

UNDERSTANDING THE INFLUENCE OF SOCIALIZATION SOURCES DURING
THE ADAPTATION TO THE COLLEGE EXPERIENCE

By

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A thesis submitted to the faculty of
The University of North Carolina at Charlotte
in partial fulfillment of the requirements
for the degree of Master of Arts in
Sociology

Charlotte

2020

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ABSTRACT

CORNELL DUBOSE. Understanding the Influence of Socialization Sources During the Adaptation to the College Experience. (Under the direction of Dr. Elizabeth Stearns)

Every year in the United States, thousands of young adults start their college careers and begin the process of adapting to the college experience. This process of adaptation includes navigating the influence of different socialization sources. While previous studies have focused on how primary or secondary socialization influences new college students, few studies have focused on how the intersectionality of different sources of socialization influences new college students. For this exploratory study, I interviewed 7 undergraduate students attending the University of North Carolina at Charlotte and inquired about their social experiences in college to that point. Using qualitative methods, I discovered 6 relevant themes that led to the emergence of 3 categories that detailed how primary socialization, secondary socialization, and the participant's self-concept influenced the tactics the participants employed to navigate their social environments. simultaneously Analyzing these categories helped to uncover Perceived Social Self Efficacy (PSSE) as the prevalent theory for this study. PSSE describes the process of individuals becoming confident in their ability to make decisions about social situations based on their prior social experiences. Findings from this research study have the potential to give insights on what influences the behaviors of young adults as they adapt to the college experience. These insights can further explain the influence of negative social situations such as peer pressure.

ACKNOWLEDGEMENTS

I would like to thank Dr. Elizabeth Stearns for her invaluable instruction as the chair for my thesis committee. I would also like to thank my committee members, Dr. Lisa Walker and Dr. Scott Fitzgerald for their patience and consistency during the thesis research and defence process. Finally, I would like to thank the faculty and staff of the University of North Carolina at Charlotte Sociology Department for all of the opportunities and resources they provided to me during my time in the graduate program.

Table of Contents

List of Figures	vi
Introduction	1
Literature Background	4
Primary and Secondary Socialization	4
The Effects of Status, Social Influence, and Social Approval on Social Behaviors	5
Self-Concept and Establishing Self-Efficacy	7
Parental Influence: How Authority and Obedience Contribute to Conformity Behaviors	10
Research Question	13
Data & Methods	14
Results & Analysis	17
Parental Power	19
Internalized Beliefs	19
Coercive Power	22
Measured Conformity	23
Justify Conformity	24
Seeking Acceptance	26
Social Awareness	28
Social Intelligence	28
Avoid Conflict	31
Discussion & Conclusion	33
References	39
Appendix A : Recruitment Email	42
Appendix B : Consent Form	44
Appendix C : Webex Instructions	47
Appendix D : Interview Script	49
Appendix E : Pile Sorting Method	53
Appendix F : Highlighting Method	55

List of Figures

Figure 1 : Participant Demographics	16
Figure 2 : Theoretical Framework Process	18

Introduction

Socialization is often viewed as an integral part of the college experience. This is especially true for students who are entering the college environment for the first time. These new students are expected to adapt to this robust social environment while simultaneously adjusting their social beliefs and behaviors to fit. This adjustment in social beliefs and resulting in socially exhibited behaviors can be influenced both negatively and positively by different sources of socialization. Three such sources of socialization are: primary socialization, socialization by individuals with familial ties (Nolan et al. 2008); secondary socialization, socialization by peers and friends (Bénabou, Tirole 2011; Haun & Tomasello 2011); and an individual's self-concept, their self-esteem and resolve to personal beliefs/ behaviors (Cialdini and Goldstein 2004; Garnett 2014).

When studying primary socialization Henry, Wilson, & Peterson 1989 and Vonk et al. 2019 focused on the socializing behaviors family members teach to children during their early formative years. Primary socialization is believed to be largely responsible for teaching children acceptable social behaviors (Higgs 2015). It has been found that prolonged exposure to primary socialization throughout the early formative years of a child, social beliefs, and behaviors expressed by socializing individuals often lead to those beliefs and behaviors becoming internalized by the child (Peterson, Rollins & Thomas 1985; Nolan et al. 2008; Vonk et al. 2019). These internalized behaviors are then retained and exhibited by the child as they enter adulthood. These internalized behaviors would be considered when this young adult is placed in new social environments such as college, as they adapt to both conflicting and reinforcing social beliefs and behaviors.

Studies on secondary socialization have focused on socializing behaviors expressed to an individual by peers and close friends (Haun & Tomasello 2011; Bénabou, Tirole 2011). With this form of socialization, individuals are encouraged to consider and often conform to the beliefs and behaviors shared by their peers in order to gain social acceptance (Scheff 1988; Higgs 2015). This could be viewed as the most prevalent form of socialization during the college experience and can manifest as peer pressure to participate in “risky” or deviant behaviors.

An individual’s self-concept has been studied as a major factor in how that individual responds to social pressures. The concept of a self-concept encompasses an individual’s self-esteem and self-image (Garnett 2014; Lundgren 2004). Cialdini and Goldstein 2004 found that if an individual’s self-concept is compromised, they are more likely to conform to social pressures. These pressures are consistently present during an individual’s college experience.

Studies addressing both forms of socialization as well as the self-concept have focused on how each source of socialization contributes to the exhibited behaviors of adolescents at different stages of life. However, few studies have discussed how all three of these concepts simultaneously influence individuals as they adjust to the college experience. For this study, I seek to further understand the simultaneous influence of primary socialization, secondary socialization, and one's self-concept during the initial adaptation to the college atmosphere and experience. Studying the intersection of these three concepts at this point in an adolescent’s social development could help us better understand how each concept affects the cultivation of their social identity and socially

exhibited behaviors. This deeper understanding can bring further clarity to the behavioral nuances of social issues such as peer pressure and socially deviant behaviors. The theoretical framework produced during this study could not only help social scientists put into context the findings of future studies, but also help the general public understand the social implications faced by individuals who attend college.

Literature Background

Primary and Secondary Socialization

It is widely accepted that social norms and behaviors are taught to individuals in two ways, via primary and secondary socialization (Cialdini and Goldstein 2004). Both play a major role in how individuals become susceptible to conformity behaviors during adulthood. With primary socialization, children learn norms and values from family and close family friends. A child learns how to act as a part of a culture. This is done by the family directly teaching the child “appropriate” behaviors and by the child witnessing the everyday behaviors of family members. Sexism is an example of this type of socialization. If a young boy witnesses a close male role model disrespecting a woman, he may conform to that pattern of behavior and start disrespecting the women he encounters (Peterson, Rollins & Thomas 1985; Nolan et al. 2008; Vonk et al. 2019).

While imitation can often be a reason for adolescent conformity, many adolescents conform to certain behaviors because they feel pressured and intimidated by their parents who have more power in the parent-youth relationship. The more power a parent has over the adolescent, the less likely it will be that the parents' orders will not be followed (Henry, Wilson, & Peterson 1989; Vonk et al. 2019). Adolescents who do not want to experience the shame of disappointing their parents or the repercussions of disobeying them, verbally and physically suppress personal feelings that conflict with the beliefs of their parents to avoid any possible trouble (Haun & Tomasello 2011; Higgs

2015). For this research study, primary socialization will be operationalized as the social behaviors that have been taught to young adults by individuals with familial ties.

With secondary socialization, children learn how to behave as a member of a small group outside of their family home. Friends and peers are the most prevalent sources of secondary socialization for young children (Bénabou, Tirole 2011; Haun & Tomasello 2011). Children adopt the behaviors of their peers in order to be accepted into social circles and gain social status (Nolan et al. 2008; Haun & Tomasello 2011). The fear and shame associated with being ridiculed or ostracized by peers is also motivation for children to conform to social behaviors (Scheff 1988; Higgs 2015). For this research study, secondary socialization will be operationalized as the social behaviors young adults are encouraged to engage in during their cultural adaptation to the social environment of college.

The Effects of Status, Social Influence, and Social Approval on Social Behaviors

The majority of studies that examine social behaviors focus on social influences, social approval, and the status implications of conformity and nonconformity. In many social environments, popularity is an important status implication to consider. When initially interacting with a new peer group, conforming to the norms and expectations of the group can help increase and maintain popularity within that group (Hollander 1958; Benabou & Tirole 2006). When popularity is important enough to an individual, they are more likely to conform to a homogeneous set of behaviors (Bernheim 1994; Benabou & Tirole 2006; Haun & Tomasello 2011; Higgs 2015). Individuals can also conform to

behaviors that go against their personal preferences and standards of behavior. In such cases, the personal preferences of the individual are set aside for conforming behaviors.

