

Subsystems of Economy and Socialization of Adolescents in Marginalized Areas of Zahedan City

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Abstract

Socialization is the process of learning and a continuous flow throughout life, during which an individual's personality and awareness of objects, phenomena, and concepts are shaped. The aim of this study is to understand the cultural subsystems and socialization of adolescents in the marginalized areas of Zahedan City. Since the main focus of this research is on understanding cultural subsystems, contexts, values, and attitudes, and overall, the socialization process, the method used in this research is qualitative, based on Strauss and Corbin's approach. The statistical population consisted of adolescents aged 10 to 19, and the sample size continued until conceptual saturation, which was achieved after 12 interviews with adolescents and 10 interviews with parents. The data collection tool was semi-structured interviews. The research findings revealed 512 open codes, 21 axial codes, and 5 selective codes. The outcomes included (economic independence of the child, ability to manage money, child's trust in parents, child's responsibility, strengthening of self-control behaviors in the child, reduction in gendered economic behaviors, systematic saving), causal conditions (social class, horizontal decision-making structure, personalized lifestyle, cultural, economic, and persistence-based personality traits), intervening conditions (transmission of gendered learning, traditional understanding of family size, dominant linguistic patterns, parents' leisure time), and strategies (spending adequate time educating the child, teaching economic considerations to the child, using behavior-based economic methods, controlling economic behaviors, involving the child in economic activities). The central phenomenon identified was "conscious socialization." As a result, it can be said that cultural-economic behaviors are a complex phenomenon, and there is no single pattern for cultural-economic socialization behaviors. Consequently, if the socialization institutions, such as schools, family, mass media, and friends, which are the primary agents of youth socialization, perform their roles effectively and provide the necessary conditions for mental, emotional, psychological, and social growth of adolescents, individual socialization will be optimally achieved.

Keywords:

Cultural subsystems, socialization, economy, Zahedan

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1. Introduction:

Zahedan County holds the highest rank for informal settlements in the country. Twenty-five percent of Zahedan's population lives in the outskirts, while the national average is between five to seven percent. The lack or absence of facilities and socialization increases the crime rate in these areas. People living in the outskirts, due to the absence of educational and other facilities and lack of socialization, are more quickly drawn into crime. Socialization is the process of social interaction through which individuals develop their personality and learn the way of life of their society. Socialization enables individuals to learn norms, values, languages, skills, beliefs, and patterns of thinking and behavior that are essential for social living. Additionally, socialization is the process through which an individual learns to become a member of a particular society and culture, thereby transforming into a truly social and cultural being. In other words, socialization is the process of developing an individual's sense of belonging to the larger social world through the learning and internalization of cultural and social values, beliefs, and norms. Socialization occurs throughout the life cycle, encompassing the social and biological sequence from birth, childhood, adolescence, old age, and death. At each stage, we are constantly confronted with new conditions, both personal and social, to which we must learn to adapt (Amiri, 2020). Social factors and social interactions occur according to relevant cultural values and norms, and the content of socialization and the personality patterns that are often praised vary from one society to another. Thus, it can be said that personal traits within each society are shaped by patterns resulting from the shared experience of socialization within a particular culture. We are not only born and live in a society, but also within a specific part of it, and are therefore influenced by specific subcultures of class, race, religion, region, and by particular groups such as family and friends. Hence, the process of socialization helps to explain both the general similarities in personality and social behavior within a society, as well as the differences that exist between individuals. Four agents of socialization—family, school, peer groups, and mass media—are particularly important in modern societies because they continuously and effectively influence individuals. Many adolescents typically identify with one of the subcultures in society, easily entering certain groups and changing their place after a while. These subcultures are generally divided into formal and informal categories. The formal aspect is more visible in schools, training centers, and universities, while the informal aspect involves friends, neighbors, and peers outside the educational and training environment. Adolescent subcultures usually do not have a clear structure or long-term stability. For example, it is difficult to definitively speak of a distinct subculture

