

SOCIALIZATION EXPERIENCES OF STUDENT POLICE CADETS IN ERNAKULAM DISTRICT, KERALA

Mr. Fazil E

Research Scholar (Part Time), Department of Sociology and Social Work, Annamalai University, Annamalai Nagar-608002
fazilvaniyam@gmail.com

Dr. P Ganesan

Assistant Professor, Tamilnadu, Institute of Labour Studies (Deputed)

Abstract

The present study examines the socialization experiences of Student Police Cadets (SPC) in Ernakulam district using a descriptive research design. The primary objective is to analyse how participation in the SPC programme influences students' behavioural development, civic awareness, discipline, and social responsibility. Primary data were collected from 308 SPC students through a structured interview schedule, while secondary data were obtained from official reports and academic sources. A systematic sampling technique was employed to select 37 schools from a total of 74 SPC schools in the district, ensuring representation of rural–urban areas and school types. The findings reveal that the SPC programme plays a significant role in enhancing socialization among cadets. Most respondents reported positive experiences in terms of discipline, teamwork, leadership, and respect for social norms and authority. Statistical analysis indicates that variables such as gender, type of school, social category, family type, religion, parental education, and occupation do not significantly influence socialization experiences. However, area of residence and economic status show significant differences, suggesting that contextual factors shape the extent of socialization. Thus, the study highlights the effectiveness of the SPC programme in fostering responsible citizenship and positive behavioural outcomes among adolescents, thereby contributing to community-oriented policing and youth development.

Keywords: Socialization, Student Police Cadet, Behavioural Development, Civic Awareness, Youth Development

Introduction

Socialization is a fundamental process through which individuals learn the norms, values, attitudes, and behaviours necessary for effective participation in society. During adolescence, this process becomes particularly significant as young individuals develop their identity, social roles, and behavioural patterns. Educational institutions and structured programmes play a crucial role in shaping the socialization experiences of students by providing opportunities for interaction, discipline, and civic engagement. According to Bandura (1977), individuals learn behaviour through observation and interaction within their social environment, highlighting the importance of institutional settings in shaping youth behaviour. Similarly, Bronfenbrenner (1979) emphasizes

that human development is influenced by multiple environmental systems, including family, school, and community.

In this context, the Student Police Cadet (SPC) programme serves as an innovative initiative aimed at promoting discipline, leadership, civic responsibility, and social awareness among students. The programme creates a structured environment where cadets interact with police personnel, teachers, and peers, thereby enhancing their understanding of social norms and institutional functioning. Research indicates that structured youth programmes contribute significantly to the development of pro-social behaviour and responsible citizenship among adolescents (Eccles & Barber, 1999). Furthermore, participation in such programmes strengthens cooperation, teamwork, and self-confidence among students (Larson, 2000).

The demographic characteristics of students also play an important role in shaping their socialization experiences. Factors such as gender, type of school, area of residence, family background, and parental education influence the way individuals perceive and respond to institutional programmes. Studies suggest that supportive environments and social interactions within schools positively affect students' behavioural development and social adjustment (Wentzel, 1998). Additionally, social capital within institutions enhances trust, cooperation, and collective participation among young individuals (Coleman, 1988).

Therefore, examining the socialization experiences of Student Police Cadets becomes essential to understand how the programme contributes to shaping students' behaviour, discipline, and civic orientation. The present study focuses on analysing the socialization experiences of SPC cadets in Ernakulam district, Kerala, by considering the role of institutional participation and individual background factors. The study aims to provide insights into how structured programmes influence youth development and social behaviour in contemporary society.

Review of Literature

Bandura (1977) explained that social behaviour is learned through observation, imitation, and reinforcement within social contexts. Bronfenbrenner (1979) further argued that development is shaped by interactions within multiple environmental systems such as family, school, and community. Coleman (1988) introduced the concept of social capital, emphasizing that relationships and institutional networks play a crucial role in shaping individual behaviour. These theoretical perspectives collectively highlight that structured environments like school-based programmes can significantly influence adolescent socialization.

Resnick et al. (1997) found that supportive school and community environments reduce risk behaviours and promote positive youth outcomes. Wentzel (1998) demonstrated that relationships with teachers, parents, and peers significantly influence students' motivation and behavioural adjustment. Eccles and Barber (1999) emphasized that participation in extracurricular activities enhances students' social competence and engagement. These studies suggest that structured programmes provide opportunities for meaningful interaction and behavioural development.