Individuals often conform to the social norms of a group because they believe that going against the social norms would not only impair their existing popularity but also hurt their chances of gaining popularity with that group in the future (Bernheim 1994; Bénabou & Tirole 2011; Haun & Tomasello 2011; Nolan et al. 2008; Higgs 2015; Bruch & Feinberg 2017; Keijsers et al. 2012). For instance, a fraternity prospect would engage in embarrassing or deviant behaviors during initiations in order to please the other fraternity members. The conforming individual must also show a level of competence when exhibiting this behavior in order to increase their status with the group (Hollander 1958; Bénabou & Tirole 2011). An individual's desire to gain and maintain popularity can result in a heightened sensitivity to reflected appraisals or how they believe others view them (Franks and Gecas 1992; Higgs 2015). This heightened sensitivity and pressure to maintain social acceptance can lead to individuals or groups engaging in risky behaviors such as refusing to eat in order to maintain a socially acceptable image of beauty.

Low self-esteem and a poor self-image can further heighten this sensitivity and the need for social approval (Franks and Gecas 1992; Haun & Tomasello 2011; Higgs 2015). The lack of social approval increases the value individuals place on such social approval (Nord 1969; Bénabou & Tirole 2011; Haun & Tomasello 2011). Within groups, individuals seeking social approval are likely to follow the opinions expressed by the majority of that group. Just as individuals who value popularity are likely to adopt

conformity behaviors (Bernheim 1994; Higgs 2015; Bruch & Feinberg 2017), members of a group are likely to endorse the views of the groups' majority even when they do not personally internalize those views (Cialdini and Goldstein 2003; Higgs 2015).

In this section, I used previous literature to explore the role that social influence, social approval, and status play in socialization. These three external factors can help explain how primary socialization can be subverted by the secondary socialization of an individual in college. If an individual has a poor self-image or places enough value on social approval, popularity, and status they will disregard the external forces and internalized conformity behaviors that manifest during primary socialization.

Self-Concept and Establishing Self-Efficacy

How individuals feel about themselves while exhibiting social behaviors has been a common point of interest when studying how and why individuals conform. Previous studies show that the majority of individuals that exhibit conformity behavior do so because they prefer the rewards of conformity over the possibility of being punished for nonconformity (Scheff 1988; Benabou & Tirole 2006). As the previous section detailed, a poor self-image can heighten an individual's sensitivity to social opinions and increase their need for social approval (Franks and Gecas 1992; Haun & Tomasello 2011; Higgs 2015). In addition to this, an individual's self-concept can also impact the degree to which that individual conforms. Social interaction requires individuals to present themselves to others while risking rejection and shame. "Shame is the primary social emotion, generated by the virtually constant monitoring of the self in relation to others" (Scheff 1988:397). Feelings of shame can lower an individual's self-concept and

self-esteem. This individual is then more likely to engage in conformity behaviors in an attempt to regain self-esteem and a positive self-concept.

The resistance and personal growth that accompanies the autonomous behavior of an individual has often been linked to that individual's level of self-esteem. Positive self-esteem is considered to be a powerful motive for the autonomous behaviors of an individual (Franks and Gecas 1992; Benabou & Tirole 2006; Dworkin 2015; Garnett 2014; Blöser, Schöpf, & Willaschek 2010). Individuals whose self-esteem has been compromised by life events or socialization are less likely to exhibit autonomous behaviors and more likely to conform to social norms.

It has been stated that one possible way to counteract conformity behaviors and encourage autonomy is to ratify an individual's self-concepts (Cialdini and Goldstein 2004; Garnett 2014). Individuals who focus on self-worth rather than external sources of self-esteem are less likely to conform to the opinions of others (Cialdini and Goldstein 2004; Garnett 2014; Lundgren 2004). For some studies, having a strong self-concept is synonymous with having self-respect. Individuals who exhibit autonomy over conformity favor sources of influence that reinforce their self-respect and dignity (Dworkin 1976; Garnett 2014; Blöser, Schöpf, & Willaschek, 2010).

Ratifying one's self-concept can also lead to the development of positive self-efficacy. Self-efficacy is defined as a person's level of confidence in their ability to complete a task or achieve a goal (Bandura 1977). Previous research studies found that an individual's self-efficacy includes their inference of previous performances as a failure or success (Raskauskas et. al. 2015; Bandura 1997). Bandura 1977 stated that there are four

sources of information that support the development of self-efficacy; (a) vicarious experience; (b) physiological state; (c) performance accomplishments; (d) verbal persuasion. While the theory of self-efficacy can be applicable in various types of experiences, perceived social self-efficacy (PSSE) is conceptualized as the social context of self-efficacy and defined as the confidence an individual has that they possess the abilities and knowledge necessary to build and maintain social relationships (Bandura 1997; Yasien et. al. 2011).

For this section, I used previous literature to explore the role that an individual's self-concept plays in their decision to adopt and exhibit social behavior. According to the literature, having a weak self-concept also weakens an individual's resistance to peer pressure and conformity behavior. Individuals with a weak self-concept are likely to acquiesce to the norms of a group to share that group's status and avoid being ostracized. According to the literature, having a strong self-concept heightens the individual's level of self-respect. Building a strong self-concept during childhood socialization would allow an adult to have more confidence in the decision-making process. Having a strong self-concept can also lead to the development of perceived social self-efficacy which also increases the individual's confidence that they are able to handle a social situation based on their previous successes. When facing further peer pressure, they will be less likely to engage in conformity behaviors if those behaviors violate the individual's personal beliefs. These personal beliefs are established either during the individual's self-development (Franks and Gecas 1992) or derived from internalized behaviors experienced during primary socialization (Peterson, Rollins & Thomas 1985; Nolan et al.

2008). The following section will detail the latter, specifically how parental authority and the encouragement of adolescent obedience contribute to the internalization of parental conformity behaviors.

Parental Influence: How Authority and Obedience Contribute to Conformity Behaviors

When exploring primary socialization it is important to study the impact of parental influence and primary socialization. Previous research studies have identified adolescent conformity to the beliefs of their parents as a quality that leads to the adolescent being able to maintain cooperative relationships (Henry, Wilson, & Peterson 1989; Nolan et al. 2008; Vonk et al. 2019; Kuhn, Phan & Laird 2014; Schiffrin et al. 2014). From an early age, children are taught to obey the words and will of their parents. “During early and middle childhood, high levels of conformity to parents are central features of social development” (Henry, Wilson, & Peterson 1989:16).

During the early formative years, parents socialize their children in many ways. Parents are the first teachers of the children, teaching them appropriate behaviors directly using words and indirectly using actions. Parents also teach their children what other adults have authority over them. This legitimizes the power of those secondary authority figures. This primary socialization also teaches the adolescent the authoritative structures within the family.

In families with clearly defined authoritative structures, power dynamics often alter the behavior of children and force conformity to the norms accepted by the more powerful members of the family. These family members have “parental power” or

socially based influence allocated to parents and perceived by the adolescent (Peterson, Rollins & Thomas 1985; Vonk et al. 2019; Kuhar & Reiter 2013). Adolescents perceive parental power in four ways; expert power, legitimate power, reward power, and coercive power (Henry, Wilson, & Peterson 1989; Vonk et al. 2019; Kuhar & Reiter 2013). Expert power is the belief of adolescents that an authority figure is more knowledgeable or has more information about a topic (Henry, Wilson, & Peterson 1989; Peterson, Rollins & Thomas 1985; Ellingsen & Johannesson 2008). Legitimate power is the belief of adolescents, based on internalized social norms, that an authority figure has the right to influence their behavior (Henry, Wilson, & Peterson 1989; Peterson, Rollins & Thomas 1985; Vonk et al. 2019). Reward power is the belief of adolescents that authority figures have the ability to give valued rewards if the adolescent exhibits favorable behavior (Henry, Wilson, & Peterson 1989; Peterson, Rollins & Thomas 1985; Bnabou & Tirole 2006; Kuhar & Reiter 2013). Coercive power is the belief by adolescents that authority figures have the ability to refuse to allocate rewards, take away resources and administer negative consequences for less than favorable behaviors (Henry, Wilson, & Peterson 1989; Vonk et al. 2019). These four perceptions of parental power contribute to adolescents conforming to the beliefs and behaviors promoted to them by their parents.

Many scholars who research adolescent individualism and conformity state that the encouragement for adolescents to conform within the parent-youth relationship can result in blind obedience to authority as the adolescent ages (Peterson, Rollins & Thomas 1985; Vonk et al. 2019; Kuhn, Phan & Laird 2014). People often put aside their negative feelings about others or their decisions in order to avoid trouble or confrontation (Franks

and Gecas 1992). This type of curved behavior is more evident when one of the parties involved has more power than the other (Franks and Gecas 1992; Ellingsen & Johannesson 2008; Schiffrin et al. 2014). When insubordination can result in punishment, children are unlikely to challenge decisions made by their parents or other members of the family who hold a higher status. In such cases, a level of intimidation contributes to conformity behaviors. This form of conformity is externally motivated as the adolescent responds to being monitored by their parents. However, sustained conformity behaviors encouraged by external factors (in this case the parents) can be internalized and shaped into internalized commitments (Peterson, Rollins & Thomas 1985; Nolan et al. 2008).

