

SOCIAL ADAPTATION AT CAMPUS ENVIRONMENTS

¹Dr. Vijayalakshmi N. S, ²Dr. A. H. Sequeira

¹Faculty, Post Graduate Department of Economics, University College
Mangalore, Hampankatta, Mangalore – 575001

²Professor and Dean Faculty Welfare, School of Management,
N.I.T.K surathkal, Mangalore – 575025

ABSTRACT

The life sustaining process of a student is often dynamic and ongoing one at campuses. Social adaptation stimulates an unseen optimal level of functioning among students who be together as individuals and social groups with an ability to live with social restrictions and cultural demands. Thus, students own perspective of socialising is like gaining a social status for his or herself through social interaction, way by succeeding multiple social adjustments towards social adaptation.

Keywords: Social adaptation, Social adjustment, Campus environment, Student

Introduction

Social Adjustment versus Social Adaptation

Social Adjustment

Social adjustment acts as predictors of values and academic achievement (Elhassan & Hassan, 2015). As student's experiences vary in socio-cultural context of adjustment (McGarvey et al., 2015) the social competence, perceived usefulness and use patterns of social networking sites like facebook impact college students adjustment (Yang & Brown, 2015). Moreover, with cultural background determining social adjustment dilemmas of students at college (McGarvey et al., 2015) with diverse cultures determine social life in higher education persuading college adjustment of peer interaction especially among first generation college students of minority race (Burgos-Cienfuegos et al.,2015). Thus social life adjustment impacts academic life achievement (Iyamu, 2012) as it only "a sense of belonging" at institutions that successfully aids towards adjusting to college life for undergraduate students (Massi et al., 2012).

Social Adaptation

Adaptation to minority status at campus impacts success of students on campus (Ogbu, 1992) with campus climate determining all forms of campus adaptations especially among students of minority race (Hurtado et al.,1996).

Structural Components of Social Adaptation

Age

Tremendous developmental changes in the social, biological, and cognitive domains are characterised at adolescent age-period as it's a time of critical transitions in education and learning of a students life (Oberle et al.,2010). It is in age of 18 – 24 that students establish autonomy from parents (Klima et al.,2014) where students become more selective about the relationships that they maintain (Swenson et al., 2008) vindictive that cross-sectional age peers have higher social competence than same age peers (Cowan, 2011). Thus discrimination at campus could also exist on grounds of age (Thornton et al., 2016) though vehemently age is a part of the social hierarchy (Nakassis, 2013) influencing the socialisation process (Panizzon & Levins, 1997) responsible for bringing about the social change in society (Francis, 1999).

Gender

The intra-household educational expenditure varies by gender (Azam, 2011) penetrating that the natural landscape or terrain impacting gendered construction or construction of feminine gender roles in India (Datta, 2011). The transition of women students from higher education to industry is poisoned chalice - with short-term benefits only (Powell et al., 2011) as socialisation process of engineering students differ by gender (Riney & Froeschie, 2012) and attachment styles scores differ in terms of gender and presence or absence of a romantic relationship in the past and their settlement (Tagay & Karatas, 2012). Social experiences differed among undergraduates on man hood and masculinity identities (Strayhorn & Tillman-Kelly, 2013) revering benevolent sexism with men's advantage on the prescription of warmth to women (Delacollette et al.,2013) . In short females in science are affected by underlying gendered assumptions and structural power relationships (Watts, 2014).

Disability

Social adjustment influences motivation of disabled students to their level of social alienation and perceived competence (Wiseman et al., 1988). Negative stereotypes still mark the social representation of disability in society (Cambra, 1996) with disability being socially constructed to see' students with different eyes on new pathways to personalise assessment, learning on curriculum, assessment, and pedagogy (Moore et al.,2008). Disabled student experiences of college varied by race were among disabled students educational satisfaction was negatively associated with the perception of discrimination and racial conflict (Parasnis & Fischer, 2005).

Further on social ties, families of disabled students impacted their college adjustment (Smith et al.,1998) with parental care positively impacting disabled students to view disability not more as a differential factor (Raya et al.,2013) followed by peer acceptance vehemently impacting inclusion of students with disabilities (Adibsereshki & Salehpour, 2014) without which risk of isolation would soar high especially among first generation disabled college students (Murray et al., 2013). As an extended note on social ties, students who stutter avoid communication and social interactions on campus form an undisclosed invisible disability (Meredith & Packman, 2015).

It is also vital to change the attitudes of faculty and student academic staff towards disabled students (Junco & Salter, 2004) where university staff must have adequate awareness on disabilities of students studying in post-secondary educational institutions (Padden & Ellis, 2015). After all an institute needs to showcase its cultural policy that impacts inclusion, exclusion, and diversity (Gilson & DePoy, 2011). Thus two types of social support (total support and satisfaction with support) had positive effects on the post-secondary adjustment of college students with disabilities (Murray et al., 2013).

