

## **Student's Socialization and Self-Esteem in Distance Education System: A Correlational Investigation**

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### **ABSTRACT**

Study was designed to explore the level of students' socialization, to evaluate the level of students' self-esteem and to assess the effect of students' socialization on their self-esteem. The research was mainly based on quantitative analysis of the data. Descriptive Co-relational research style was used to conduct the study. Population of the study was based on 1069 students enrolled at master level from three private sector distance education universities at Islamabad. Convenient sampling technique was used to select five hundred and thirty three students as sample. Socialization assessment scale which was developed by the researcher in the light of model presented by chao et al (1994) and self-esteem assessment scale which was adopted from the work of Rosenberg, Schooler, Schoenbach and Rosenberg (1995) were used as data collection tools. It was found that majority of the students had good level of socialization (96.24%) and self-esteem (97.18%). Student socialization had 7.3% significant effect on the students self-esteem. It was recommended that the Distance education institutions may give rewards to those students whose take active part in different activities like parties, sports, drama functions and speeches due to which others are encouraged and become socialize and give positive response to own-self.

**Keywords:** Students' socialization, self-esteem, language, people, history, work roles, organizational goals and politics.

### **INTRODUCTION**

Humans are social beings. They need the support of other people to survive. Socialization is of worth importance for the survival of the human beings. Healthy mutual interaction is the key for the process of socialization. In this regard Socialization is a term mostly used in sociology which means to make and maintain relations with people. Socialization is a social process in which individuals deal with people and adjust themselves in the society. Being social is not only significant for adults, but it also has primary importance in every stage of life. Due to healthy mutual interactions children can easily develop social skills, gain knowledge and get control over emotions (Smith, Atkins & Connell, 2003). The foremost source of socialization is known as

primary socialization that is social interaction with family members and parents. The second major source of socialization is based on interactions with society members which is called secondary socialization. Socialization is the main factor which influences the behavior of the individuals. Practicality society based learning is one of the most effective ways of learning rather from books and other sources which is mostly based on theory. Socialization has a great effect on human life especially on the self-esteem of the individuals. Concept of self-esteem as described by McCormack (2010) is one's self-worth, integrity and self-respect. Self-esteem is a concept in which individuals give worth or importance to themselves. This is a process in which a person makes good perception and opinion about one's self and abilities. Positive self-idea about one's own self is the key to success while negative idea makes thinking disorder. Socialization plays positive role in developing a persons' self-esteem. In this technological modern world individuals are badly affected, with reference to social skills. Due to which their self-esteem is also affected. No one can live alone in this world therefore they need to be socialized in a proper manner. Positive interaction with others affects positively on personality. Healthy process of socialization is needed of all stages of life. However, it becomes more important in life of students, as they are the product for future progress of the country. Healthy socialization is the basic and most important block to survive in the society. Self-esteem is greatly affected by social processes. It is fact that people give respect or importance to own self when they feel comfort from other people. Every child is unique and different from others. Socialization can be the directive agent to improve students' self-esteem. While the socialization process in distance education is affected due to the lack of students' interactions. So in this study researcher is interested to know the level of students' socialization and the level of self-esteem studying at distance education universities. Further researcher is interested to check the effect of socialization on students' self-esteem as well.

### **Statement of the problem**

The study was designed to assess the level of students' socialization and their self-esteem studying at distance education universities. Further the major aim of this study was to measure the effect of students' socialization on their self-esteem. Socialization is referred to the process of adjustment in a given situation. In the current study socialization was taken as independent variable while self-esteem was considered as dependent variable.

### **Significance of the study**

This study will be beneficial for students as it would provide a guideline for the development of their social skills. The study would give proper direction to students about how to live in the society. The socialization process acts as the basic key to success in the individual's life. This study would be very important for the solution of the students' problems related to interpersonal and social skills. The findings of the study will help the students to learn new ways of getting socialized. The suggestions will help them to understand their level of socialization and techniques to improve it.

Secondly it would be also very important for parents as they would learn how to deal with their children in better way. When a student would be able to share their problems with their parents, the parents would easily understand their needs and demands. Parents would be able to know their academic issues and solve problems for their children easily.