among Iranian adolescents or rural youth because its structure is not fixed. Children and adolescents, in their interactions with friends and peers, learn important sources of information, experiences, and values outside the home, and grow in social independence, self-confidence, and autonomy, provided that it is accompanied by indirect parental control (Bigdelo, 2021). In marginalized areas, unique subcultures are observed within small areas, formed by families who have long resided there, creating communities within the broader society. These marginalized cultures are slow to integrate into urban cultures, making it challenging to implement various social programs, such as health and family planning, due to cultural poverty. Zahedan, as one of the major marginalized areas in the country, faces numerous cultural, economic, and social challenges. The cultural subsystems in these areas, due to the specific conditions in which residents live, play a significant role in shaping the personality, values, attitudes, and behaviors of children and adolescents. Due to differences in the economic and social class of families, the socialization patterns in these areas are different from other urban areas, deeply affecting the socialization process of future generations. One of the most important aspects of this issue is the examination of cultural subsystems and the socialization of children and adolescents in the marginalized areas of Zahedan. This topic is of particular importance because differences in socialization patterns can lead to differences in values, attitudes, and social behaviors, ultimately exacerbating inequalities and social disparities. Analyzing the common socialization patterns in these areas, with regard to the differences in values and attitudes of children and adolescents, can provide new insights into the current situation. Additionally, examining the relationship between cultural subsystems, class backgrounds, and family decision-making structures can lead to a better understanding of the factors influencing the formation of economic values and behaviors in these social groups. Finally, identifying the alignment or misalignment between the economic models of parents and children in these areas can serve as a basis for proposing effective strategies to improve the economic and social conditions in these regions. Given the importance of these issues, this research aims to comprehensively examine these factors and their effects, thereby providing a more precise understanding of the challenges and opportunities in the socialization of marginalized children and adolescents in Zahedan.

2. Conceptual Framework:

The goal of socialization (from the actor's side) and cultural education or cultivation (from the side of society or communication channels such as media) is to transfer culture and cultural heritage, convey knowledge and insights, foster talents and biological capital, help the individual adapt to the social environment

(through the imposition of cultural commonalities), create a shared secondary nature and social instinct, acquire habits and condition the nervous, physiological, and sensory-motor systems, increase capabilities, prepare for assigned roles and responsibilities, meet social expectations, and get ready for social life. It also aims to organize and guide thoughts, emotions, inclinations, motivations, attitudes, and behaviors, internalize values and norms, control potential rebellious and antisocial tendencies, and ultimately guarantee the survival and continuity of the social system and establish continuity between successive generations.

Without deep and comprehensive socialization, no social and cultural system, no matter how powerful, influential, long-standing, or widespread, can, merely by resorting to control and surveillance methods and implementing incentives and punishments, force individuals to fulfill their duties, meet expectations, and prevent rebellion and deviation. Furthermore, the process of socialization implicitly contributes to public order, political stability, enhancing collective conscience, strengthening the spirit of commitment and responsibility, fostering collective participation, alignment with social institutions and organizations, reducing the cost of social control and oversight, and strengthening the spirit of cooperation (Safdarian Ghomeshe, 2021).

It should be noted that the process of socialization is a lifelong and continuous process (Yu, 2023). Due to being in different and changing situations, individuals always need re-socialization and appropriate training. The most significant period where the highest level of passive and deep reception occurs is childhood and to some extent adolescence, when due to the lack of information, weak experience, a sense of need, high potential, and environmental necessities, individuals have high readiness and enthusiasm for acceptance. Usually, what is learned in the early stages of life is difficult to replace with alternative or rival elements later. Studies on socialization indicate that individuals generally have the greatest readiness for learning and internalizing cultural elements until the age of 12. Undoubtedly, childhood is the most intensive period of socialization. This period is not only a time when the human being learns many things but also a period when there is the highest flexibility and readiness for acceptance, and the imprints of this stage are difficult to change in later stages (Sarani, 2022).

Culture and socialization are the foundation and process through which individuals find themselves and develop their identity. From a pathological perspective, it is important to consider that the inevitable fluctuations in the basic socialization process (the stage of personality foundation during childhood and adolescence) create problems for the formation of individuals' identities during this period. Therefore, during the early stages of life, experiencing a type of

identity crisis seems relatively natural and inevitable. This issue has become more intense and widespread in modern society due to the multiplicity and diversity of socializing agents, the uncontrollable influence of individuals from various sources, and the operational heterogeneity of these sources (Aboutorabi Zarchi, 2018).

Socialization and becoming socialized are divided into general and foundational socialization and specific or secondary socialization. General socialization refers to the internalization of insights, values, attitudes, standards, and symbols that all members of society need to varying degrees, regardless of ethnic, racial, age, gender, or occupational positions, and without which their social existence would be practically impossible. Secondary socialization or re-socialization involves acquiring the necessary information and experiences, as well as learning the behavioral principles and rules required for a specific position and fulfilling corresponding roles. It should be noted that the quality and type of individuals' socialization vary according to variables such as gender, age, social position, occupation, etc. (Bigdelo, 2021).