Academic Year

Social factors impact adjustment among first-year students (Salami, 2011). The advice-seeking behavior among first-year engineering students impacts retention (Groll, 2011) influencing identity development especially of first year engineering students (Louis & Matusovich, 2011). This also positively influences learning communities on first-year students growth and development in college (Rocconi, 2011). Further vehicle ownership affects time utilization on the study, leisure, social activities, and academic performance of first year engineering students at rural institutions (Limanond et al., 2011).

Social engagement has an effect on learning at four-year institution (Sinanan, 2012). Social and cultural capital differences impacts students expectations of achievement on their performance and learning in the first year (Dukhan et al.,2012). The social adjustment problems seemed greater than education and psychological adjustment problem among first-year college students (Jemal, 2012) where female first-year students academic experience (Joyce & Hopkins, 2012) especially of engineering impact next year recruitment (Lehr et al., 2012). Social achievement goals for social behaviors also have a bearing adjustment in the first semester among the first year at college (Shim & Ryan, 2012). Academic advising improves the success of first-year students (Abdykhalykova, 2013) as mentoring and counseling facilitates the cultural and educational transition of first-year students (Sinacore & Lerner, 2013). This boosts academic persistence that differs among ethnic students of first-year students (Rigali-Oiler & Kurpius, 2013) especially among poor, minority and rural female students who are systematically

underrepresented in four-year institutions (Xiaobing Wang et al., 2013). Hence socio-demographics impacts the academic performance of first-year students (Deliens et al., 2013) with demographic and socio-economic contextual factors as predictors in first-year educational attainment (Mcmanus et al., 2013). Social engagement impacts students engagement and baccalaureate attainment of college students in four-year institutions (Flynn, 2014). The effect of perceived social support by peer than family support in first academic year of student adjustment (Páramo et al.,2014) indicates that demographic variables (Adeniyi et al., 2014) which are a part of students cultural background (Burgess et al.,2014) can be set off as structural diversity facilitating interracial friendships across college years (Martin et al., 2014).

Academic Major

Stratification in higher education results in social inequality (Triventi, 2013). Social and individual factors influence academic major choice at the institution (Hervás et al.,2013) with college students drawn from higher castes classes and of urban background were found in advanced academic major courses (Astagi, 2013). Thereby social influence and occupational knowledge are predictors of career choice among undergraduates (Amani, 2013). Social support also has a bearing on students perceived abilities and attitudes toward math and science academic majors (Rice et al.,2013) with social cognitive predictors of adjustment to engineering academic majors also varying by ethnicity (Lent et al., 2013). Stereotypical segregation of occupation exists (Kulkarni & Hatekar, 2013) with more observant occupational structure intruding socio-economic development (Anikin, 2013). This calls for students supports in academic major programs for development (Bettinger et al.,2013).

Lastly, though students positions of social interaction in small group discussions impact competency in students academic major (Due, 2014) the choice of academic major impacts the academic pipeline and creates earnings gap especially among students of minor race. Thus there exists a need to choose academic majors wisely (Alon, 2015). Solo status of being a single woman in academic major and body image status impacted women's academic performance (Kiefer et al., 2006). It is observed that demographic group representations in technical occupations at societal level have significant positive influence on choosing corresponding college major fields (Ma, 2011a) with nutrition and physical activity programs impacts diverse nature of students in adopting academic major programs (Quintiliani et al.,2011). The less indicative are person variables in higher education to influence academic college major choice (Germeijs et al., 2012).

Religion

Religious socialisation has positive implication on adjustment among youths (Jackson et al., 2001) where religion and region impact women's autonomy (Jejeebhoy & Sathar, 2001) with

vehemently noticed religious commitment higher in men than women (Schludermann et al., 2001). This was particularly observed in campus experience that varied by religious origin especially of minority religion like Muslims (Peek, 2003) who have been easily adhered to dress code impacting college adjustment (Rangoonwala et al., 2011).

Spirituality and religion are social indicators of university students (Yiengprugsawan et al., 2012). Contradiction and conflict between 'leading identities' of becoming an engineer versus becoming a 'good muslim woman is always counter backed religion (Black & Williams, 2013). Differentiation of self-impacted relationships between spiritual well-being and both social justice commitment has intercultural competence (Sandage & Jankowski, 2013) with religion influencing social relation and lifestyle of people (Baloch et al., 2014) and spirituality enhancing nurturing and caring (Yilmaz & Gurler, 2014). Among college students' everyday theologies, personal religious beliefs that emerge through individuals' lived experiences and social interactions had the influence of attitudes than religion (Walls et al.,2014). Communication and interaction patterns impact student spiritual identity formation among students over four-year period in undergraduate community institutions (Forward et al.,2014) as some observe that religion hampers students entrance and progress in education with slow growth and low level of attainment (Rissler et al.,2014) with an off late player of academic staff at campus also witnessing spiritual intelligence on job burnout at campus (Karampoor & Beig, 2015).

Religious and non - religious activity engagement as an emotional regulation acts as assets in promoting social ties throughout university (Semplonius et al., 2015), especially where social life and identity of women on campus varied by religion (Pschaida, 2015). In short, spiritual quality of life and spiritual coping is impacted by spirituality, religiousness and personal beliefs module (Krägeloh et al.,2015) with spirituality increasing and religiosity decreasing at college and it varied by culture of students of minority race (Nunez & Foubert, 2015) having a positive bearing on underrepresented students in higher education (Hicks, 2016).