This study would be very significant for teachers because when students would improve their socialization and self-esteem, they would be able to teach in more easy and effective way. It would

be also very beneficial for teacher to give them group task. Socialization is very important for such group work and socialization helps students to work better in form of groups. The study would also suggest the ways of improving students' self-esteem that would result in better personality and academic achievement. In these way students, teachers, and parents all will get benefit from this.

### **Objectives of the study**

1. To explore the level of students socialization.
2. To evaluate the level of students' self-esteem.
3. To assess the effect of students socialization on their self-esteem.
  - 3a. To assess the effect of students understanding about work roles on their self-esteem.
  - 3b. To assess the effect of students understanding about people on their self-esteem.
  - 3c. To assess the effect of students understanding about languages on their self-esteem.
  - 3d. To assess the effect of students understanding about organizational goals on their self-esteem.
  - 3e. To assess the effect of students understanding about organizational politics on their self-esteem.
  - 3f. To assess the effect of students understanding about history on their self-esteem.

### **Null Hypotheses**

- H<sub>0</sub>1. There is no statistically significant effect of students' socialization on their self-esteem.
- H<sub>0</sub> 1a. There is no statistically significant effect of students' understanding about work roles on their self-esteem.
- H<sub>0</sub> 1b. There is no statistically significant effect of students' understanding about people on their self-esteem.
- H<sub>0</sub> 1c. There is no statistically significant effect of students' understanding about languages on their self-esteem.
- H<sub>0</sub> 1d. There is no statistically significant effect of students' understanding about organizational goals on their self-esteem.
- H<sub>0</sub> 1e. There is no statistically significant effect of students' understanding about organizational politics on their self-esteem.
- H<sub>0</sub> 1f. There is no statistically significant effect of students' understanding about history on their self-esteem.

### **LITERATURE REVIEW**

Relationships are the essential constructing block for personalities, families, and society development. Child learns that to make relationships with others by observing his/ her family members. So socialization is a process in which individuals obtained knowledge as well as skills due to which they are more or less active member of the society (Plank, 2000).

Members of the family help the child to develop his sense of belongingness and self-esteem. Unity and coordination in families have been determined to be important variables in the progress of positive self-esteem in children (Rosenfeld & Kim, 2005). Child development and mastery is a product of continuous effort by parents and families (King, 2007). Adolescents' and Children

psychological strength indicate the health that develops self-realization, self-esteem, and the capacity to interact well with family, community and school (Leaper, 2011). Theories prove that success and failure of the people are due to relationships with others and oneself (Matthews, 2007). Long (2007) states that the relationships with others refer to socialization and with one-self refer to self-esteem. According to James, Jenks, & Prout (2005) there are four major aspects due to which our self-esteem is influenced that are reaction of others, comparison with others, the social role and identification. Students pursue to increase their self-esteem by creating healthy relations with peer group (Long, 2007). Rosenberg (1965) described that idea of what is real are the observations from three different processes related to students' performance within society; social comparison, self-attribution and reflected appraisal. According to Kochhar, Fry, Taylor, Velasco & Motel (2011) there are three main component of self-concept that are self-image, self-esteem and the self-ideal. Teachers and students interaction are the primary source of students development as well as learning (Piaget, 2000). Student teacher relationships are essential for the rules and regulation of the institute, students' out-of-classroom interactions with faculty are connected with improvement in academic and intellectual development (Eccles, 2005). Supportive learning environment is positively interconnected with self-reported improvements in institutions such as general education, academic development, and personal/ social development (Fowler, 2009). According to Gardner, Ward, Burton & Wilson (2003) students involvement during the class and after the class improve their intellectual development, when asked from some of the students that what is the reason that you have improved your skills they simply say that its due to interrelation with others. Rosenberg (1965) describes that from time to time attention is given to self-esteem. It is seemed that self-esteem is the synonym of self-concept in the literature review. Self-esteem is a concept in which people give positive value to themselves (Rosenberg 1965; Rosenberg et al. 1995). Self-esteem development is a way to protect from stresses, which might harmful for us (Arnett, 2000), people with high self-esteem are more relaxed and stable about own-self and emotionally more relaxed as compared to others. Positive Self-esteem gives positive results for individuals as well as for society as a whole (Brint, Cantwell & Hanneman, 2008). Failure and success that people faces in their lives are very closely interlinked with their ways of thinking and their association with others (Long, 2007). Parents are the primary sources of socialization due to which children learn that how to make relationships with their families and society. Being a part of the family they develop their self-esteem and identity. Unity in the family has a great role in the development of the children's self-esteem (Antonio, 2004). All aspects of life of the children are affected due to their observation and response. They have capacity to make positive self-esteem, self-respect, competency, adequacy, achievement, confidence as well as freedom, independence and mastery (Bakeman & Quera, 2011). Families give their children a sense of identity and sense of belongingness and hope for the future; everywhere children need their families to provide them moral, physical, emotional and social development (Cole, 2005). Children with good relationships with their families' establish a significant sign of positive youth development while children who are disconnected from their parents have psychological problems (Cole, 2011). Socialization is the one of the most important element for the happiness and success of the people. Socialization with friends builds upon and upgrades the values and norms of interactions with people that children first meet in their relatives (Cole, 2011). All children are born with innate capacity of spirit due to which they develop their different skills like social interactions, social competence, problem solving skills and sense of purpose (Carter, 2003). "Self-esteem can be observed as a self-motive, establishing and providing way for behaviors. Grusec (2011) said that the most initial stage of socialization is the earliest stage of life, in which