In this section, I used previous literature to explore the role that parental influence plays in primary socialization. Parent-youth relationships are built on the foundation of power dynamics and the four forms of parental power that have the ability to encourage conformity during primary socialization. The prevalence of expert power and legitimate power encourages adolescents to defer to individuals with parental power when making decisions. When exhibiting behavior the prevalence of reward power and coercive power persuades adolescents to measure their desired expression of individuality against the value they place on goods or services that a person with parental power can reward or take away. Parental power is an external factor during childhood socialization that can have a lasting effect on adolescents as they become adults. Adults raised with these power dynamics remain mindful of the beliefs and expectations of their parents. These beliefs and expectations may also be internalized by the socialized adult making them more resistant to external factors that originated outside of familial ties.

Research Question

The aim of this study is to understand how different sources of socialization influence the behaviors of college students during their initial adaptation to the college experience. This can lead to a better understanding of how college students deal with peer pressure and behavioral influence. Previous research studies have explored how primary and secondary socialization has individually influenced the social behaviors of college students (Nolan et al. 2008; Vonk et al. 2019; Bénabou, Tirole 2011; Haun & Tomasello 2011). However, few studies have explored the intersectionality of primary socialization, secondary socialization, and an individual's self-concept. As a result, my research question is: How do sources of socialization intersect to influence the behavior of college students during the initial social and cultural adaptation to the college atmosphere?

Data & Methods

For this exploratory study, I utilized qualitative methods to determine the influence of socialization sources during the adaptation to the college experience. Before conducting the research, this study was approved by the Institutional Review Board at the University of North Carolina at Charlotte. After receiving approval, I conducted a pilot test of the interview protocol to ensure that it is effective at gathering relevant data. For this pilot test, I recruited a volunteer from my personal academic network to respond to the questions from my initial interview protocol. The volunteer was instructed to role play as a college-aged man and inform me when the line of questioning became confusing or redundant. After analyzing the results from the pilot test, I removed redundant questions from the protocol and simplified the remaining questions by removing any confusing language. I then moved to the recruitment stage of the study. To recruit participants for this study, I distributed a research announcement on April 2, 2020, to students who attend UNCC in order to gather applicable respondents for the interview stage of this study. The announcement informed the potential participants that they would receive a \$20 Amazon electronic gift card for completing the interview stage of this study, distributed directly to their UNCC email address. For data gathering purposes, the target population for this study was closely matched to the status characteristics of the primary researcher and interviewer (Cornell Dubose). The main status characteristics include identifying as African American/Black and male. Matching the respondents' characteristics with that of the interviewer was done to encourage open and honest dialog during the interview stage of the study. However, while the target

population was African American/Black males, the intersectionality of racial identity and/or gender identity with the cultural adaptation to a new social environment was outside the scope of this study.

I interviewed 7 African American male participants from April 6, 2020, to April 20, 2020. The participants were all undergraduate students between the ages of 18 and 21 attending UNC Charlotte and were in their Sophomore or Junior year. The demographics of the participants are detailed in Figure 1. The semi-structured interviews took approximately 30 minutes to complete and were conducted via Webex online video conference. All participants were instructed to disable their cameras to stay in compliance with the IRB approved protocol. The interview script consisted of 11 open-ended questions and corresponding follow up questions, detailed in Appendix D. These questions asked participants to recall social interactions and behaviors while protecting their interests by encouraging them to omit specific details such as names, locations, or acts. With these specific details not being pertinent for this study, omitting them further encouraged a relaxed interview environment and prevented the disclosure of deviant behaviors. The interviews were recorded using the video recording option on Webex. During the interviews, notations and timestamps were used to mark when questions were addressed, and follow up questions were asked. Following each recorded session, the interviews were transcribed and analyzed for relevant data. The names of the participants were changed to ensure confidentiality. The pseudonyms were assigned by the lead researcher (Cornell Dubose).

Figure 1. Participant Demographics

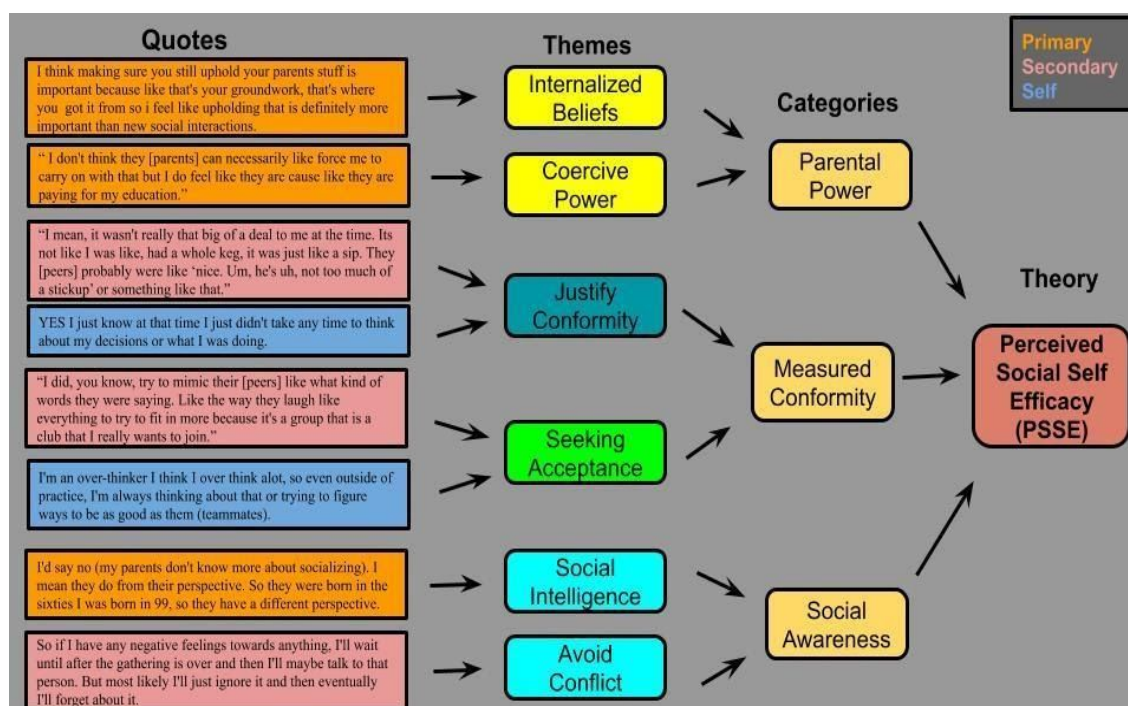
Participants			
Alias	Age	School Year	Residence
Jeff	20	Sophomore	Off-Campus with roommates
Max	18	Junior	Off-Campus with roommates
Eric	19	Sophomore	Off-Campus with roommates
Tony	19	Junior	with parents
Aaron	19	Sophomore	On-Campus with roommates
Karl	21	Junior	On-Campus with roommates
Andy	18	Sophomore	On-Campus with roommates

Results & Analysis

During the individual interviews, the participants were asked to share their opinions and experiences regarding topics related to the three sources of socialization this study focuses on. Their responses were recorded and analyzed to build a framework that illustrates the influence of socialization sources during the adaptation to the college experience. For data analysis, I employed two methods of open coding to outline relevant themes in the data: Piling and highlighting. For the piling method (displayed in Appendix E), I listed the three major sections of the interview protocol related to the three sources of socialization analyzed in this study; Primary socialization, secondary socialization, and one's self-concept. Under these three sections, I listed the questions from the interview protocol that were asked and responded to during the individual interviews. Under each listed question, I piled the participants' responses to each question. After completing the piling method, I initiated the highlighting method (displayed in Appendix F). With this method, I highlighted the most prevalent questions from each section (these were highlighted green). These questions were determined to be the most prevalent due to the responses of the participants speaking directly to the influence of a source of socialization. I then analyzed and highlighted the responses of the participant with a specific color depending on the nature of the response. Responses that were analyzed and determined to answer the question in the affirmative were highlighted red. Responses that were analyzed and determined to answer the question in the negative were highlighted blue. After highlighting the responses accordingly, I tallied the affirmative and negative responses to determine the most common responses to the questions. This allowed for

prominent themes to be uncovered. Once the prominent themes were uncovered, I determined how the themes were linked to each other in a theoretical model by using the memoing method. The memoing method entailed examining the themes and taking notes on how they related to larger categories. Once categories were identified, all gathered data was analyzed to find occurrences of themes that fit these categories. Prevalent categories were analyzed to further build the theoretical model. As demonstrated in Figure 2, analyzing the data uncovered three major categories composed of six common themes that summarized the participants' most common responses. The three categories were: Parental power, measured conformity, and social awareness.