Larson (2000) highlighted that positive youth development focuses on building competencies, confidence, and character among adolescents. The National Research Council and

Institute of Medicine (2002) emphasized that youth programmes should promote skills, relationships, and supportive environments. Roth and Brooks-Gunn (2003) argued that effective youth development programmes combine structure, support, and opportunities for participation. Damon (2004) further stated that youth programmes should nurture the potential of young individuals by providing constructive environments. These studies underline the importance of programmes like SPC in promoting socialization and responsible citizenship among students.

Research Gap

Existing literature largely focuses on general youth development and socialization processes, with limited attention to structured programmes like the Student Police Cadet initiative in the Indian context. Moreover, few empirical studies examine how different background factors such as gender, residence, school type, and family characteristics influence socialization outcomes within such programmes. There is also a lack of district-level studies analysing the effectiveness of SPC in shaping behavioural and civic attitudes among students. Therefore, the present study fills this gap by providing an empirical analysis of the socialization experiences of SPC cadets in Ernakulam district.

Objective

1. To examine the socialization experiences of Student Police Cadets and analyse their differences across selected variables such as gender, type of school, residence, social category, family type, economic status, religion, parents' education, and occupation.

Hypothesis

H₀: There is no significant difference in the socialization experiences of Student Police Cadets based on selected variables.

Research Methodology

Research Design

The present study adopts a descriptive research design to examine the socialization experiences of Student Police Cadets (SPC). The design is suitable for systematically describing the characteristics, perceptions, and behavioural outcomes of the respondents.

Sources of Data

Both primary and secondary data were utilized in the study. Primary data were collected through a structured interview schedule administered to SPC students, focusing on their background characteristics, socialization experiences, and perceived developmental outcomes. Secondary data were gathered from books, journals, government reports, and official SPC documents to support and validate the findings.

Study Area

The study was conducted in Ernakulam district, where the SPC programme is implemented in selected schools under the collaboration of Kerala Police and the General Education Department. The programme focuses on developing discipline, leadership, civic sense, and respect for law among school students.

Sampling Procedure

SOCIALIZATION EXPERIENCES OF STUDENT POLICE CADETS IN ERNAKULAM DISTRICT, KERALA

A systematic sampling technique was used to select the sample schools. Out of 74 SPC schools in the district, 50 percent (37 schools) were selected by choosing every alternate school from the official list. This ensured adequate representation of rural and urban areas as well as different types of school management.

Sample Size and Selection of Respondents

The total population consisted of 1,626 SPC students enrolled in 2024. Using Yamane’s formula with a 5 percent margin of error, a sample size of 321 respondents was determined. However, after data screening, 308 valid responses were included in the final analysis. The respondents were selected from Class IX students who had completed one year of SPC training.

Method of Data Collection

Data were collected through face-to-face interviews conducted in the selected schools after obtaining necessary permissions from school authorities. The interview schedule was administered in the local language to ensure clarity and accuracy of responses.

Period of Data Collection

The data collection was carried out over a period of two months, ensuring sufficient time for field visits and accurate data gathering.

Table 1: Socio-Economic Characteristics of the Respondents

Variable	Category	Frequency	Percentage (%)
Gender	Male	154	50.0
	Female	154	50.0
Type of School	Police-Aided Schools	225	73.1
	Government Schools	83	26.9
Area of Residence	Rural	216	70.1
	Urban	92	29.9
Social Category	General	102	33.1
	OBC	173	56.2
	SC	24	7.8
	ST	9	2.9
Family Type	Nuclear	221	71.8
	Joint	87	28.2
Economic Status	APL	206	66.9
	BPL	102	33.1
Religion	Hindu	148	48.1
	Islam	91	29.5
	Christian	69	22.4
Father’s Education	Primary	26	8.4
	Secondary	145	47.1
	Higher Secondary	101	32.8
	Graduate & Above	36	11.7
Mother’s Education	Primary	37	12.0

SOCIALIZATION EXPERIENCES OF STUDENT POLICE CADETS IN ERNAKULAM DISTRICT, KERALA

	Secondary	162	52.6
	Higher Secondary	89	28.9
	Graduate & Above	20	6.5
Parents' Occupation	Government Job	58	18.8
	Private Job	91	29.5
	Business/Self-employed	54	17.5
	Agriculture	74	24.0
	Daily Wage Labour	31	10.1

The table presents a comprehensive socio-demographic profile of the respondents participating in the Student Police Cadet programme. The gender distribution is equally balanced, with 50.0% male and 50.0% female respondents, reflecting gender inclusiveness in the programme. A majority of respondents (73.1%) belong to police-aided schools, while 26.9% are from government schools, indicating a stronger presence of SPC units in police-aided institutions.