individuals develop their skills and gain knowledge and acquire the rules which are essential for the functioning of social environment and culture. According to Domina (2005) Self-esteem is affected due to acceptance in different types of group.

## CONCEPTUAL FRAMEWORK



*Figure 1. Conceptual Framework of the Study*

This conceptual framework was based on two theories which describe about the concept of socialization and self-esteem.

### **Socialization**

Socialization was taken as the independent variable. Model presented by Chao et al (1994) was selected to address the student's socialization. This model was based on six sub constructs of socialization that were work roles, people, languages, goals, politics, and history.

### **Self-esteem**

Self-esteem was taken as dependent variable. Concept of self-esteem presented by Rosenberg, Schooler, Schoenbach and Rosenberg (1995) was selected to deal with dependent variable.

## METHODOLOGY OF THE RESEARCH

### **Research design**

The research was mainly based on quantitative analysis of the data. Descriptive-Co relational research style was used to conduct the study in which researcher used questionnaire as a data collection tool from the sample respondents.

### **Population**

The population of the study was based on 1069 students were considered as population of the study enrolled at master level from three private sector distance education universities in Islamabad.

Table 1  
*Study Population*

	<b>Name of university</b>	<b>Sector</b>	<b>Faculty</b>
1.	Comwave institute of Sarhad University	Private	135
2.	Virtual university of Islamabad	Private	580
3.	Preston university	Private	354
	Total		1069

### **Sampling technique**

A convenient sampling technique was used by the researcher for the selection of sample from different departments of the university with the help of a questionnaire.

### **Sample size**

Five hundred and thirty three students were selected as a sample from the population.

### **Data collection tools**

Two questionnaires were used as data collection tools. Socialization assessment scale which was developed by the researcher in the light of model presented by chao et al (1994). It was consisted of six sub scales containing thirty items in total. Self-esteem assessment scale was adopted from the work of Rosenberg (1995). The following table explains the detail of the items.

Table 2  
*Socialization Assessment Scale*

Sr.No.	Scale	Sub Scale	Items
1.	Socialization Assessment scale	Work roles	30
		People	5
		Languages	5
		Goals	5
		Politics	5
		History	5

Table 2 explains the detail of the items included in the socialization assessment scale was developed by the researcher in light of model of chao et al (1994) was consisted of thirty items in total.

Table 3

*Self-Esteem Assessment Scale*

Sr.No.	Scale	Items
1.	Self-esteem	12

Table 3 shows the number of items included in Self-esteem assessment scale that was adopted from the work of Rosenberg, Schooler, Schoenbach and Rosenberg (1995). It was based on twelve items.

**Data collection**

Data was collected with the help of questionnaires. Questionnaires were distributed among the students from different departments and they were guide by the researcher to select the option according to their interest. Respondents were also encouraged by the researcher that fill the questionnaire responsibly.