Caste

Racial identity impacts academic performance of students (Stewart, 2014). The autonomy and engagement that authenticates women of colour of race (Rose et al., 2014) into personal and contextual variables related hopes to work among undergraduate students from underrepresented backgrounds (Thompson et al.,2014). Interracial friendship impacts self-segregation (Kim et al., 2014) moulding interpersonal climate of learning among students of race (Lundberg, 2014) with student organisations or clubs facilitating interracial climate on campus (Park, 2014). Learning communities determine goal development among students of minority race (Lorch, 2014) where often being a language minority student impacts language proficiency (Hwang et al., 2014). Further college should have a culturally responsive approach to attract college pathways for

students of minority race or colour (Welton & Martinez, 2014) as social class shapes selves fuelling inequality (Stephens et al., 2014) with race masculinity impacting experiences of students on campus (Sweeney, 2014).

Racial socialisation or inter group interaction impacts academic motivation (Byrd, 2015) where cross-racial interaction, close interracial friendship impact college student outcomes (Bowman & Park, 2015). The awareness of social inequities and enactments of diversity can function as catalysts for campus cross-racial interaction (Sulé, 2015) with bilingual students sociocultural learning and cultural assets at institutions determining student success of race (Borrero, 2015). The cultural factors predict academic motivation among students of race (Piña-Watson et al., 2015) significantly highlighting that diverse cultures can impact their social life in higher education and college adjustment peer relation impact first generation college students of minority race (Burgos-Cienfuegos et al., 2015). Thus social and ethnic origin breeds educational inequalities (Grigoras, 2015) while social class explains students mobility (Yarnold, 2015) with time and money explaining social class differences in students social integration at university (Rubin & Wright, 2015) among visibility of minority groups of race (Henry, 2015).

Generation Status

Socialisation experiences varied by the generation of students (Shields, 2002). First generation students social transition in higher education (Inkelas et al., 2007) reflect that the invisible barriers are real for first generation college students (Gardner & Holley, 2011) indicating that the invisible hand of social capital impacts first generation college students in engineering (Martin, 2015) with first generation college students access to engineering social capital aiming towards developing a richer understanding of the same (Pfirman et al.,2014). The social perspective seems incomplete without the cultural introspective where language difficulties are challenges first generation students witness at campuses (Hailu & Ku, 2014) especially among first year first generation students academic success where language holds the key at the distant place (Amelink, 2005). The association of students with cultural norms, where following independent cultural norms results in negative emotions with cultural mismatch among first generation college students (Stephens et al., 2012). Culture acts as a source of support among students of minority race among first and second generation college students (Kouyoumdjian et al.,2015) and second generation students quality of integration process in institutions depends on heritage and culture with identity and group dimensions (Damigella et al., 2016). The lack of culture awareness is next best challenges first generation students face (Hailu & Ku, 2014). However, the cultural capital impacts academic achievement of first generation students (Paul Grayson, 2011) and the cultural shifts impacts positive self-evaluation by generations (Twenge et al., 2012). Lastly, the touch of spirituality combats loneliness and homelessness which is higher among first generation students than non-first generation students (Ferrari et al., 2015). In brief,

socialisation of first generation students of engineering impact nurturing next generation students in an academic discipline (Szelenyi, 2013).