In terms of residence, 70.1% of respondents are from rural areas and 29.9% from urban areas, highlighting the programme's wider reach in rural settings. Regarding social category, 56.2% belong to OBC, followed by 33.1% from the general category, 7.8% from SC, and 2.9% from ST groups. A large proportion (71.8%) of respondents belong to nuclear families, while 28.2% are from joint families.

Economically, 66.9% of respondents belong to APL households and 33.1% to BPL households, indicating relatively stable economic backgrounds. The religious composition includes 48.1% Hindus, 29.5% Muslims, and 22.4% Christians, reflecting diversity. Parental education shows that most fathers (47.1%) and mothers (52.6%) have secondary education. In terms of occupation, 29.5% are engaged in private jobs, followed by 24.0% in agriculture, indicating diverse socio-economic backgrounds.

Table 2: Descriptive Statistical Analysis of Socialization Experiences of SPC Cadets

Sl. No.	Statements	SA (%)	A (%)	N (%)	DA (%)	SD (%)	Total	Mean	SD
1	SPC training helped me understand the importance of social rules and norms.	41.2	34.7	11.0	4.3	8.8	308	3.95	1.18
2	Through SPC activities, I learned to respect authority and institutional hierarchy.	38.6	36.1	12.5	4.9	7.9	308	3.92	1.15
3	SPC training improved my ability to work effectively in a team.	45.3	32.0	10.4	3.8	8.5	308	4.01	1.20

SOCIALIZATION EXPERIENCES OF STUDENT POLICE CADETS IN ERNAKULAM DISTRICT, KERALA

4	Participation in SPC developed a stronger sense of responsibility toward society.	42.8	34.9	9.7	4.6	8.0	308	4.00	1.19
5	SPC activities encouraged cooperation and mutual support among cadets.	40.5	35.7	11.6	4.2	8.0	308	3.96	1.18
6	Through SPC participation, I became more aware of my roles as a student and a citizen.	36.9	38.4	12.0	4.7	8.0	308	3.92	1.16
7	Participation in SPC strengthened my sense of belonging to the community.	34.6	39.2	13.5	4.3	8.4	308	3.87	1.17
8	SPC training helped me develop better control over aggressive or impulsive behavior.	31.4	36.8	16.7	6.2	8.9	308	3.75	1.21
9	SPC training helped me develop leadership qualities.	44.7	31.6	11.9	3.8	8.0	308	4.01	1.19
10	SPC activities helped me understand the importance of law, discipline, and social order.	47.9	30.8	9.6	3.5	8.2	308	4.07	1.17

Scale: SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree

Table 4.2.1 presents the mean and standard deviation of the socialization experiences of Student Police Cadets (SPC) during their participation in the programme in Ernakulam District of Kerala. The table consists of 10 statements measured using a five-point Likert scale. The mean values range from 4.07 to 3.75, indicating that most cadets reported positive socialization experiences through the SPC programme. The standard deviation values range from 1.21 to 1.15, reflecting a moderate level of variation in the responses of the cadets.

The highest mean value (4.07) was recorded for “SPC activities helped me understand the importance of law, discipline, and social order,” which ranked 1st, indicating that the programme strongly contributes to developing awareness of discipline and legal order among the cadets. “SPC training improved my ability to work effectively in a team” (Mean = 4.01, Rank 2) and “SPC training helped me develop leadership qualities” (Mean = 4.01, Rank 3) also reported high mean values, highlighting that teamwork and leadership development are major outcomes of participation in the SPC programme. Further, “Participation in SPC developed a stronger sense of responsibility toward society” (Mean = 4.00, Rank 4) further emphasizes the role of the programme in instilling civic responsibility among students. It was followed by “SPC activities encouraged cooperation and mutual support among cadets” (Mean = 3.96, Rank 5) and “SPC training helped me understand the importance of social rules and norms” (Mean = 3.95, Rank 6),

indicating that the programme contributes to promoting cooperative behavior and social awareness among cadets.