Figure 2. Theoretical Framework Process



Parental Power

Parental power directly relates to primary socialization and refers to the level of influence a parent has over their adolescent. In the context of this study, the categorical term ‘parental power’ is used to encompass the various ways the participants of this study are influenced by their parents as they navigate their social environments. Within this category are the themes; Internalized behaviors and coercive power. Internalized beliefs refer to the beliefs and behaviors the participants learn from their parents and continue to willingly perpetuate. Coercive power refers to the influence the parents have over the participants as a result of their ability to reward or withhold resources the participant needs.

Internalized Beliefs. When addressing questions concerning primary socialization, participants exhibited behaviors that demonstrated their internalization of social beliefs and behaviors communicated to the participants by primary socialization sources. The participants of this study expressed how the process of internalizing the beliefs of their parents remained prevalent as they entered adulthood. This was primarily due to the expressed expectations of their parents.

When asked if his parents still expected him to adhere to the lessons he learned as a child, Karl, a 21-year-old junior, responded by stating:

Oh, absolutely. So you got to carry on those values and morals and just live life day to day with integrity and whatnot.

Karl's answer exemplifies the positive outlook the majority of the participants had toward the lessons taught to them by their parents. When asked how they personally feel about these lessons, Tony, a 19-year-old junior, responded by stating:

I mean, I think they are good lessons. Lessons like, be nice to everybody and don't pick any fights. You know, basic manners. I think that everybody should follow those lessons, you know.

Eric, a 19-year-old sophomore, shared this notion and responded by stating:

I completely agree with the lessons. I wouldn't have agreed with them years ago, but now that I'm older and more mature, I agree with them.

For the participants, these positively viewed internalized beliefs permeated their social lives and often superseded their goals of being socially accepted. Aaron, a 19-year-old sophomore, expressed this ideal when asked if they felt it was more important to create new social connections or to uphold the lessons and principles set by your parents:

I think making sure you still uphold your parent's stuff is important because like that's your groundwork. That's where you got it from. So I feel like upholding that is definitely more important than new social interactions.

Jeff, a 20-year-old sophomore, expressed that it was easier to uphold the principles of his parents because they encouraged branching out socially:

So the principles that they built are the same as connecting with new peers and making new friends. So it's the same, you know, so if I make new friends, I am keeping the principles that my parents built.

While the majority of the participants expressed having a positive outlook in regards to the internalized beliefs, not all of the participants shared those sentiments.

Max, an 18-year-old junior, expressed being more concerned with the negative repercussions of deviating from the lessons and principles of his parents:

I'd say upholding the principal of my parents is more important because I wasn't. like actively going out that often. Because I was always concerned about like, all right, like if mom was here, would that be cool? I was always worried like what if I get in trouble and this blows back on them [parents] and stuff like that. So I was always watching my back and moving a lot more cautiously than I would have.

In summary, the responses of the participants demonstrate how and why they internalize the beliefs and behaviors taught to them by their parents. As expressed by Tony, several of the participants view their parents' behavioral lessons as simply learning basic manners. These 'basic manners' are viewed by the participants as being socially acceptable because social sources outside of their families follow similar beliefs. This corroboration from different sources of socialization normalizes the behavior which aids in the behaviors being internalized. Internalization is a process that involves years of consistent reinforcement to come to fruition. Such reinforcement can result from personal experiences. Eric demonstrates this when he states that he did not completely agree with his parents' lessons and beliefs until he was 'older and more mature'. For Eric, the realization that these lessons and beliefs can be beneficial to his social experiences resulted in the legitimization of those beliefs. Once a set of beliefs are internalized, those beliefs are perpetuated and protected. Both Karl and Aaron believe that because the beliefs they learned from their parents are the 'groundwork' or foundational values that

shaped their personalities, they should support and continue the practice of those beliefs. Supporting these beliefs includes publically demonstrating behaviors that exemplify the beliefs. Behaving otherwise could blemish the reputation of the adolescent as well as the parents that communicated the beliefs. Max demonstrated this when he expressed that he didn't want to get in trouble and have it 'blowback' on his parents.

Coercive Power. Within the context of this study coercive power is a form of parental power in which adolescents believe their parents have the ability to take away resources or refuse rewards if the adolescents do not exhibit favorable behavior (Vonk et al. 2019). After analyzing the responses from the participants during the individual interviews, it was evident that parental coercion was a factor that directly affected the parent-child power dynamic. Several participants expressed this when asked if they believed their parents had the right to tell them what to do as a college student.

Max expressed how the financial assistance he receives from his parents, increases his parents' coercive power and grants them more influence over his social life:

I don't think they should be able to necessarily, like, force me to do things but I do feel like they are because, like, they are paying for my education.

Jeff weighed the financial assistance he receives from his parents against his social independence:

That's a hard question because as a college student, you're trying to be independent of others, but I personally have learned that I can't do that unless I have financial help. You know, honestly, if I don't have money, I can't be independent. So I think my parents

have the right to tell me what to do as long as they are supporting me.

For the participants of this study, coercion was the most prevalent form of parental power they experienced in their relationship with their parents since starting college. After analyzing the data gathered during the study, it was evident that the primary source of coercion stemmed from the financial assistance the participants received from their parents. As expressed by Max, without any viable alternate sources of income, the participants felt obligated to abide by the expectations of their parents despite the potential of those expectations to hinder the social experiences of the participant. This was a point of contention for the participants as they had an idea of their ideal circumstance regarding their independence as college students. As expressed by Jeff, not having the resources to fully realize this independence resulted in the participants growing increasingly frustrated with the reality of their financial situation.

Measured Conformity

Measured Conformity refers to the conformity behaviors an individual intentionally exhibits in order to gain social acceptance. For this study, this term is used to encompass the motivations as well as the reasoning the participants consider as they determine the level of conformity they are willing to engage in. Within this category are the themes; Justify conformity and seeking acceptance. Justify conformity refers to the participant's efforts to legitimize their decision to conform to certain behaviors. Seeking acceptance refers to the efforts of the participants to appear desirable to the members of a social group they hope to join.

Justify Conformity. When addressing questions concerning secondary socialization, the participants demonstrated a willingness to conform to the behaviors of their peers. The participants also expressed various ways of justifying their conformity behaviors. This includes participating in acts and behaviors that do not align with the personal beliefs of the participants. The participants were socially motivated to participate in these behaviors as well as attend social events and environments that promote these behaviors. When asked what motivates him to attend social events, Tony responded by stating:

It's just my friends. I really go for having an excuse to hang out with my friends and I mean, yeah, it's great. I like hanging out with my friends and I want to have a good college experience. I want to be able to look back and be like, you know, I made the most out of, you know, being at UNCC.

Wanting to make the most out of their college experience is a prominent example of the justifications the participants gave for conforming to social behaviors. Karl and Aaron expressed their own justifications when asked if they ever engaged in social behaviors that did not align with their personal beliefs.

Karl stated:

I'd say a few times. Just a few moments of weakness, you know, dealing with stress and sleep deprivation from school stuff you know. When you're not clear-headed, you're not thinking clearly and you make rash decisions, but you know, it was not that crazy.

Aaron stated:

Well, sometimes you can get caught in a moment and do something that you probably, know you, shouldn't. Then you'll probably end up regretting it and then look back on it and you're like, dang, I really did that or something like that. But yeah, it's just an in the moment kind of thing.

While Karl and Aaron justified their conformity by admitting that they simply 'got caught in the moment', other participants justified their conformity by downplaying their actions. When asked how he felt about his decision to join in on certain behaviors, Tony responded by stating:

I mean, it wasn't really that big of a deal to me at the time. It's not like I had a whole keg, it was just like a sip. They [peers] probably were like 'nice. Um, he's uh, not too much of a stickup' or something like that.

The participants of this study justified their conformity behaviors as an attempt to minimize their personal responsibility for their behaviors. Justifying conformity was accomplished by the participants in two ways; by diminishing the severity of the exhibited behaviors and reasoning with themselves to conform to those behaviors. Tony exemplified diminishing behaviors when he expressed that taking a sip of an alcoholic beverage was not a big deal because he felt that he did not overindulge. Tony also exemplified reasoning with himself when he expressed that he didn't want to miss out on the college experience. This fear of missing out was shared by the majority of the participants as they expressed wanting to participate in their ideal and socially 'normal' college experience which includes attending social gatherings that promoted unfavorable behaviors. Karl and Aaron both justified their conformity by expressing that they got

caught in a moment of weakness while attending such social gatherings. Aaron blamed his moment of weakness on the heightened level of stress caused by his academic pursuit. Tony, Aaron, and Karl all exhibited behaviors that did not align with their personal beliefs or the internalized behaviors influenced by primary socialization. This was done as the participants determined that the possible rewards gained from conforming to secondary socialization were more valuable than upholding behaviors influenced by primary socialization.