College Expense

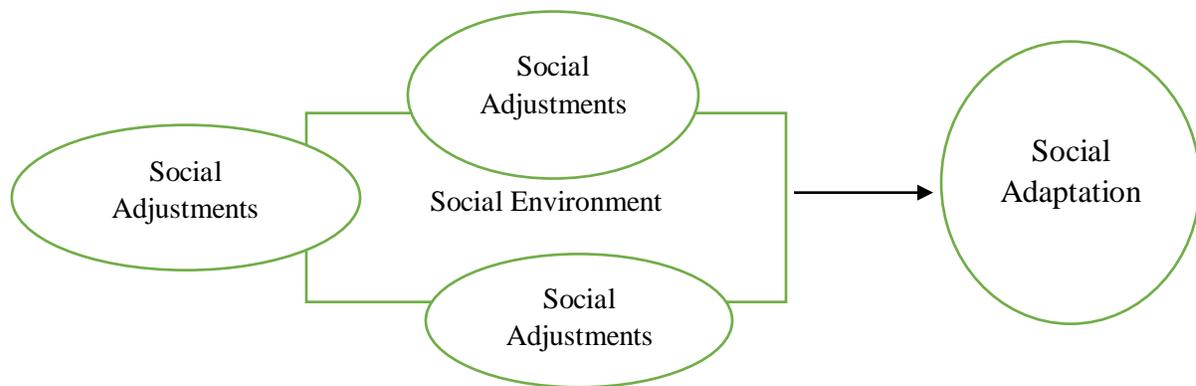
The evaluation of college education on earnings and productivity is usually made by comparing private gains and social gains from a college education (Becker, 1975). The high school grades are said to predict career plans which vary by students of low socioeconomic status and race in terms of paying towards college expense (Rosenbaum, 1998). Therefore person factors (interest) contextual factors (financial aid and social support) determines career choice among students (Lent et al., 2002) with gender bias in resource allocation in Indian household especially towards education expenditure of girls being observed (Jose, 2003). Further scholarship incentive influences minority students enrollment in college (Bergin et al., 2007) as college financing negotiating family support and responsibility, and campus racial dynamics perceived and behavioral affect student adjustment with a sense of integration (Hurtado et al., 2007). It is thus the ethical dilemmas in individual and collective rights-based approaches to tertiary education scholarship (Lehr, 2008) reflecting family and institutions personnel dominance on students willingness to borrow loans to pay institutional fee price (Perna, 2008). A gloomed picture emerges in this regard where much noticeably household expenditure on education in India depends on returns to education in terms of employment and academic major (Fang & Mohnen, 2008) and uneven childhood investment in education impacts skills formation in the later stage of one's career (Esping-Andersen, 2008). Hence engineering education is a debt trap for poor students (Venkataraman, 2009). Social differences in the students concern for the student loan repayment persists (Opheim, 2011) where gender ethnicity and work experience impacts college students debt experience (Wang, 2011). Increasing access to engineering education for economically disadvantaged students by financial aid and mentoring (Wilson et al., 2012) could be meted out by feminist scholarship in engineering education which owes to its own challenges and tensions (Beddoes, 2012). However parents socio economic status is related to students loan debt (Houle, 2013) which varies on repayment rates among minority students of race (Belfield, 2013) influencing students attainment (Gross et al., 2013). The negative trends with respect to financial resources on institutional priorities also influence minority race students participation in engineering education (Rotberg, 2013). In India by tackling social exclusion and marginality, it is only poverty reduction on higher education experiences that could be counted on (Thorat, 2014). In short, life course resources impacts minority students educational aspirations (Paat, 2015) where as a solution college personal finance courses may serve as positive inputs for financial socialization among young adults regardless of their demographic backgrounds (Mimura, Koonce, Plunkett, & Pleskus, 2015).

Socio-Economic Status of the Family by Parent’s Education, Occupation and Income

Social support for long has proved to impact students’ individual college adjustment (Lipschitz-Elhawi & Itzhaky, 2005) with parental attachment with separation-individuation influencing college students’ adjustment (Mattanah et al., 2004). The impact of socio-economic status on family functioning (Tiffin et al., 2007) makes parenting belief on adjustment differ by race on college students (Farver et al., 2007). The gender difference too found to have inflicted on leaving parental home for higher education (Blaauboer & Mulder, 2010) making social capital via social network formation (Brooks et al., 2011) rely on subjective expectations that parents have about the costs and returns to education differing by region, gender and caste (Maertens, 2011).

Further social returns exceed economic returns in higher education (Hout, 2012) but still one finds gender difference existing in parental investment in children’s education as it a determinant of future earnings and composition of labour market and human capital (Yamauchi & Tiongco, 2013). In brief, family structure impacts attachment in college student (Gourneau et al., 2013) with working-class students experiencing a lower sense of belonging, perceive a less welcoming campus climate, and pursue fewer courses (Soria & Bultmann, 2014) contributing to mother’s belief about children’s education and socialisation differ by gender and social class (Yamamoto, 2015).

A Conceptual framework on Social Adaptation derived from multiple Social Adjustment in Social Environment



From the conceptual framework above it is evident that social change affects important aspects of life over comparatively short periods of time and that such changes differ by structural component of students by age, gender etc stated above. Thus, in such a scenario, social adaptation becomes increasingly significant.

Conclusion

Socialisation is a process. It's a day to day phenomenon differing in its own pace among students. Some socialise soon, some later over a period of time but the environment to which the undergraduate student is pressed to undergo could make a student a better person towards an individual social student or ascertain ones' perceptions of persistence at the campus. It's consistency in socialisation that could enshrine forming the base for maturity in a student. In short, students are unique individuals in themselves who bring their unique selves into any social interaction. The process of socialization does not come from norms, rituals, routines, and rules as it is based solely on interaction. These experiences might be the most challenging because you might find that the social rules change depending on the people, time and place.