Similarly, “Through SPC activities, I learned to respect authority and institutional hierarchy” (Mean = 3.92, Rank 7) and “Through SPC participation, I became more aware of my roles as a student and a citizen” (Mean = 3.92, Rank 8) reflect the role of the SPC programme in strengthening respect for institutions and enhancing civic role awareness among the participants. “Participation in SPC strengthened my sense of belonging to the community” (Mean = 3.87, Rank 9) suggests that the programme moderately enhances community attachment among cadets. The lowest mean value (3.75) was observed for “SPC training helped me develop better control over aggressive or impulsive behavior,” which ranked 10th, indicating that although the programme contributes to behavioral regulation, this aspect is comparatively less emphasized than other socialization outcomes.

From the standard deviation values, it is evident that there is some variation in the extent to which cadets experience different aspects of socialization through the SPC programme. Thus, the findings indicate that the Student Police Cadet programme plays a significant role in promoting discipline, teamwork, leadership, civic responsibility, and social awareness among participating students, thereby contributing positively to their socialization process.

Table 3: Cluster Analysis of Socialization Experiences of SPC Cadets

Level of Socialization	No. of Statements	Mean Value	Percentage (%)
High (≥ 4.00)	4	4.02	40.0%
Moderate (3.80–3.99)	5	3.92	50.0%
Low (< 3.80)	1	3.75	10.0%
Total (10 items)	10	3.95	100.0%

Source: Primary Data

Table 4.2.2 presents the cluster analysis of the socialization experiences of cadets during their participation in the Student Police Cadet (SPC) programme. The findings show that four statements (40.0%) fall under the high level of socialization with a mean value of 4.02, indicating that the SPC programme strongly promotes certain aspects of social learning among cadets. Additionally, five statements (50.0%) are categorized under the moderate level, with a mean value of 3.92, suggesting that many socialization experiences such as respect for authority, cooperation, and awareness of social roles are positively influenced through SPC activities, though at a moderate level. Only one statement (10.0%) falls under the low level, with a mean value of 3.75, indicating comparatively weaker perception in a specific aspect of social behaviour. Therefore, the aggregate mean value of 3.95 suggests that the SPC programme plays a significant role in enhancing the socialization experiences of participating cadets.

Table 4: Socialization Experiences of SPC Cadets: Descriptive and Inferential Analysis

SOCIALIZATION EXPERIENCES OF STUDENT POLICE CADETS IN ERNAKULAM DISTRICT, KERALA

Variable	Group / Category	N	Mean	SD	Test statistic	p-value
Gender	Male	154	3.92	0.36	t = -1.25	0.211
	Female	154	3.97	0.34		
	Total	308	3.95	0.35		
Type of School	Police-Aided Schools	225	3.93	0.35	t = -1.24	0.216
	Government Schools	83	3.99	0.35		
	Total	308	3.95	0.35		
Residence	Rural	216	3.91	0.36	F = 8.28	0.004
	Urban	92	4.03	0.31		
	Total	308	3.95	0.35		
Social Category	General	102	3.95	0.34	F = 0.17	0.918
	OBC	173	3.94	0.35		
	SC	24	3.98	0.33		
	ST	9	3.90	0.38		
	Total	308	3.95	0.35		
Family Type	Nuclear	221	3.95	0.34	t = 0.79	0.430
	Joint	87	3.92	0.37		
	Total	308	3.95	0.35		
Economic Status	APL	206	3.97	0.33	t = 2.02	0.044
	BPL	102	3.90	0.38		
	Total	308	3.95	0.35		
Religion	Hindu	148	3.95	0.34	F = 0.12	0.886
	Islam	91	3.93	0.36		
	Christian	69	3.96	0.33		
	Total	308	3.95	0.35		
Father's Education	Primary	26	3.87	0.38	F = 1.06	0.365
	Secondary	145	3.93	0.34		
	Higher Secondary	101	3.97	0.33		
	Graduate & Above	36	3.99	0.42		
	Total	308	3.95	0.35		
Mother's Education	Primary	37	3.90	0.36	F = 0.37	0.773
	Secondary	162	3.94	0.34		
	Higher Secondary	89	3.97	0.33		
	Graduate & Above	20	3.96	0.49		
	Total	308	3.95	0.35		
Parents' Occupation	Government Job	58	3.96	0.33	F = 0.19	0.942
	Private Job	91	3.94	0.35		
	Business / Self-employed	54	3.97	0.32		