Socialization generally occurs through imitation, identification, suggestion, indirect and direct teaching, observation (with participation or merely monitoring), gaining diverse and continuous experiences in various areas of social life, playing social roles, observing and evaluating oneself in the mirror of society's reactions and reflections, striving for alignment with collective desires and expectations, being influenced by the generalized other or the dominant culture of society, modeling significant others or reference groups, exerting psychological and normative pressure for conformity with the dominant culture, and so on (Cohen, 2006). Socialization is also divided into explicit and direct socialization (such as formal education in educational institutions, mass media, public platforms, political parties, etc.) and hidden and indirect socialization (such as the gradual internalization of values, norms, and moral and behavioral standards within the family, workplace, and the influence of the authoritative model prevailing in these settings; influence from friendships, occupational relationships, gaining information and experience through participation in various activities and positions, environmental suggestions, observing the behavior and actions of others, receiving stereotyped thoughts from the environment, modeling from reference groups such as political, religious, scientific, moral, and professional groups; unintended influence from pressure groups, etc.) (Bigdelo, 2021).

3. Research Background

Ghasemi (2023) conducted a study titled "Examining the Effect of Student Socialization on Social Responsibility Mediated by Personality Traits." The

results of the study showed that the variable of social responsibility has a significant positive impact on students' socialization both directly ($\beta = 0.497$, $p = 0.01$) and indirectly ($VAF = 0.30$) through the mediating variable of personality traits. Based on this, it is recommended to pay attention to students' personality traits to improve their socialization.

Sefiri and Mirzaei (2022) in a study titled "The Lived Experience of Marginalized Girls with the Concept of 'Deprivation': A Case Study of the Marginalized Area of Dowlatabad - Kermanshah Province" categorized the marginalized girls' lived experiences of deprivation into two main themes: "Restrictive Personal Beliefs" and "Adverse Space of the Marginalized Community," with nine sub-themes. The study's results indicated that living in a suburban area exposes girls to numerous issues, which not only stem from the vulnerable economic and social conditions of the urban periphery but also from their mental schemas.

Austin et al. (2023) in a study titled "Gender Socialization in Childhood and Adolescence: The Role of Media in Context" stated that decades of research and theoretical development have shown that media can have a significant impact on children's and adolescents' gender identities and beliefs. Such impacts can be problematic due to the stereotypical nature of media content. This chapter focuses on gender-related content in various media types frequently used by children and adolescents (i.e., television and film, social and online media, video games) and presents findings on how such content can affect the development of gender beliefs, both directly and in interaction with other biopsychosocial factors.

Dixon et al. (2023) in a study titled "Children's Growing Understanding of Economic Inequality and Their Place Within It" discuss that income inequality is increasing in many parts of the world. The study considers how children's and adolescents' understanding of economic inequality changes with age. This change in conceptual understanding of "having and not having" highlights the structural and moral-social explanations, moral reasoning, and the impact of socialization factors from parents, media, norms, and cultural discourses. It also discusses how social processes influence judgments and the emerging sense of self in relation to economic inequality issues.

Kolodziej et al. (2014) in a study titled "The Role of Parental Influence on Children's Economic Socialization" state that knowledge and understanding of fundamental economic concepts are crucial for guiding children's future direction in the world of economics and the behavioral impacts in this area. Therefore, the goal of formal and informal economic education is to prepare youth for independent and informed decision-making regarding their financial resources. Nowadays, children start participating in the market earlier, thus

increasing the role of economic knowledge. This paper analyzes the relationship between parental behaviors and children's economic knowledge, market mechanisms, and their financial decisions. Study 1 focused on informal parental economic education activities, covering a group of 100 respondents (50 pairs – parents and one child) using questionnaires (separately for children and parents) regarding parental activities in economic socialization. As the second part of the study, children completed an economic base test (Wolstad and Robson, 1990) designed to measure the level of economic knowledge among school-aged children. Study 2 analyzed the relationships between parental economic socialization activities and children's economic knowledge, as well as behaviors related to saving, borrowing, lending, and repaying debts. In this study, a group of 52 children participated and completed questionnaires about their economic knowledge and behaviors, as well as their parents' economic socialization activities. Study 1 showed a positive correlation between informal parental economic education activities and the level of children's economic knowledge. Study 2 showed higher levels of economic knowledge and frequent efforts to earn money among children who receive pocket money. Results from both studies indicated that children's economic knowledge was significantly higher among those whose parents provided them with pocket money, explained economic issues, and discussed household budgeting compared to children whose parents did not engage in such activities. Additionally, parental activities in this area play a critical role in shaping children's initial economic activities.