Seeking Acceptance. When responding to questions focusing on secondary socialization, the participants expressed their desires as well as their efforts to gain acceptance within social groups they recently joined or wish to join. When the participants were asked what measures they took to gain acceptance in a new social group, Jeff stated:

I'm very different compared to my teammates and friends. So I kind of try not to be myself because sometimes if you're yourself and the team or the group that you're joining are different from you, it would be hard to fit in. So I did realize that and you know, I tried to fit in and act like them, which is not a bad thing. How they act is not a bad thing. So me acting like them wasn't bad. So I decided to do that to gain acceptance.

Tony expressed taking similar measures when asked if he felt inclined to emulate or mimic the behaviors of the group in an effort to fit in:

I did. Um, when I got to the group meeting, I saw it was a crowd of people. They were people who I never really ever hung out with before. It was a very different crowd, which made it really interesting and I did not want to feel left out. I did, you know, try to mimic what kind of words they were saying. Like one day I'll laugh

like everyone else to try to fit in more because it's a club that I really wanted to join.

The participants were asked to self-report their level of self-esteem. They were then asked if they felt their level of self-esteem affected how they interact with their peers. Jeff, who reported having low self-esteem stated:

So I'm an over-thinker. I think I overthink a lot. So even outside of running practice, I'm always thinking about fitting in or trying to figure ways to be as good as my teammates.

Tony, who reported having a high level of self-esteem, stated:

I think my self-esteem is higher than a lot of my peers because of the situations that I have been in and the opportunities that I have. Um, and so, you know, a very popular trend while hanging out people these days is a lot of people put themselves down. You know, it's just kind of the trendy thing to do. Be like, "Oh, like I suck." Or like, "Oh, this is terrible." Or like "I'm having such a struggling time." and I'm not having a struggling time. I, like, still try to join in. I'm like, "Yeah, I'm struggling too." and then they'll point out like, no you're not, like you have this, that and that and this. And I'm like, "okay, well sorry".

For the participants of this study, seeking acceptance plays a major factor in how receptive they are to secondary socialization. Analyzing the data uncovered some of the reasons the participants seek acceptance as well as the tactics they use to gain that acceptance in a group setting. Among the reasons for the participants seeking acceptance was their motivation to strengthen their reputation within a group or organization, they were hoping to join. One tactic the participants used to ensure their acceptance into a

group was to alter their social behaviors. This is exemplified by Jeff and Tony as they expressed that they were willing to mimic the behaviors and mannerisms of the group members in order to seem more relatable and less of an outsider. This tactic was used regardless of the self-reported level of self-esteem. Jeff reported having low self-esteem leading to self defamation and an increased value on social acceptance. Tony reported having a high level of self-esteem leading to him enduring emotional labor as he pretended to have the same emotional issues as his peers with lower self-esteem.

Social Awareness

Social Awareness refers to the ability of an individual to comprehend the nuances of his social environment. For this study, this term is used to encompass the tactics the participants employ that demonstrate their ability to thrive in their social environment. Within this category are the themes; Social intelligence and avoiding conflict. Social intelligence refers to the participant's ability to determine the legitimacy of their social knowledge as well as the social knowledge of social authority figures. Avoiding conflict refers to the propensity of the participants to set aside their personal beliefs in order to appear more relatable to their peers.

Social Intelligence. Exhibiting social intelligence plays a pivotal role in how individuals deal with socialization and navigate social environments. For the participants of this study, establishing their social intelligence was a process that included understanding the magnitude of social situations, determining the authority figures that hold socializing influence, and deducing if the social experiences of the authority figure can help the participant increase their understanding of society.

Within the college experience, peer pressure is a perpetually prevalent aspect of social life. The participants of the study were asked to share their understanding of peer pressure in the college environment. Tony stated:

I think it's prevailing. I don't think it's a problem that has gone away. I don't think it's a problem that's ever going to go away. Uh, I think that you experience it a lot in college.

Eric stated:

I would say it's probably one of the strongest things, to make somebody do something that they don't want to do or make someone do something that they maybe might want to do but don't have any courage to do it.

An individual's parents are an important source of socialization throughout their lives. As the individuals age and have their own social experiences, they have to determine if their experiences are worth more than the experiences of their parents. When the participants of this study were asked if they believe their parents knew more about socializing than them, Tony responded by stating:

I probably know more about socializing than them, um, especially with the college setting, given that they didn't really go to college.

Karl expressed how he felt his age gave him insights on social experiences:

I'd say no. I mean they do from their perspective but they were born in the sixties and I was born in 99 so they have a different perspective.

While an individual's parents communicate social lessons throughout the individual's lives, they are not the only authorities on socializing the individual encounters. Social group leaders are also a source of social knowledge that individuals can use to better understand social environments. The participants of this study were asked if they felt inclined to emulate or mimic the behaviors of the group leaders in order to gain popularity within that group. Andy responded by stating:

If I found someone that I thought displayed good leadership, I'll just take notes and apply it to my leadership skills.

To summarize, during the individual interviews, the participants of this study demonstrated their social intelligence when asked questions regarding their experience with primary and secondary socialization. When responding to questions about peer pressure, all of the participants were able to express an intimate level of understanding about the severity of the social issue. They also demonstrated their understanding that peer pressure has been normalized due to its prevalence in the college atmosphere. The comprehension of this social issue shows the participants' aptitude to navigate social environments. The participants also demonstrated their ability to determine legitimate social authorities and learn valuable social lessons from them. While all of the participants appreciated the input of their parents, they did not view their parents as legitimate social authorities due to their lack of involvement in the college environment. The participants' willingness to emulate the behaviors of social group leaders in order to increase their popularity shows their ability to increase their social intelligence.

Avoid Conflict. Avoiding conflict was a notable theme uncovered while analyzing the data gathered during the individual interviews. The participants expressed several reasons why and how they avoided conflict within group settings. This avoidance persisted even when it meant going against the participants' personal feelings. When the participants were asked if they were likely to ignore their negative feelings about someone's decisions in order to avoid conflict, Aaron stated:

Like if it's something small or a decision that was important to them, but I may not agree with it. I guess I would definitely keep my feelings to myself. I feel like I should just stay in my own lane, mind my own business, and not try to get into theirs. I probably just think it's best to keep it to myself.

Karl and Tony both expressed their reservations about causing conflict in a new group setting. Karl stated:

I would probably say so because if I'm like a new member, I don't want to come off as like, too controversial.

Tony stated:

Yeah, it was really a different crowd than I was used to. Everybody had a lot of opinions and seemed sensitive. A lot of things they were saying I didn't typically agree with, but I was trying not to be combative or argumentative. I very much got the vibe that if I was to bring up like I don't agree with them. It would probably negatively affect the report that I got from the group. Especially if I'm with people physically, I don't want to kill the vibe of the group. I don't want to start an argument. Uh, we're all getting together to have fun. So if I have any negative feelings towards anything, I'll wait until after the gathering is over and then I'll maybe talk to that person. But most likely I'll just ignore it and then eventually I'll forget about it.

The participants of this study demonstrated their motivations for avoiding conflict and expressed the value they placed on avoiding conflict as a social tactic. Unlike the participant's attempts to seek acceptance within a group motivated by the possibility of strengthening their reputation within a group, the participant's motivation for avoiding conflict was to prevent possibly diminishing their reputation and status within a group. They found this tactic especially useful when they were a new member of a group as they had very little authority and responsibilities within the group at this time. This tactic was used regardless of the level of self-esteem the participant self-reported. The majority of the participants dealt with emotional labor by choosing to ignore their negative feelings about decisions made by their peers in order to avoid conflict.

Discussion and Conclusion

For this exploratory study, I identified how primary socialization, secondary socialization, and an individual's self-concept interact to influence the behavior of college students during their initial social and cultural adaptation to the college atmosphere. To do this, I interviewed seven African American men in their sophomore or junior years in college, all of which were between the ages of 18 and 21 and attended the University of North Carolina at Charlotte. The participants were asked questions that were designed to gather data about the participant's interactions with sources of socialization and the influence those sources had on the behaviors of the participant.