References

1. Adeniyi, W. O., Adediran, V. O., & Okewole, J. O. (2014). "Personality Types, Demographic Variables and Academic Adjustment of Fresh Undergraduates of Obafemi Awolowo University, Ile-Ife, Nigeria." *Journal of Educational and Social Research*, 4(6), 493–502. <https://doi.org/10.5901/jesr.2014.v4n6p493>
2. Adibsereshki, N., & Salehpour, Y. (2014). "Peer acceptance of students with and without inclusion experience towards students with special needs in unisex schools of Tehran." *Education* 3-13, 42(6), 575–588. <https://doi.org/10.1080/03004279.2012.745890>.
3. Alon, S. (2015). "Field of study variation throughout the college pipeline and its effect on the earnings gap: Differences between ethnic and immigrant groups in Israel." *Social Science Research*, 52, 465–478. <https://doi.org/10.1016/j.ssresearch.2015.03.007>
4. Amani, J. (2013). "Social Influence and Occupational Knowledge as Predictors of Career Choice Intentions among Undergraduate Students in Tanzania." *International Journal of Learning & Development*, 3(3), 185–193. <https://doi.org/10.5296/ijld.v3i3.3990>
5. Amelink, C. (2005). "Predicting Academic Success Among First-Year, First Generation Students."
6. Anikin, V. a. (2013). "Mode of Socio-Economic Development and Occupational Structure: The Case of Contemporary Russia." *Transition Studies Review*, 19(4), 397–415. <https://doi.org/10.1007/s11300-013-0256-8>
7. Astagi, S. (2013). "Choice of Faculty and Socioeconomic Perceptions of College Students." *International Journal of Social Science & Interdisciplinary Research*, 2(5), 12–21.
8. Azam, M. (2011). *CSAE Working Paper WPS / 2011-10 Are girls the fairer sex in India ? Revisiting intra-household allocation of education expenditure.*

9. Beddoes, K. D. (2012). "Feminist Scholarship in Engineering Education: Challenges and Tensions." *Engineering Studies*, (June 2013), 1–28. <https://doi.org/10.1080/19378629.2012.693932>
10. Belfield, C. R. (2013). "Student Loans and Repayment Rates: The Role of For-profit Colleges." *Research in Higher Education*, 54(1), 1–29. <https://doi.org/10.1007/s11162-012-9268-1>
11. Bergin, D. a., Cooks, H. C., & Bergin, C. C. (2007). "Effects of a college access program for youth underrepresented in higher education: A randomized experiment." *Research in Higher Education*, 48(6), 727–750. <https://doi.org/10.1007/s11162-006-9049-9>
12. Bettinger, E. P. ., Boatman, A., & Long, B. T. (2013). "Student Supports: Developmental Education and Other Academic Programs." *Future of Children*, 23(1), 93–115. <https://doi.org/10.1353/foc.2013.0003>
13. Blaauboer, M., & Mulder, C. H. (2010). "Gender differences in the impact of family background on leaving the parental home." *Journal of Housing and the Built Environment*, 25(1), 53-71.
14. Black, L., & Williams, J. (2013). "Contradiction and conflict between "leading identities": becoming an engineer versus becoming a "good muslim" woman." *Educational Studies in Mathematics*, 84(1), 1–14. <http://doi.org/10.1007/s10649-013-9481-7>
15. Borrero, N. (2015). "Bilingual and Proud of It: College-Bound Latinos/as and the Role of Interpreting in Their Success." *Bilingual Research Journal*, 38(1), 6–22. <https://doi.org/10.1080/15235882.2015.1017027>
16. Bowman, N. a., & Park, J. J. (2015). "Not All Diversity Interactions are Created Equal: Cross-Racial Interaction, Close Interracial Friendship, and College Student Outcomes." *Research in Higher Education*, 56(6), 601–621. <https://doi.org/10.1007/s11162-015-9365-z>
17. Brooks, B., Welser, H. T., Hogan, B., & Titsworth, S. (2011). "Socioeconomic status updates" *Information Communication & Society*, 4462 (September), 529–549. <http://doi.org/10.1080/1369118X.2011.562221>
18. Burgess, T., Crocombe, L., Kelly, J., & Seet, P. (2014). "The effect of cultural background on the academic adjustment of first year dental students." *Journal of Ergonomics*, 1(2), 5–14.
19. Burgos-Cienfuegos, R., Vasquez-Salgado, Y., Ruedas-Gracia, N., & Greenfield, P. M. (2015). "Disparate Cultural Values and Modes of Conflict Resolution in Peer Relations: The Experience of Latino First-Generation College Students." *Hispanic*