**Data analysis**

Table 4

*Data Analysis Description*

Sr. No	Objectives	Statistical Techniques
1.	To explore the level of socialization at higher education.	Individual score
2.	To evaluate the level of Self-esteem of students at higher education.	Individual score
3.	To assess the effect of Socialization on students' Self-esteem at higher education.	Regression analysis

Table 4 explains the statistical techniques used for the analysis of the data.

**FINDINGS**

Table 5

*Reliability of Research Instruments (N=533)*

Scale	Sub Scale	Items	Reliability
Socialization Assessment Scale		30	.913
	Work	05	.761
	People	05	.671
	Languages	05	.672
	Goals	05	.815
	Politics	05	.674
	History	05	.763



Table 5 shows the reliability of the research instruments. It explains that socialization assessment scale was found reliable at .913. While its sub scales work, people, languages, goals, politics and history were found reliable at .761, .671, .672, .815, .674 and .763 accordingly.

Table 6

*Reliability of self-esteem assessment scale (N=533)*

Scale	Items	Reliability
Self-esteem assessment scale	12	.660

Table 6 explains that self-esteem assessment scale was found reliable at .660.

Table 7

*Items Total Correlation of Socialization Assessment Scale (N=533)*

Items	R	Items	r
SOA1	.577**	SOD1	.598**
SOA2	.667**	SOD2	.584**
SOA3	.676**	SOD3	.551**
SOA4	.555**	SOD4	.676**
SOA5	.497**	SOD5	.650**
SOB1	.423**	SOE1	.609**
SOB2	.531**	SOE2	.649**
SOB3	.545**	SOE3	.518**
SOB4	.453**	SOE4	.392**
SOB5	.456**	SOE5	.432**
SOC1	.427**	SOF1	.287**
SOC2	.464**	SOF2	.558**
SOC3	.606**	SOF3	.627**
SOC4	.552**	SOF4	.570**
SOC5	.559**	SOF5	.351**

\*\* Correlation is significant at the 0.01 level (2-tailed).

\*.Correlation is significant at the 0.05 level (2-tailed).

Table 6 explains the items total correlation of socialization assessment scale. It shows the highest correlation (.676\*\*) was of items No SOA3 and SOD4. While the lowest correlation (.287\*\*) was of item No SOF1. However all the items were statistically significantly correlated with each other.

Table 7

*Items Total Correlation of Self-Esteem Assessment Scale (N=533)*

Items	R	Items	R
SE1	.511**	SE7	.528**
SE2	.567**	SE8	.159**
SE3	.518**	SE9	.582**
SE4	.443**	SE10	.560**
SE5	.405**	SE11	.420**
SE6	.548**	SE12	.285**

\*\* Correlation is significant at the 0.01 level (2-tailed).

\*.Correlation is significant at the 0.05 level (2-tailed).



Table 7 explains the items total correlation of self- esteem scale. It shows the highest correlation (.582\*\*) was of item No.9. While the lowest correlation (.159\*\*) was of item No.8. However all the items were statistically significantly correlated with each other.

Table 8

*Inter Section Correlation of Socialization Assessment Scale (N=533)*

	Work	People	Lang	Goal	Politics	History	Soc
Work	1						
People	.555**	1					
Lang	.623**	.538**	1				
Goal	.678**	.612**	.491**	1			
Politics	.563**	.432**	.588**	.577**	1		
History	.424**	.257**	.467**	.350**	.500**	1	
Soc	.833**	.726**	.792**	.809**	.791**	.663**	1

\*\*. Correlation is significant at the 0.01 level (2-tailed).

Table 8 describes the inter section correlation of socialization assessment scale. The highest correlation was (.833\*\*) between work roles and socialization assessment scale. The lowest correlation was (.663\*\*) between the section related to people and history.

Table 9

*Level of Socialization (N=533)*

Score	Level	N	Percentage
0-50	Below Average	Nil	
51-100	Average	20	3.75%
101-150	Above average	513	96.24%

Table 9 shows the level of students' socialization. The table shows that majority of the students (96.24%) had good level of socialization.

Table 10

*Level of Self-Esteem (N=533)*

Score	Level	N	Percentage
0-20	Below Average	01	0.18%
21-40	Average	14	2.62%

41-60	Above average	518	97.18%
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Table 10 shows the level of the students' self-esteem. The table shows that majority of the students (97.18%) had good level of self-esteem.