4. Research Method

This study employs a grounded theory approach. The two groups involved are primary and secondary school children and adolescents aged 10 to 19 in the marginal areas of Zahedan, and their parents who have the most involvement and impact on their behavior, education, and cultural and social interactions. To identify the significant individual, adolescents were first asked which family member played the most role in their education, and then the identified individual was interviewed using the interview questions. Interviews continued with 12 adolescents and 10 parents until theoretical saturation was reached. The sampling method was purposeful, and the data collection tool was a semi-structured interview. Data analysis was conducted using the Strauss and Corbin method concurrently with data collection. After each interview, the researcher transcribed the interview text verbatim and typed it up, and before conducting the next interview, coded the information by breaking it down into parts. Data collection and analysis were done simultaneously. Data coding was performed in three stages: open coding, axial coding, and selective coding. In open coding, initial concepts and major categories were extracted, and relationships between

events were explained and examined. In axial coding, the researcher reorganized and categorized the data in a new way, grouping data with similar or semantically related concepts into abstract categories. In selective coding, the researcher sought a core category that should have analytical power and encompass other categories. In this stage, the researcher modeled and developed the issues, relating categories to each other within a paradigmatic framework, showing their relationships, examining the central phenomenon and causal conditions (factors affecting the main category), then identifying strategies (actions related to the main category), context and intervening conditions (specific environmental and contextual factors affecting the strategy), and consequences (outcomes of the strategies). The researcher went beyond description to explain the storyline in such a way that one concept is attributed to the main phenomenon in the story and related to other categories. It should be noted that guiding questions and selecting participants were also based on continuous comparison of data.

5. Findings

In this study, 512 open codes, 21 axial codes, and 5 selective codes were extracted. The axial and selective codes are detailed in the table below:

Table 1: Axial and Selective Codes for the Conscious Economic Socialization of Children

Selective Code	Axial Code
Outcomes	Child's economic independence, money management skills, child's trust in parents, child's responsibility, strengthening self-control behaviors in the child, reduction of gendered economic behaviors, systematic saving
Causal Conditions	Social class, horizontal decision-making structure, personalized lifestyle, economic culture, personality trait of perseverance
Intervening Conditions	Gendered learning transfer, traditional understanding, family size, dominant linguistic patterns, parents' leisure time
Strategies	Spending appropriate time on child education, teaching economic considerations to the child, using economic-behavioral methods, controlling economic behaviors, involving the child in economic activities