- Journal of Behavioral Sciences*, 37(3), 365–397.
<https://doi.org/10.1177/0739986315591343>
20. Byrd, C. M. (2015). "The Associations of Intergroup Interactions and School Racial Socialization with Academic Motivation." *The Journal of Educational Research*, 108(1), 10–21 <https://doi.org/10.1080/00220671.2013.831803>
 21. Cambra, C. (1996). "A Comparative Study of Personality Descriptors Attributed to the Deaf, the Blind, and Individuals with No Sensory Disability." *American Annals of the Deaf*, 141(1), 24–28. <https://doi.org/10.1353/aad.2012.0007>
 22. Cowan, B. W. (2011). "Forward-thinking teens: The effects of college costs on adolescent risky behavior." *Economics of Education Review*, 30(5), 813–825. <http://doi.org/10.1016/j.econedurev.2011.04.006>
 23. Damigella, D., Damigella, D., Licciardello, O., & Anello, S. (2016). "Second generation , integration processes and cultural affiliations . A study with a group of students." *In Proc. of the Third Intl. Conf. Advances in Social Science, Economics and Management Study- SEM 2015* (Vol. 55, pp. 20–24). Springer US. <https://doi.org/10.15224/978-1-63248-063-7-42>
 24. Datta, a. (2011). "Natural Landscapes and Regional Constructs of Gender: Theorizing Linkages in the Indian Context." *Gender, Technology and Development*, 15(3), 345–362. <https://doi.org/10.1177/097185241101500302>
 25. Delacollette, N., Dumont, M., Sarlet, M., & Dardenne, B. (2013). "Benevolent Sexism, Men's Advantages and the Prescription of Warmth to Women." *Sex Roles*, 68(5–6), 296–310. <https://doi.org/10.1007/s11199-012-0232-5>
 26. Deliens, T., Clarys, P., De Bourdeaudhuij, I., & Deforche, B. (2013). "Weight, socio-demographics, and health behaviour related correlates of academic performance in first year university students." *Nutrition Journal*, 12(1), 162. <https://doi.org/10.1186/1475-2891-12-162>
 27. Due, K. (2014). "Who is the competent physics student? A study of students' positions and social interaction in small-group discussions." *Cultural Studies of Science Education*, 9(2), 441–459. <https://doi.org/10.1007/s11422-012-9441-z>
 28. Dukhan, S., Cameron, A., & Brenner, E. A. (2012). "The influence of differences in social and cultural capital on students' expectations of achievement, on their performance, and on their learning practices in the first year at university." *International Journal of Learning*, 18(7), 337–352
 29. Elhassan, A., & Hassan, H. (2015). "Influences of Social Adjustment as Predictors of Moral Values and Academic achievement." *The American Journal of Innovative Research and Applied Sciences*, (March), 1–5.

30. Esping-Andersen, G. (2008). "Childhood investments and skill formation." *International Tax and Public Finance*, 15(1), 19–44. <https://doi.org/10.1007/s10797-007-9033-0>
31. Fang, C., & Mohnen, P. (2008). "Does household expenditure on education in India depend upon the returns to education?" <https://doi.org/10.1111/j.1467-629X.1980.tb00220.x>
32. Farver, J. M., Xu, Y., Bhadha, B. R., Narang, S., & Lieber, E. (2007). "Ethnic Identity, Acculturation, Parenting Beliefs, and Adolescent Adjustment: A Comparison of Asian Indian and European American Families." *Merrill-Palmer Quarterly*, 53(2), 184–215. <https://doi.org/10.1353/mpq.2007.0010>
33. Ferrari, J. R., Drexler, T., & Skarr, J. (2015). "Finding a Spiritual Home : A Pilot Study on the Effects of a Spirituality Retreat and Loneliness among Urban Homeless Adults," (February), 210–216.
34. Flynn, D. (2014). "Baccalaureate Attainment of College Students at 4-Year Institutions as a Function of Student Engagement Behaviors: Social and Academic Student Engagement Behaviors Matter." *Research in Higher Education*, 55(5), 467–493. <https://doi.org/10.1007/s11162-013-9321-8>
35. Forward, G. L., Moore, J., Richardson, M., & Shimansky, M. (2014). "Children of a Lesser God:The Effects of Communication and Interaction Patterns on Student Spiritual Identity at a Church-Related University." *Studies in Media and Communication*, 2(1). <http://doi.org/10.11114/smc.v2i1.326>
36. Francis, J., & Schipper, K. (1999). "Have financial statements lost their relevance?" *Journal of accounting Research*, 37(2), 319-352.
37. Gardner, S. K., & Holley, K. a. (2011). "Those invisible barriers are real": "The Progression of First-Generation Students Through Doctoral Education." *Equity & Excellence in Education*, 44(1), 77–92. <https://doi.org/10.1080/10665684.2011.529791>
38. Germeijs, V., Luyckx, K., Notelaers, G., Goossens, L., & Verschueren, K. (2012). "Choosing a major in higher education: Profiles of students' decision-making process." *Contemporary Educational Psychology*, 37(3), 229–239. <https://doi.org/10.1016/j.cedpsych.2011.12.002>
39. Gilson, S., & DePoy, E. (2011). "The Student Body: The Intersection of Spatial Design, Architecture, and Cultural Policy in University Communities." *Disability and Community Research in Social Science and Disability*, 6, 27–47. [https://doi.org/10.1108/S1479-3547\(2011\)0000006005](https://doi.org/10.1108/S1479-3547(2011)0000006005)
40. Grigoras, C. (2015). "From Social and Ethnic Origin to Educational Inequalities." In *ECER 2015, Education and Transition* (pp. 1–5). <https://doi.org/10.13140/RG.2.1.1249.0722>