After analyzing the resulting data, I uncovered 6 prevalent themes that were placed in 3 overall categories that demonstrate the participant's interaction with the three sources of socialization and build toward an overall theory. The category "parental power" emphasizes the influence that primary socialization has on the behaviors of the participants. Parental Power has been defined as a socially based influence allocated to parents and perceived by the adolescent (Peterson, Rollins & Thomas 1985; Vonk et al. 2019; Kuhar & Reiter 2013). Within this category are the themes "internalized beliefs" and "coercive power". Internalized beliefs detail the process of the participants developing a personal and intimate understanding of the beliefs and behaviors expressed to them by their parents and close family members. The behaviors that were internalized by the participants were the behaviors they viewed as "traditional groundwork" for acceptable social behaviors rather than the personalized beliefs of their parents. Coercive

power details the parental influence the participants are persuaded to consider due to the parents' possession or control of a resource the participant values. For the majority of the participants of this study, that valuable resource was financial assistance with college tuition and other living expenses.

The category "measured conformity" details the influence that both secondary socialization and one's self-concept has on the expressed behaviors of the participants. For this study, measured conformity was conceptualized as the conformity behaviors an individual intentionally exhibits in order to gain social acceptance. Within this category are the themes "justify conformity" and "seeking acceptance". Justifying conformity is an aspect of secondary socialization and details the thought process of the participants as they define their reasoning for engaging in social behaviors that do not align with their personal beliefs and behaviors. This was typically exhibited by the participant as they diminished the severity of the behaviors they participated in. Seeking acceptance related to aspects of an individual's self-concept and detailed the participant's methods as well as their personal reasoning for wanting to gain acceptance within a group. The majority of the participants sought acceptance within their desired groups as a way to strengthen their social standings and reinforce their self-esteem. The primary method used by the participants to gain acceptance was intentionally mimicking the behaviors of the group leaders as those behaviors had previously been legitimized within those groups.

The category "social awareness" further details the influence that secondary socialization has on the behaviors of the participants. For this study, social awareness was conceptualized as the ability of an individual to comprehend the nuances of his social

environment. Within this category are the themes “social intelligence” and “avoid conflict”. Social intelligence detailed the participant’s ability to understand the magnitude of social situations, determining the authority figures that hold socializing influence, and deducing if the social experiences of the authority figure can help the participant increase their understanding of society. The majority of the participants exemplified this by stating their opinion regarding their parent’s understanding of the college experience. The participants cited their parent’s lack of college experience as evidence that their parents have less knowledge than themselves regarding social life on campus. Avoiding conflict detailed the participant’s methods and reasoning for avoiding to appear controversial or combative toward their peers in social settings. The primary reasoning exemplified by the participants for avoiding conflict was to avoid possibly diminishing their social reputations. The participants did this by ignoring their negative feelings during social interactions and allowing unfavorable group behaviors to proceed uninterrupted.

After analyzing the three categories, I was able to determine how the three sources of socialization influence the behaviors of college students during their initial adaptation to the college experience. I concluded that the categories demonstrated in this study encompass the experiences and thought patterns of the participants as they enter their new social environment. Learning to navigate the influence of their parents (parental power), determining the social behaviors they are comfortable exhibiting (measured conformity), and building a better understanding of their social environment (social awareness) contribute to the participants establishing their perceived social self-efficacy. Perceived social self-efficacy (PSSE) is defined as the confidence an individual has that

they possess the abilities and knowledge necessary to build and maintain social relationships (Bandura 1997; Yasien et. al. 2011). PSSE is conceptualized as the social context of self-efficacy. Bandura 1977 stated that there are four sources of information that support the development of self-efficacy; (a) vicarious experience; (b) physiological state; (c) performance accomplishments; (d) verbal persuasion. Of the four sources listed, three are directly exhibited by the participants of this study. Vicarious experiences are the experiences that individuals view by way of their peers. For this study, this is exemplified in the measured conformity category as the participants witness their peers thriving in their social environments as they exhibit certain social behaviors. This gives the participant further justification to conform to similar social behaviors. Performance accomplishments relate to how an individual interprets their previous social experiences. If an individual experiences a positive reaction to their social behaviors, they are likely to continue to exhibit those behaviors. This is shown in the social awareness category as the participants chose to avoid conflict after determining that avoiding conflict was the best way to gain the acceptance of a new social group. Verbal persuasions are based on the verbal judgments of peers and authority figures. This is shown in the parental power category as the participants are expected to the behaviors that their parents deem suitable. The participants are susceptible to the verbal judgments and influence of their parents due to the coercive power their parents demonstrate.

Previous research studies have examined the influence that different sources of socialization have on the behaviors exhibited by college students. However, the majority of these studies have only focused on the effect of primary socialization experienced by

an individual during childhood or the effects of secondary socialization experienced by an individual as a young adult. Very few research studies have explored how several continuous sources of socialization simultaneously influence the behaviors of young adults. The current research study contributes to the overall literature on socialization by exploring and determining how primary socialization, secondary socialization, and an individual's self-concept concurrently influence the socially exhibited behaviors of college students. For this study, the scope for interpreting the influence of primary socialization was widened to extend beyond adolescence and into early adulthood. Doing this allowed for a better understanding of the intersection of the three sources of socialization as primary socialization is continuous and is not limited to adolescence.

Due to the exploratory research method utilized in this study, there were a few limitations that affected the results of the study. The scope of the social experience for college students was narrowed by the small sample size and the lack of racial and gender diversity among the participants of the study. While the demographics of the participants were limited for data gathering purposes, the limitations negatively affected the generalizability of the study results to the highly diverse student population of UNCC. Future research studies should either ensure cultural and gender diversity to make the results more generalizable or investigate and incorporate the cultural nuances that affect the socialization of the chosen demographic. Another limitation occurred with the data gathering method. Due to the precautionary actions taken by officials at UNCC in response to a prevalent global situation, I was forced to conduct the individual interviews via Webex video chat. This limitation hindered my ability to control the research

environment and eliminate potential distractions. For this reason, future studies should incorporate face to face individual interviews. Another limitation of this study is a result of the chosen coding methods. While the Pile Sorting and Highlighting Methods allowed for sufficient analysis of the gathered data in order to uncover prevalent themes, these methods did not address the participants' experiences with the intersectionality of the prevalent themes. For example how “Parental Power” may diminish the participants self esteem and thus lead to the participants’ preference to “Avoid Conflict”. For this reason, I believe future research should address how prevalent themes interact to influence the participants' social behaviors. While this study encountered several limitations, they do not invalidate the results of the study because the results adequately demonstrate the intersectionality of the three sources of socialization during an individual’s adaptation to the college experience.

In conclusion, the results of this study exemplify the intersectionality of the three sources of socialization during the adaptation to the college experience. The participant’s experiences with primary socialization, secondary socialization, and their individual self concepts helped the participants develop their Perceived Social Self Efficacy (PSSE) as they determined how social behaviors affected the curation of their ideal social identity. While establishing their PSSE, the participants gained the confidence that they can build and maintain social relationships. As every individual has a personalized PSSE, future research studies could focus on how an individuals’ personal PSSE affects their susceptibility to the influence of socialization sources.

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Appendix A : Recruitment Email

Understanding the Influence of Socialization Sources During the Adaptation to the College Experience: A Grounded Theory Study

By Cornell Dubose
The University of North Carolina at Charlotte
Graduate Thesis Proposal

Email or Listserv Recruitment

We are seeking individuals to participate in a study on the social experiences of college students. This study is being conducted by Cornell Dubose in the Department of Sociology at UNC Charlotte.

Eligibility

To be eligible, you must identify as an African American male between the ages of 18 and 21. You must also be a non-transfer sophomore student. If eligible, you will be asked to complete a consent form and scheduled for an online/virtual interview session via Webex chat lasting about 60-minutes.

Study Info

The aim of this study is to understand how sources of socialization influence college students during their social and cultural adaptation to the college experience. During the online/virtual interview session via Webex chat participants will be asked questions that are designed to gather data about the participant's socializing experience in college. These questions will ask participants to recall "risky" social interactions and behaviors while protecting their interests by encouraging participants to omit specific details such as names, locations or acts. During this interview, the participant's responses will be audio recorded so it can be analyzed at a later date by the lead researcher Cornell Dubose. Participation in this study is voluntary and participants can withdraw from the study at any point. However, participants will not receive compensation if they withdraw before the completion of the interview stage.

Compensation

Participants will receive a \$20 Amazon electronic gift card via email upon completion of the interview stage.

If you meet the requirements and would like to participate in the study, please contact the lead researcher, Cornell Dubose by email.

Contact Information:

Cornell Dubose, Graduate Student - cdubose1@uncc.edu

Dr. Elizabeth Stearns, Associate Chair and Faculty Advisor -

Elizabeth.Stearns@uncc.edu

This study is approved by the UNC Charlotte IRB (#19-0518)

Appendix B : Participant Consent Form

Consent to Participate in a Research Study

Title of the Project: Understanding the Influence of Socialization Sources During the Adaptation to the College Experience: A Grounded Theory Study

Principal Investigator: Cornell Dubose, Graduate Student in the Department of Sociology, UNC Charlotte

You are invited to participate in a research study. Participation in this research study is voluntary. The information provided is to help you decide whether or not to participate. If you have any questions, please ask.