**Core
Phenomenon**

Conscious Socialization

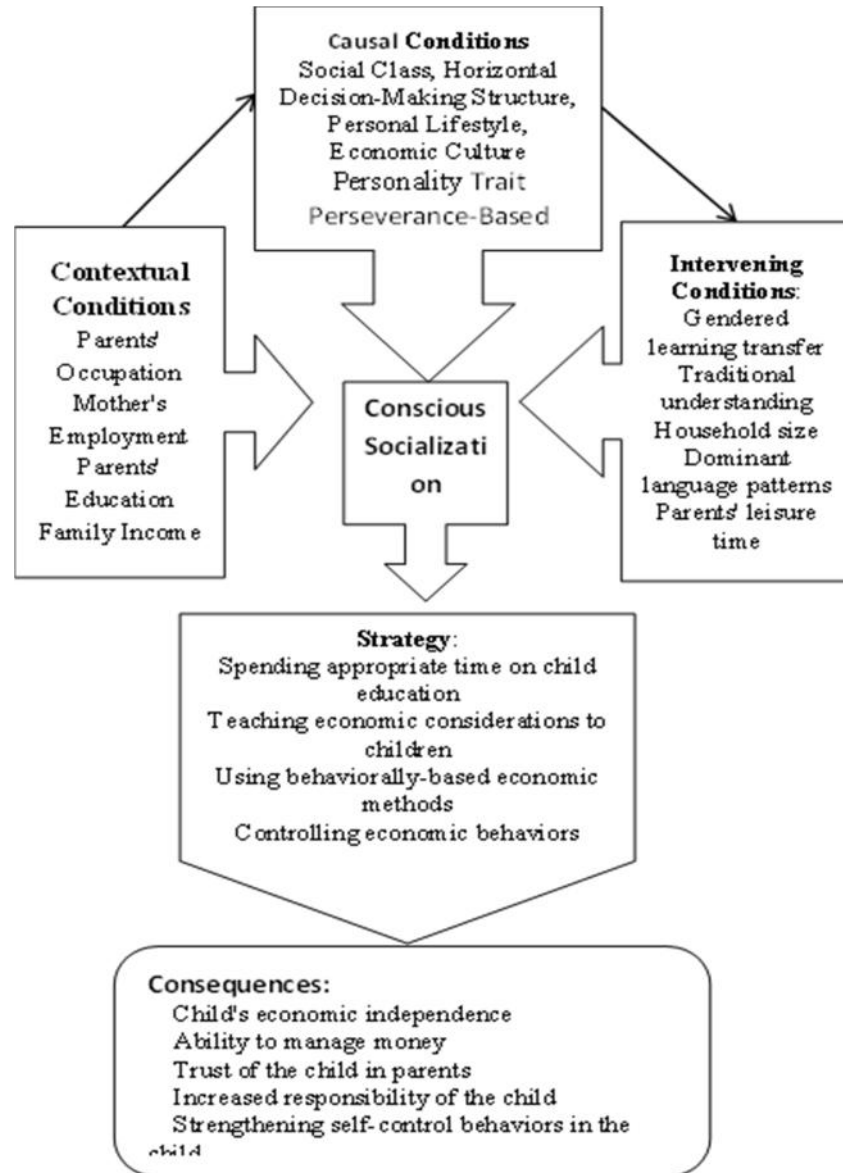


Diagram 1: Model of Conscious Economic Socialization of Children

6. Conclusion

This study aimed to examine the economic sub-systems and the process of socializing children and adolescents in marginalized areas of Zahedan. The findings of this study revealed that economic socialization in these areas is influenced by a complex set of factors, ultimately leading to the formation of behavioral patterns and economic attitudes in children and adolescents.

The core phenomenon of conscious socialization was identified as a key process in this research, where parents, educators, and social environments intentionally introduce children and adolescents to economic concepts using specific strategies. This process has been more effective in families with a horizontal decision-making structure, where children are allowed to participate in financial decisions. On the other hand, causal conditions such as social class, economic culture, personalized lifestyle, and personality traits like perseverance play significant roles in economic socialization. These conditions lead children and adolescents to follow specific patterns that may either align with or conflict with their families' traditional values and beliefs.

Intervening conditions, including gendered learning transfer, traditional understanding, family size, dominant linguistic patterns, and parents' leisure time, also significantly impact the process of economic socialization. These factors can either facilitate or constrain the learning and acceptance of economic values and, in some cases, lead to gender differences in economic behaviors among children and adolescents.

The findings also showed that cultural sub-systems in the marginalized areas of Zahedan are strongly influenced by the local and economic cultures of these areas. These sub-systems play a crucial role in shaping the behaviors and attitudes of children and adolescents, transferring cultural and economic values and norms to the new generation through conscious socialization. Cultural sub-systems were recognized as one of the most important factors influencing economic socialization, directly affecting the economic behaviors of children and adolescents.

The common patterns of socialization among marginalized children and adolescents in Zahedan are significantly affected by their families' cultural, economic, and social conditions. These patterns vary depending on the cultural and economic differences within families. Some children and adolescents adopt responsible and self-controlled behaviors, emphasizing economic patterns based on perseverance and effort, while others face more challenges due to economic or cultural limitations. These patterns reflect the profound impact of

environmental and familial conditions on the socialization of children and adolescents.

The relationship between cultural sub-systems, class backgrounds, and family decision-making structures: Data analysis revealed that cultural sub-systems, class backgrounds, and family decision-making structures play a coordinated and influential role in the socialization of children and adolescents. Social class and family decision-making structures directly impact the type and quality of economic socialization. Families with a horizontal decision-making structure and high levels of child participation observed more effective economic socialization. Additionally, a strong relationship between social class and economic attitudes of children and adolescents was observed, indicating the deep impact of family economic conditions on their attitudes and behaviors.

Economic values, attitudes, and behaviors of children and adolescents are significantly influenced by various economic socialization patterns. This study found that economic values such as saving, money management, and economic responsibility are stronger in children raised in families with a horizontal decision-making structure and strong economic culture. On the other hand, gendered economic attitudes and behaviors were observed in some families, reflecting the impact of traditional patterns on children's economic socialization.