41. Groll, L. (2011). "Understanding Advice Seeking Behavior of First-Year Engineering Women." *In 2011 WEPAN National Conference* (pp. 1–9).
42. Hailu, T. E., & Ku, H. (2014). "The Adaptation of the Horn of Africa" *Immigrant Students in Higher Education*, 19, 1–19.
43. Henry, A. (2015). "We especially welcome applications from members of visible minority groups": reflections on race, gender and life at three universities. *Race Ethnicity and Education*, 18(5), 589–610. <https://doi.org/10.1080/13613324.2015.1023787>
44. Hervás, a, Guàrdia, J., Peró, M., Capilla, R., & Soriano, P. (2013). "A structural equation model for analysis of factors associated with the choice of engineering degrees in a technical university." *Hindawi*, 2013.
45. Hicks, T. (2016). "Spirituality Research Studies in Higher Education University Press of America , Inc ." *Spiritualty Research Studies in Higher Education*. <http://doi.org/10.13140/2.1.3984.8005>
46. Houle, J. N. (2013). "Disparities in Debt: Parents' Socioeconomic Resources and Young Adult Student Loan Debt." *Sociology of Education*, 87(1), 53–69. <https://doi.org/10.1177/0038040713512213>
47. Hout, M. (2012). "Social and economic returns to college education in the United States." *Annual Review of Sociology*, 38, 379-400.
48. Hurtado, S., Carter, D. F., & Spuler, A. (1996). "Lation student transition to college: Assessing Difficulties and Factors in Successful College Adjustment." *Research in Higher Education*, 37(2), 135–157. <https://doi.org/10.1007/BF01730113>
49. Hurtado, S., Han, J. C., Sáenz, V. B., Espinosa, L. L., Cabrera, N. L., & Cerna, O. S. (2007). "Predicting Transition and Adjustment to College : Biomedical and Behavioural Science Aspirants and Minority Students First Year of College." *Research in Higher Education*, 48(7), 841–887. <https://doi.org/10.1007/sl>
50. Hwang, J. K., Lawrence, J. F., Mo, E., & Snow, C. E. (2014). "Differential effects of a systematic vocabulary intervention on adolescent language minority students with varying levels of English proficiency." *International Journal of Bilingualism*, 19(3), 314–332. <https://doi.org/10.1177/1367006914521698>
51. Inkelas, K. K., Daver, Z. E., Vogt, K. E., & Leonard, J. B. (2007). "Living–learning programs and first-generation college students' academic and social transition to college." *Research in Higher education*, 48(4), 403-434.
52. Jackson, L., Mark Pancer, S., Pratt, M. W., & Hunsberger, B. E. (2001). "Great Expectations: The Relation Between Expectancies and Adjustment During the Transition to University'." *Journal of Applied Social Psychology*, 30(10), 2100–2125. <http://doi.org/10.1111/j.1559-1816.2000.tb02427.x>

53. Jejeebhoy, S. J., & Sathar, Z. A. (2001). "Women's autonomy in India and Pakistan: the influence of religion and region." *Population and development review*, 27(4), 687-712.
54. Jemal, J. (2012). "Assessing Major Adjustment Problems of Freshman Students in Jimma University." *Ethiopian Journal of Education and Science*, 7(2), 1–14.
55. Jose, S. (2003). "Gender Bias in Resource Allocation in India: Where do Household Models and Empirical Evidence Intersect?" *Indian Journal of Gender Studies*, 10(3), 405–429. <https://doi.org/10.1177/097152150301000302>
56. Joyce, T., & Hopkins, C. (2012). "Minority report: Female first year students' experience of Engineering Teams." *Engineering Education*, 7(1), 20–29. <https://doi.org/10.11120/ened.2012.07010020>
57. Junco, R., & Salter, D. W. (2004). "Improving the Campus Climate for Students with Disabilities Through the Use of Online Training." *Journal of Student Affairs Research and Practice*, 41(2), 462–475. <https://doi.org/10.2202/1949-6605.1333>
58. Karampoor, H., & Rezabeigi, S. "Studying the Relationship between Spiritual Intelligence and Job Burnout of Payame Noor" *University Staff*.
59. Kiefer, A., Sekaquaptewa, D., & Barczyk, A. (2006). "When appearance concerns make women look bad: Solo status and body image concerns diminish women's academic performance." *Journal of Experimental Social Psychology*, 42(1), 78–86. <https://doi.org/10.1016/j.jesp.2004.12.004>
60. Kim, Y. K., Park, J. J., & Koo, K. K. (2014). "Testing Self-Segregation: Multiple-Group Structural Modeling of College Students' Interracial Friendship by Race." *Research in Higher Education*, 56(1), 57–77. <http://doi.org/10.1007/s11162-014-9337-8>
61. Krägeloh, C. U., Henning, M. A., Billington, R., & Hawken, S. J. (2015). "The relationship between quality of life and spirituality, religiousness, and personal beliefs of medical students." *Academic Psychiatry*, 39(1), 85-89
62. Kulkarni, S., & Hatekar, N. (2013). "Stereotypical Occupational Segregation and Gender Inequality - an experimental study." *Economic & Political Weekly*, xlvi(32), 112–120.
63. Lehr, J. L., Obispo, S. L., Finger, H., & Kwang, B. (2012). "When , Why , How , Who – Lessons from First Year Female Engineering Students at Cal Poly for Efforts to Increase Recruitment." *In Proceedings of the 2012 ASEE PSW Section Conference Cal Poly - San Luis Obispo* (pp. 1–26).
64. Lent, R. W., Brown, S. D., Talleyrand, R., McPartland, E. B., Davis, T., Chopra, S. B. Chia-May, C. (2002). "Career choice barriers, supports, and coping strategies: College students' experiences." *Journal of Vocational Behavior*, 60(1), 61–72. <https://doi.org/10.1006/jvbe.2001.1814>

