.460	.626		

The opinions of male teachers and male students regarding how parental involvement affects students' self-esteem for socialization are contrasted in the table. The mean score for male professors is 3.326 (SD = 0.526), whereas the mean score for male students is slightly higher at 3.460 (SD = 0.626). With a significance level (p-value)

of 0.264 and a t-value of -1.121, the t-test result is greater than 0.05. This suggests that the opinions of male teachers and male students do not differ statistically significantly. Parental involvement's effect on self-esteem is perceived similarly by both groups, indicating that they largely concur on its significance in this area of socialization.

Table 8.

Comparison of Male Teachers and Students' View Regarding Impact of Parental Involvement in Improving Behavior Among Students for Their Socialization

Male Respondents	N	Mean	Std. Deviation	t-value	Sig.
Teachers	18	3.650	.566	.241	.815
Students	90	3.503	.512		

The viewpoints of male teachers and male students regarding the influence of parental participation in enhancing students' socialization behavior are contrasted in the table. The mean score for male pupils is 3.503 (SD = 0.512), and the mean score for male professors is 3.650 (SD = 0.566). With a significance level (p-value) of 0.815 and a t-value of 0.241, the t-test result is significantly higher than

0.05. This suggests that the opinions of male teachers and male students do not differ statistically significantly. Although there may be some beneficial effects, there is no variation between the two groups' perceptions of how parental participation affects behavior improvement.

Table 9.

Comparison of Female Teachers and Students' View Regarding Impact of Parental Involvement in Improving Communication Skills Among Students for Their Socialization

Female Respondents	N	Mean	Std. Deviation	t-value	Sig.
Teachers	12	3.8026	.62752	4.887	.000
Students	120	3.2290	.64876		

The viewpoints of female teachers and female pupils regarding the value of parental participation in enhancing socialization communication skills are contrasted in the table. The mean score for female pupils is 3.2290 (SD = 0.64876), whereas the mean score for female professors is 3.8026 (SD = 0.62752). With a significance level (p-value) of 0.000, the t-test result displays a t-value of 4.887,

which is less than 0.05. This suggests that the opinions of female professors and female students differ statistically significantly. Compared to female students, female teachers believe that parental participation has a much greater positive influence on communication skills, indicating a considerable difference in their perspectives on this socialization factor.

Table 10.

Comparison of Female Teachers and Students' View Regarding Impact of Parental Involvement in Improving Self-Evaluation Among Students for Their Socialization

Female Respondents	N	Mean	Std. Deviation	t-value	Sig.
Teachers	12	4.2525	.49523	4.545	.000
Students	120	3.7006	.71383		

The table contrasts the opinions of female teachers and female pupils regarding how parental participation enhances self-evaluation for socialization. The mean score for female pupils is 3.7006 (SD = 0.71383), and the mean score for female professors is 4.2525 (SD = 0.49523). With a significance level (p-value) of 0.000 and a t-value of 4.545, the t-test result is substantially below 0.05. This suggests that there is a difference

between the two groups that is statistically significant. Compared to female students, female teachers believe that parental participation has a significantly greater positive influence on self-evaluation, indicating a significant difference in the two groups' perceptions of the efficacy of parental involvement in this domain.

Table 11.

Comparison of Female Teachers and Students' View Regarding Impact of Parental Involvement in Improving Self-Esteem Among Students for Their Socialization

Female Respondents	N	Mean	Std. Deviation	t-value	Sig.
Teachers	12	3.5476	.58501	3.310	.003
Students	120	3.1966	.69686		

The table contrasts the opinions of female teachers and female pupils regarding how parental participation enhances socialization-related self-esteem. The mean score for female pupils is 3.1966 (SD = 0.69686), and the mean score for female professors is 3.5476 (SD = 0.58501). With a significance level (p-value) of 0.003, the t-test result displays a t-value of 3.310, which is less than

0.05. This suggests that the two groups' perceptions differ in a way that is statistically significant. Compared to female students, female teachers report a greater positive effect of parental participation on self-esteem, indicating that female teachers view parental involvement as more advantageous in raising students' self-esteem than do female students.

Table 12.

Comparison of Female Teachers and Students' View Regarding Impact of Parental Involvement in Improving Behavior Among Students for Their Socialization

Female Respondents	N	Mean	Std. Deviation	t-value	Sig.
Teachers	12	3.7763	.63082	4.356	.000
Students	120	3.2570	.67540		

The viewpoints of female teachers and female students regarding the influence of parental participation in enhancing behavior for socialization are contrasted in the table. The mean score for female pupils is 3.2570 (SD = 0.67540), whereas the mean score for female professors is 3.7763 (SD = 0.63082). With a significance level (p-value) of 0.000 and a t-value of 4.356, the t-test result is significantly below 0.05. This suggests that there is a difference between the two groups that is statistically significant. Compared to female pupils, female teachers believe that parental participation has a much greater positive influence on behavior improvement. This implies a significant difference in opinions, with female educators perceiving more advantages from parental participation in this socialization domain.

and students' perceptions of the impact of parental participation on self-esteem do not differ much.

There is a notable difference: teachers believe that parental participation has a stronger influence on improving students' behavior than students do. Compared to male pupils, male teachers believe that parental participation has a much greater influence on enhancing communication abilities. Compared to male pupils, male teachers believe that parental participation has a much bigger impact on self-evaluation. There are no notable variations in the opinions of male teachers and male pupils about the impact of parental participation on self-esteem.

There is no discernible difference in the opinions of male teachers and male pupils about how parental involvement affects behavior improvement. Compared to female pupils, female teachers believe that parental participation has a much greater influence on enhancing communication abilities. Compared to female pupils, female teachers think parental participation has a far bigger impact on enhancing self-evaluation. Compared to female students, female teachers believe that parental participation has a much greater impact on students' self-esteem.

Main Findings

Regarding how parental participation improves communication skills, instructors and students hold somewhat different opinions, with teachers believing that it has a greater influence. Teachers and students had quite different viewpoints, with teachers reporting a greater impact of parental participation on students' self-evaluation. Teachers'

Compared to female pupils, female teachers think that parental participation has a far bigger impact on behavior improvement.

Recommendations:

- ✓ To close the gap in how instructors and students view how parental involvement enhances communication skills, schools can create cooperative initiatives. It is possible to harmonize the two groups' common understanding of parental influence by encouraging candid communication.
- ✓ Schools can design activities that engage instructors and students in self-assessment exercises to address varying opinions on the influence of parental participation on self-evaluation. This will assist both groups in recognizing the role that parents have in encouraging reflective behaviors.

School programs should concentrate on gender-specific tactics because teachers and students (especially male and female groups) consistently perceive different things about the influence of parental participation on communication and behavior improvement. In order to strengthen these areas, this includes workshops and mentoring programs for parents and children.

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