SOCIALIZATION EXPERIENCES OF STUDENT POLICE CADETS IN ERNAKULAM DISTRICT, KERALA

	Agriculture	74	3.92	0.36		
	Daily Wage Labour	31	3.95	0.42		
	Total	308	3.95	0.35		

The analysis of socialization experiences shows that the SPC programme has a strong positive impact on cadets. The mean values range from 3.75 to 4.07, indicating a high level of agreement across all statements. The highest mean (4.07) reflects better understanding of law, discipline, and social order, followed by teamwork and leadership (4.01 each). The overall mean of 3.95 further confirms that cadets experience a generally high level of socialization. The cluster results also indicate that 40.0% of the items fall under a high level, 50.0% under moderate, and 10.0% under a low level of socialization, showing that the programme effectively promotes social values among participants.

Based on gender, male cadets reported a mean score of 3.92 (SD = 0.36), while female cadets reported 3.97 (SD = 0.34). The test result shows $t = -1.25$, $p = 0.211$, which is greater than 0.05. Therefore, the null hypothesis is accepted, indicating that gender does not significantly influence socialization experiences.

With regard to the type of school, cadets from police-aided schools reported a mean of 3.93, while those from government schools reported 3.99. The result $t = -1.24$, $p = 0.216$ is not significant, leading to acceptance of the null hypothesis.

Based on area of residence, rural cadets reported a mean of 3.91 (SD = 0.36), whereas urban cadets reported a higher mean of 4.03 (SD = 0.31). The test value is 8.28 with $p = 0.004$, which is less than 0.05. Therefore, the null hypothesis is rejected, indicating that residence significantly influences socialization experiences. Based on social category, the mean scores are very similar (General = 3.95, OBC = 3.94, SC = 3.98, ST = 3.90) with $F = 0.17$, $p = 0.918$. Since the p-value is greater than 0.05, the null hypothesis is accepted.

With regard to family type, cadets from nuclear families reported a mean of 3.95, while those from joint families reported 3.92. The result $t = 0.79$, $p = 0.430$ is not significant, so the null hypothesis is accepted.

Based on economic status, APL cadets reported a higher mean of 3.97, compared to BPL cadets with 3.90. The result $t = 2.02$, $p = 0.044$ is significant, leading to rejection of the null hypothesis, indicating that economic status significantly influences socialization experiences.

With regard to religion, the mean scores are 3.95 (Hindu), 3.93 (Islam), and 3.96 (Christian), with $F = 0.12$, $p = 0.886$. Since the p-value is greater than 0.05, the null hypothesis is accepted.

Based on father's education, the result $F = 1.06$, $p = 0.365$ is not significant, so the null hypothesis is accepted.

Based on mother's education, the result $F = 0.37$, $p = 0.773$ is also not significant, leading to acceptance of the null hypothesis.

Finally, with regard to parents' occupation, the result $F = 0.19$, $p = 0.942$ shows no significant difference, and the null hypothesis is accepted. Therefore, only residence and economic

status significantly influence socialization experiences, while all other variables do not show significant differences.

Findings

1. The study reveals that SPC programme significantly enhances socialization experiences, as reflected in high mean scores (3.75–4.07), indicating strong agreement on discipline, teamwork, leadership, and civic responsibility among cadets, supporting the alternative hypothesis.
2. The finding reveals that majority statements fall under high (40.0%) and moderate (50.0%) levels, confirming overall positive socialization, thus supporting the alternative hypothesis.
3. The data highlighted that gender shows no significant difference in socialization experiences ($t = -1.25, p = 0.211$), hence hypothesis accepted.
4. The study reveals that type of school does not significantly influence socialization experiences ($t = -1.24, p = 0.216$), hypothesis accepted.
5. The finding reveals that residence significantly influences socialization experiences (value = 8.28, $p = 0.004$), leading to rejection of hypothesis.
6. The data highlighted that social category does not significantly affect socialization experiences ($F = 0.17, p = 0.918$), hypothesis accepted.
7. The study reveals that family type shows no significant difference in socialization experiences ($t = 0.79, p = 0.430$), hypothesis accepted.
8. The finding reveals that economic status significantly influences socialization experiences ($t = 2.02, p = 0.044$), resulting in hypothesis rejection.
9. The data highlighted that religion does not significantly affect socialization experiences ($F = 0.12, p = 0.886$), hence hypothesis accepted.
10. The study reveals that father's education shows no significant influence on socialization experiences ($F = 1.06, p = 0.365$), hypothesis accepted.
11. The finding reveals that mother's education does not significantly influence socialization experiences ($F = 0.37, p = 0.773$), hypothesis accepted.
12. The data highlighted that parents' occupation does not significantly influence socialization experiences ($F = 0.19, p = 0.942$), hypothesis accepted.