Important Information You Need to Know

The purpose of this study is to explore the social experiences of male college students and how these experiences influence their social behaviors.

We are asking male, college students who are between the ages of 18 and 24 to take part in an online/virtual interview about their social experiences in college. This interview will take about 35 minutes to complete. Upon completion, the participant will receive a \$20 Amazon electronic gift card via email.

Some of the questions we'll ask can be viewed as personal and sensitive. You may choose to skip a question you do not want to answer. You will not personally benefit from taking part in this research but our study results may help us better understand the social experiences of male college students.

Please read this form and ask any questions you may have before you decide whether to participate in this research study.

Why are we doing this study?

The purpose of this study is to better understand the social experiences of male college students during their adjustment to the college atmosphere and how these experiences influence their social behaviors.

Why are you being asked to be in this research study.

You are being asked to participate in this study if you meet the requirements for the target demographic. To be eligible, you must identify as an African American male between the ages of 18 and 24. You must also be a non-transfer sophomore or junior (year) student.

What will happen if I take part in this study?

If you choose to participate you will take part in an online/virtual interview. The interview will be conducted using Webex chat. Questions asked during the interview will address factors associated with psychological well-being and coping (e.g., self-esteem, self-worth, etc.) along with your interpersonal social experiences with your family and friends. Your total time commitment if you participate in this study will be one (1) hour.

What benefits might I experience?

You will not benefit directly from being in this study. Others might benefit because it is important to understand the social experiences of male college students and how these experiences influence their social behaviors in order to help design and make available more effective campus resources for students.

What risks might I experience?

The questions we'll ask you are personal and sensitive. For example, we'll ask you about the types of 'risky' behaviors and experiences you've had while socializing with your family and friends. You might experience some mild emotional discomfort when answering these questions. We do not expect this risk to be common and you may choose to skip questions you do not want to answer.

How will my information be protected?

You are asked to provide your email address as part of this study. We will use your email address to set appointments for one on one interviews. To protect your privacy (identity), we'll assign a study ID code to each respondent. Once you have completed the interview and given your incentive, we'll delete your email address. While the study is active, all data will be stored in a password-protected database that can only be accessed by the primary researcher. Only the primary researcher (Cornell Dubose) and faculty advisor (Dr. Stearns) will have access to the study data and collected information.

How will my information be used after the study is over?

After this study is complete, study data may be shared with other researchers for use in other studies or as may be needed as part of publishing our results. The data we share will NOT include information that could identify you.

Will I be paid for taking part in this study?

You will receive \$20 on an Amazon electronic gift card via email after completing the interview stage of the study.

Incentive payments are considered taxable income. Therefore, we are required to give the University's Financial Services division a log/tracking sheet with the names of all individuals

who received an electronic gift card. This sheet is for tax purposes only and is separate from the research data, which means the names will not be linked to the interview responses.

What are my rights if I take part in this study?

It is up to you to decide to be in this research study. Participating in this study is voluntary. Even if you decide to be part of the study now, you may change your mind and stop at any time. You do not have to answer any questions you do not want to answer.

Who can answer my questions about this study and my rights as a participant?

For questions about this research, you may contact Cornell Dubose at cdubose1@uncc.edu or Dr. Elizabeth Stearns at Elizabeth.Stearns@uncc.edu.

If you have questions about your rights as a research participant or wish to obtain information, ask questions, or discuss any concerns about this study with someone other than the researcher(s), please contact the Office of Research Compliance at 704-687-1871 or uncc-irb@uncc.edu.

Consent to Participate

By signing this document, you are agreeing to be in this study. Make sure you understand what the study is about before you sign. You will receive a copy of this document via email for your records. If you have any questions about the study after you sign this document, you can contact the study team using the information provided above.

I understand what the study is about and my questions so far have been answered. I agree to take part in this study.

Name (PRINT)

Signature

Date

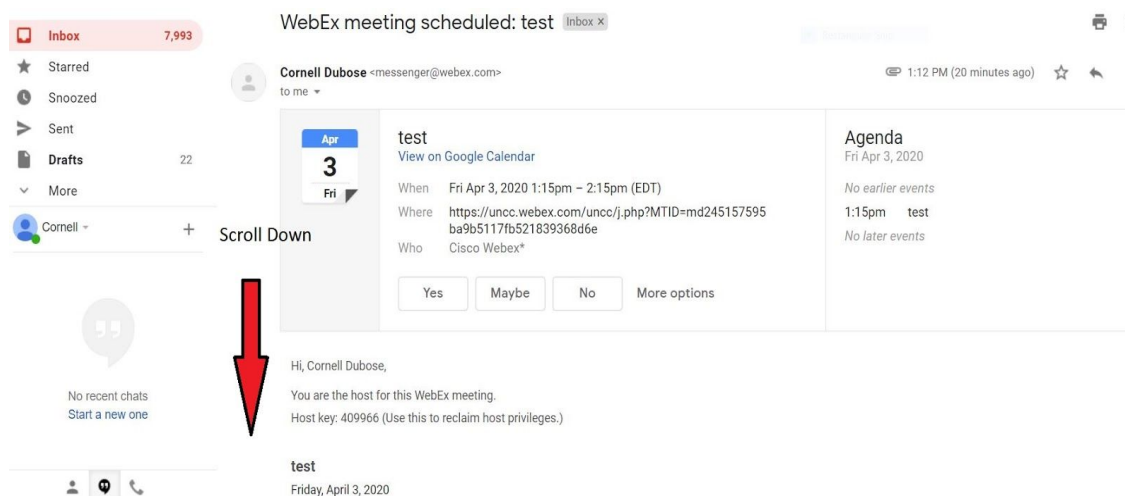
Name & Signature of person obtaining consent

Date

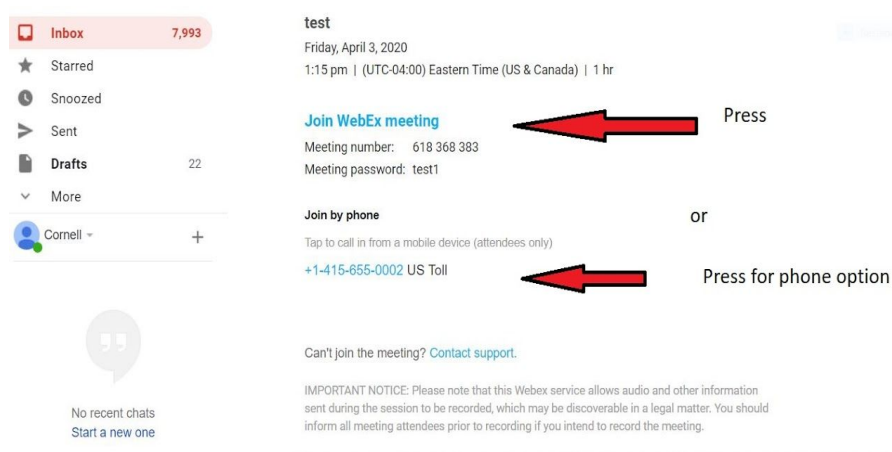
Appendix C : Webex Instructions

Instructions to join the Webex interview

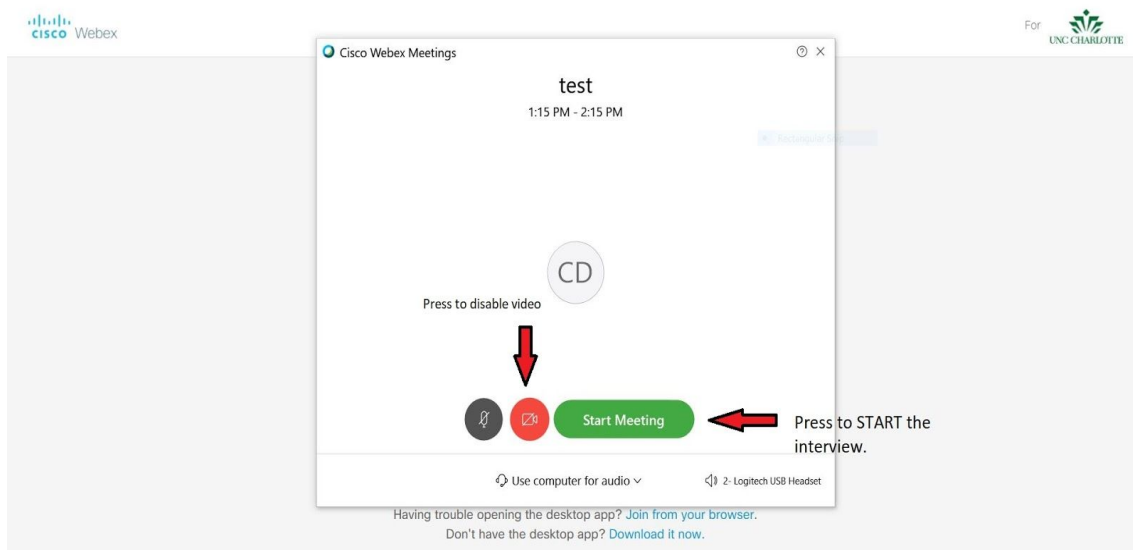
When you receive the Webex invitation email, scroll down until you see the “join Webex meeting” button.