Finally, this study showed that there are significant congruences and discrepancies between the economic patterns of parents and their children. In some cases, children adopt and effectively follow their parents' economic patterns. However, in other cases, due to changes in cultural and economic conditions or influences from educational environments and peers, children have adopted different economic attitudes and behaviors compared to their parents. These findings reflect generational changes in economic attitudes and behaviors and the important role of socialization in this process.

Therefore, it can be said that individuals are always influenced by institutions such as family, education, religion, economy, politics, and other sub-institutions of their society. Consequently, how individuals behave and their personalities depend on the structure of these institutions and their cultural, social, and economic environment. In other words, if the socialization factors such as parents, family, environment, peers, school, friends, etc., are organized in a way that helps in identity formation and imitation, acute problems and issues will not arise. However, if these factors create critical conditions, individuals may be driven towards delinquency and social deviation. If discipline and norm adherence among adolescents and youth is a prerequisite for achieving economic, social, and cultural development, then corruption and deviation from social norms can lead to the deterioration and collapse of society. In such a case, the pursuit of growth and development goals in various areas of the community's

life will be disrupted because, without the active presence of the youth, the wheels of society's progress and development seem impossible to turn. Therefore, the necessity of explaining adolescent socialization is quite evident.

The importance of this research lies in the fact that first, adolescent socialization plays a major role in forming identity, personality development, and emotional and psychological balance. Deviant behavior is an indicator of personality disorganization. Individuals who are fully socialized have a more balanced personality. By aligning with social values and norms, these individuals reduce anxiety and worry, achieving a form of emotional and psychological peace. Second, explaining adolescent and youth socialization is important not only individually but also socially; as one of the important conditions for comprehensive development is the norm adherence of its members. Societies that have rapidly progressed in development stages are those with individuals who are organized and committed to social norms. Such norm-adhering individuals, by following norms and laws in the economic sphere, such as timely payment of taxes, avoiding waste, and preserving public property, can greatly aid in optimal economic functioning. Furthermore, their organized, rational, and predictable behaviors not only contribute to social order and cohesion but also enhance social trust and security, thereby reducing government costs associated with formal social control mechanisms like police forces.

In conclusion, if socialization institutions such as schools, families, and mass media, which are the main agents of youth socialization, perform their roles appropriately, creating optimal conditions for the intellectual, emotional, psychological, and social growth of adolescents, socialization will be effectively achieved. However, if socialization institutions lack coordination and cooperation and fail to ensure the complete and correct process of socialization, issues and anomalies mainly resulting from deviations from societal contracts and culture will appear in the behavior of individuals who violate social rules. This study revealed that people in Zahedan have savings, but these behaviors do not lead to investment in production sectors. Therefore, using a qualitative method and grounded theory approach, the study of economic socialization was conducted to identify the prevailing patterns of economic socialization in these families and understand the conditions, values, attitudes, and behaviors shaping and implementing their economic socialization. Since the family is the most important source of socialization, the study focuses on the economic socialization of children within families. The hidden socialization model consists of three main categories: "values," "attitudes," and "behaviors." This model was predominantly observed in lower and lower-middle classes. Parents in these families have education below the bachelor's level, with mothers often being housewives and fathers mostly engaged in freelance work or lower-status jobs.

The educational level of these parents is typically below bachelor's, and the decision-making structure in these families is often paternalistic and less child-centered. Parents attempt to shield their children from societal activities and socialization issues, believing that childhood should not involve socialization matters. Consequently, children receive limited education and learn cultural-social activities primarily through observation, leading to a distorted understanding of economic activities. The economic culture in these families is predominantly fatalistic, with individuals attributing their poverty to divine will. As a result, there is a lack of appropriate efforts to change conditions, and a notable characteristic of adaptability to existing conditions is evident. These individuals are generally introverted with low social interaction and participation. Their cultural poverty manifests as a diminished sense of future orientation, acclimation to current conditions, and establishment of a poor lifestyle. Due to limited cultural knowledge, their ability for socialization is minimal. Although some parents display future-oriented behaviors towards their children, due to a lack of awareness, they cannot effectively transfer knowledge to their children or properly introduce them to cultural goals. Since mothers in these families are mostly housewives and have less impact, this behavior has also been transmitted to their children.

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