Policy Suggestions for Strengthening Socialization Outcomes of SPC Cadets

1. **Enhancing Behavioural and Emotional Regulation Training:** Policy should incorporate structured modules focusing on emotional intelligence, conflict management, and behavioural control, as this aspect showed comparatively lower mean scores. Regular workshops and counselling sessions can improve cadets' ability to manage aggression and impulsive behaviour effectively.
2. **Addressing Rural–Urban Disparities in Programme Implementation:** Since residence significantly influences socialization, policymakers should ensure equal access to quality SPC training in rural areas. This can be achieved by improving infrastructure, increasing trained personnel, and providing uniform exposure to activities across rural and urban schools.

3. **Inclusive Support for Economically Weaker Cadets:** As economic status significantly affects socialization experiences, targeted policy interventions such as financial assistance, resource provision, and additional support programmes should be introduced for BPL cadets to ensure equitable participation and benefits from the SPC programme.

Conclusion

The study concludes that the Student Police Cadet (SPC) programme plays a significant role in enhancing the socialization experiences of participating students. The overall findings indicate a high level of agreement among cadets regarding the development of discipline, teamwork, leadership qualities, and civic responsibility, as reflected in the mean scores ranging from 3.75 to 4.07. The programme effectively promotes understanding of social norms, respect for authority, cooperation, and a sense of belonging, thereby contributing positively to the overall personality development of cadets.

The cluster analysis further supports these findings, with the majority of statements falling under high and moderate levels of socialization, indicating that the programme has a consistent and meaningful impact. However, certain aspects such as behavioural regulation require additional attention, as reflected in comparatively lower mean scores. The inferential analysis reveals that most background variables, including gender, type of school, social category, family type, religion, parental education, and occupation, do not significantly influence socialization experiences, indicating the inclusive nature of the programme. However, residence and economic status were found to have a significant impact, highlighting disparities between rural and urban cadets and between APL and BPL groups. The SPC programme emerges as an effective initiative in fostering social values among students, though targeted interventions are needed to address existing inequalities and enhance specific dimensions of socialization.

References

1. Bandura, A. (1977). *Social learning theory*. Prentice-Hall.
2. Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard University Press.
3. Coleman, J. S. (1988). Social capital in the creation of human capital. *American Journal of Sociology*, 94(Suppl.), S95–S120.
4. Damon, W. (2004). What is positive youth development? *The ANNALS of the American Academy of Political and Social Science*, 591(1), 13–24. <https://doi.org/10.1177/0002716203260092>
5. Eccles, J. S., & Barber, B. L. (1999). Student council, volunteering, basketball, or marching band: What kind of extracurricular involvement matters? *Journal of Adolescent Research*, 14(1), 10–43. <https://doi.org/10.1177/0743558499141003>
6. National Research Council, & Institute of Medicine. (2002). *Community programs to promote youth development*. National Academies Press.
7. Resnick, M. D., Bearman, P. S., Blum, R. W., Bauman, K. E., Harris, K. M., Jones, J., Tabor, J., Beuhring, T., Sieving, R. E., Shew, M., Ireland, M., Bearinger, L. H., & Udry, J. R. (1997). Protecting adolescents from harm: Findings from the National Longitudinal Study on

- Adolescent Health. *JAMA*, 278(10), 823–832.
<https://doi.org/10.1001/jama.1997.03550100049038>
8. Roth, J. L., & Brooks-Gunn, J. (2003). What exactly is a youth development program? Answers from research and practice. *Applied Developmental Science*, 7(2), 94–111. https://doi.org/10.1207/S1532480XADS0702_6
 9. Wentzel, K. R. (1998). Social relationships and motivation in middle school: The role of parents, teachers, and peers. *Journal of Educational Psychology*, 90(2), 202–209. <https://doi.org/10.1037/0022-0663.90.2.202>
 10. Larson, R. W. (2000). Toward a psychology of positive youth development. *American Psychologist*, 55(1), 170–183. <https://doi.org/10.1037/0003-066X.55.1.170>