Press the “join Webex meeting” button or the “join by phone” button if you are using your phone for the interview.



For the final step, being that this interview will be recorded, you can choose to disable the video button for this interview. Only the audio recording from this interview will be used for this study. When you are ready, you can press the “start meeting” button to start the interview.



Appendix D : Interview Script

Interview Questions

Warm-Up Questions

- ❖ What is your age and school year?
- ❖ How would you describe your college experience so far?
- ❖ What are you considering as your degree major?
- ❖ Who encouraged you to consider this degree major?
- ❖ During your time at UNCC, have you attempted to socialize with other students?
- ❖ What are your normal living arrangements during college?
 - Do you prefer that?

Addressing Parental influence

- 1. What did your parents teach you about interacting socially?**
 - Do your parents still want you to go by these lessons now that you are in college?
 - How do you feel about these lessons?
 - Do you believe your parents know more about socializing than you do?
- 2. Have you ever refrained from expressing your personal opinion on a social matter to your parents?**
 - If so, why?
 - What is the relationship between you and your family now that you are in college?
 - How do the relationships in your family affect your behaviors as a college student?

3. When thinking about your college experience to this point, would you say it has been more important for you to build new social connections or to uphold the principles set by your parents?

→ Why?

→ Do you believe your parents have the right to tell you how to live your life as a college student?

→ Has your living arrangements (i.e living in your parents' household or living on/off-campus with roommates) during your college experience effected any of your personal beliefs or behaviors?

◆ How so?

→ Do you believe your parents would reward or punish you for either taking their advice or not taking their advice about your social life as a college student?

◆ If yes: Does this affect the decisions you make or the behaviors you exhibit as a socializing college student?

Addressing Peer Influence

4. How do you feel about peer pressure?

→ During your college experience, have you been encouraged by your peers to change or alter your personal views or behaviors to better match the views and/or behaviors of your peers?

◆ If yes: Has this led to a permanent shift in your views and/ or beliefs that you feel you will carry beyond your college experience? Why or Why not?

5. How often do you attend social events on campus (parties, sporting, concerts, small social gatherings)?

→ What types of social events on campus do you usually attend?

→ What motivates you to attend these social events?

6. Without disclosing any specific details such as names, locations or acts, can you recall a time when you felt pressured to engage in “risky” behaviors while attending a school-related social event?

→ How did you respond to this pressure?

→ Why do you believe you responded this way?

- How did you feel about your choice?
 - Do you think your peers viewed you differently after your decision?
 - ◆ Why not? Or How so?
 - How does your decision compare to the principles set by your parents?
7. **Have you joined any activity clubs or groups during your college experience?**
- If yes:
 - Was it easy to determine who the group leaders were?
 - During group gatherings, did you feel inclined to mimic the behaviors of the group leaders? Why?
8. **What measures did you take to gain acceptance in the group after initially joining?**
- Did you ever believe that not adopting the beliefs of the groups' majority would negatively affect your popularity in that group?
 - Do you believe you are more likely to follow the behaviors of someone who makes you feel good about yourself or someone who does not?
 - In a group setting, are you likely to ignore your negative feeling about someone's decisions in order to avoid conflict?
 - ◆ If yes: Why?

Addressing Self Concept

9. **Would you rate your level of self-esteem compared to your peers as low, high or average?**
- Does this affect how you interact with your fellow college students?
 - ◆ If so, how?
 - ◆ Was the reaction negative or positive?
10. **During your college experience, do you believe your level of self-esteem affects how you value social approval?**
- How important is popularity to you?
 - Is popularity important enough for you to adopt the behaviors of your peers to gain such popularity?

11. Without telling me, have you ever thought about what your personal beliefs and values are?

→ During your college experience have you ever engaged in social behaviors that did not align with your personal beliefs or normal behaviors?

◆ If yes, why?

Appendix E : Pile Sorting Method

Data Analysis - Coding

Pile Sorting

1. I listed the three major sections of the interview protocol related to the three sources of socialization analyzed in this study: primary socialization, secondary socialization, and one's self-concept.

Questions addressing Primary Socialization

➤



Data Analysis - Coding

Rectangular Snip

Pile Sorting

2. Under these three sections, I listed the questions from the interview protocol that were asked and responded to during the individual interviews.

Questions addressing Primary Socialization

Do you believe your parents know more about socializing than you do?

➤



Data Analysis – Coding

Rectangular Snip

Pile Sorting

3. Under each listed question, I piled the participants' responses to each question.

Questions addressing Primary Socialization

Do you believe your parents know more about socializing than you do?

- **Max** - No. The time periods that we both went to school are much different to like from just everything around. Our experiences are different.
- **Aaron** - Yeah, I would say they do. They already been through it, so I guess they can tell me from their experience is there like what they went through
- **Jeff** - Well, yeah, I think so because they are more experienced. They got more years I mean so they're older.
- **Tony** - I probably know more about socializing than them, um, especially with the college setting given that they didn't really go to college.
- **Karl** - I'd say no. I mean they do from their perspective. So they were born in the sixties I was born in 99 so they have a different perspective.
- **Eric** - Yes. I would say they have way more years of experience and years living in this world and they have been in many different situations that I have not been in, so I'm going to take that insight.
- **Andy** - No. I don't think he understands how like teens today socialize cause he was saying a lot of crazy stuff.

Appendix F : Highlighting Method

Methodology

Data Analysis – Coding

Highlighting

1. I highlighted the most prevalent questions from each section (these were highlighted green).

Questions addressing Primary Socialization

Do you believe your parents know more about socializing than you do?

- **Max** - No. The time periods that we both went to school are much different to like from just everything around. Our experiences are different.
- **Aaron** - Yeah, I would say they do. They already been through it, so I guess they can tell me from their experience is there like what they went through
- **Jeff** - Well, yeah, I think so because they are more experienced. They got more years I mean so they're older.
- **Tony** - I probably know more about socializing than them, um, especially with the college setting given that they didn't really go to college.
- **Karl** - I'd say no. I mean they do from their perspective. So they were born in the sixties I was born in 99 so they have a different perspective.
- **Eric** - Yes. I would say they have way more years of experience and years living in this world and they have been in many different situations that I have not been in, so I'm going to take that insight.
- **Andy** - No. I don't think he understands how like teens today socialize cause he was saying a lot of crazy stuff.



Methodology

Data Analysis – Coding

Highlighting

2. Responses that were analyzed and determined to answer the question in the affirmative were highlighted red.

Questions addressing Primary Socialization

Do you believe your parents know more about socializing than you do?

- **Max** - No. The time periods that we both went to school are much different to like from just everything around. Our experiences are different.
- **Aaron** - Yeah, I would say they do. They already been through it, so I guess they can tell me from their experience is there like what they went through
- **Jeff** - Well, yeah, I think so because they are more experienced. They got more years I mean so they're older.
- **Tony** - I probably know more about socializing than them, um, especially with the college setting given that they didn't really go to college.
- **Karl** - I'd say no. I mean they do from their perspective. So they were born in the sixties I was born in 99 so they have a different perspective.
- **Eric** - Yes. I would say they have way more years of experience and years living in this world and they have been in many different situations that I have not been in, so I'm going to take that insight.
- **Andy** - No. I don't think he understands how like teens today socialize cause he was saying a lot of crazy stuff.



Methodology

Rectangular Snip

Data Analysis – Coding

Highlighting

3. Responses that were analyzed and determined to answer the question in the **negative** were highlighted blue. The affirmative and negative responses were tallied to determine the most common responses to the questions. This allowed for prominent themes to be uncovered.

Questions addressing Primary Socialization

Do you believe your parents know more about socializing than you do?

- **Max** - No. The time periods that we both went to school are much different to like from just everything around. Our experiences are different.
- **Aaron** - Yeah, I would say they do. They already been through it, so I guess they can tell me from their experience is there like what they went through
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- **Eric** - Yes. I would say they have way more years of experience and years living in this world and they have been in many different situations that I have not been in, so I'm going to take that insight.
- **Andy** - No. I don't think he understands how like teens today socialize cause he was saying a lot of crazy stuff.