Table 12  
*Effect of Socialization on Students' Self-Esteem (N=533)*

Independent variable	Dependent variable	R <sup>2</sup>	$\beta$	t	Sig
Socialization	Self-esteem	.073	.097	6.464	.000
Work roles		.086	.476	7.053	.000
People		.032	.318	4.202	.000
Language		.079	.520	6.742	.000
Organizational goal		.049	.343	5.258	.000
Politics		.044	.359	4.922	.000
History		.006	.115	1.774	.077

Table 11 indicates that student socialization had 7.3% effect on the students' self-esteem. While work roles understanding, people understanding, language understanding, organizational goals understanding and understanding of organizational politics had 8.6%, 3.2%, 7.9%, 4.9% and 4.4% effect on students' self-esteem respectively. Additionally, these effects were also found significant statistically. Only the understanding of organizational history was not having any statistically significant effect on the self-esteem of the students.

## DISCUSSION

Basically this research study was designed to evaluate the level of student's socialization, level of students' self-esteem and the effect of socialization on students' self-esteem at higher education levels. The first Objective of the study was to explore the level of socialization of students. Socialization is the process of adjustment in the society. There were five hundred and thirty three students selected as sample for this research study. This study shows that majority of the students (96.24%) had above average level of socialization. While some of the students (3.75%) had average level of socialization. It shows that the young generation is more interactive. They are having social connections with their peer groups. Although the sample included in the study was taken from the distance education systems, even than they were linked with each other and were connected with their organization. However, the process and the nature of relationships differ from culture to culture. According to Anderson (2011) Peer interaction directly leads to information and resources which can help individuals to be more social competent, it also beneficial for peers that can create significant context for the progress of self-adjusting. Peer interaction are very important in sense of adjustment in the school community due to which their cultures are specifically very strong or supportive and cooperative learning is focused (Busch & Hofer, 2011).

The second major objective was to evaluate the level of self-esteem of the students. Self-esteem is the process in which individuals give respect to own self. In this study results show us that majority of the students (97.18%) had above average level of self-esteem. While (2.62%) students had

average level of self-esteem and (0.18%) students had below average level of self-esteem. According to Billari & Liefbroer (2007) those students with high self-esteem are more inclined means to take active part in their learning as compared to lower self-esteem. "It is not a process that comes with maturity and stay in place while it is a process of changing physical trait because it is not a fixed characteristics but it can be easily continuously flux, teacher, success and families can provide opportunity to develop high self-esteem of the students" (Calarco, 2011).

According to Arum (2000) shy and low self-esteem students were positively affected to the greatest degree it is because of no mutual relationships with others.

The third major objective was to assess the effect of socialization on students' self-esteem. In this research, the result shows that socialization had positive effect on students' self-esteem. So, it can be concluded that self-esteem depends on the student's healthy socialization. Individuals should accept the social system in which the individual is surrounded in order to know about own self, and think that he or she is right, further describe that acceptance and rejection results to an individual's perception of own-self and he or she could easily explain modifications in self-esteem for the different status groups (Corsaro, 2011). When students have relationships with others, the self of a student's becomes famous, Negative effects on the self can ascend if the student finds it is not on the same level as its others friends (Ainsworth-Darnell & Downey, 1998).

## Recommendations

1. Distance education management may provide such co-curricular activities once in the semester in which students can easily interact with other students and share their points of view due to that they are more socialize.
2. Distance education management may provide opportunity to the students in which they take active part in different type of functions in which they can easily communicate with others and make new friends due to that they can transform their conception.
3. Teacher working in distance education may arrange such type of activities or tasks like role-playing, get-together, discussion sessions, sports activities discourse analysis and group tasks once in the semester in which everyone can perform freely in a better way due to which their self-esteem is increased.
4. Teacher and parents may be provided such type of resources and opportunities such as sports materials or to the children or students in which they can integrate themselves and effectively enhance their self-esteem.
5. Distance education Institutions may give rewards to those students whose take active part in different activities like parties, sports, drama functions and speeches due to which others are encourage and become socialize and give positive response to own-self.

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