65. Lent, R. W., Miller, M. J., Smith, P. E., Watford, B. a., Lim, R. H., Hui, K., Williams, K. (2013). "Social cognitive predictors of adjustment to engineering majors across gender and race/ethnicity." *Journal of Vocational Behavior*, 83(1), 22–30. <https://doi.org/10.1016/j.jvb.2013.02.006>
66. Limanond, T., Jomnonkwao, S., Watthanaklang, D., Ratanavaraha, V., & Siridhara, S. (2011). "How vehicle ownership affect time utilization on study, leisure, social activities, and academic performance of university students? A case study of engineering freshmen in a rural university in Thailand." *Transport Policy*, 18(5), 719–726. <https://doi.org/10.1016/j.tranpol.2011.01.007>
67. Lipschitz-Elhawi, R., & Itzhaky, H. (2005, October). "Social support, mastery, self-esteem and individual adjustment among at-risk youth." In *Child and Youth Care Forum* (Vol. 34, No. 5, pp. 329-346). Springer Netherlands.
68. Lorch, T. M. (2014). "Goal Development of Latina/o Students in a Developmental Learning Community at a Community College." *Community College Journal of Research and Practice*, 38(4), 323–336. <https://doi.org/10.1080/15363759.2011.559883>
69. Louis, R. a., & Matusovich, H. M. (2011). "Work in progress - Identity development of first-year engineering students through a summer college prep program." In *Proceedings - Frontiers in Education Conference, FIE* (pp. 11–13). <https://doi.org/10.1109/FIE.2011.6142877>
70. Lundberg, C. a. (2014). "Institutional Support and Interpersonal Climate as Predictors of Learning for Native American Students." *Journal of College Student Development*, 55(3), 263–277. <https://doi.org/10.1353/csd.2014.0027>
71. Ma, Y. (2011). "Gender Differences in the Paths Leading to a STEM Baccalaureate." *Social Science Quarterly*, 92(5), 1169–1190. <http://doi.org/10.1111/j.1540-6237.2011.00813.x>
72. Maertens, A. (2011). "Does education pay off? Subjective expectations on education in rural India." *Economic and Political Weekly*, 58-63.
73. Martin, J. P. (2015). The invisible hand of social capital: Narratives of first generation college students in engineering. *International Journal of Engineering Education*, 31(5), 1170–1181.
74. Martin, N. D., Tobin, W., & Spenner, K. I. (2014). "Interracial Friendships Across the College Years: Evidence from a Longitudinal Case Study." *Journal of College Student Development*, 55(7), 720–725. <https://doi.org/10.1353/csd.2014.0075>
75. Massi, L., Lancey, P., Nair, U., Straney, R., Georgiopoulos, M., & Young, C. (2012). "Engineering and computer science community college transfers and native freshmen students: Relationships among participation in extra-curricular and co-

- curricular activities, connecting to the university campus, and academic success.” *In Proceedings - Frontiers in Education Conference, FIE* (pp. 1–6). <https://doi.org/10.1109/FIE.2012.6462276>
76. Mattanah, J. F., Handcock, G. R., & Brand, B. L. (2004). “Parental attachment, separation-individuation, and college student adjustment: A structural equation analysis of mediational effects.” *Journal of Counseling Psychology*, 51, 213–225.
77. McGarvey, A., Brugh, R., Conroy, R. M., Clarke, E., & Byrne, E. (2015). “International students’ experience of a western medical school: a mixed methods study exploring the early years in the context of cultural and social adjustment compared to students from the host country.” *BMC Medical Education*, 15(111), 1–13. <https://doi.org/10.1186/s12909-015-0394-2>
78. Mcmanus, I. C., Dewberry, C., Nicholson, S., & Dowell, J. S. (2013). “The UKCAT-12 study: educational attainment, aptitude test performance, demographic and socio-economic contextual factors as predictors of first year outcome in a cross-sectional collaborative study of 12 UK medical schools.” *Bio Medical Central*, 11(244), 1–25.
79. Mehrinejad, S. A., Rajabimoghadam, S., & Tarsafi, M. (2015). “The Relationship between Parenting Styles and Creativity and the Predictability of Creativity by Parenting Styles.” *Procedia-Social and Behavioral Sciences*, 205, 56-60.
80. Mimura, Y., Koonce, J., Plunkett, S. W., & Pleskus, L. (2015). “Financial Information Source, Knowledge, and Practices of College Students from Diverse Backgrounds.” *Journal of Financial Counseling and Planning*, 26(1), 63–78.
81. Moore, G., Molloy, S., & Morton, M. (2008). “Narrative Assessment: identity and equity for disabled students.” *Narrative Assessment*, (February), 1–12.
82. Murray, C., Lombardi, A., Bender, F., & Gerdes, H. (2013). “Social support: Main and moderating effects on the relation between financial stress and adjustment among college students with disabilities.” *Social Psychology of Education*, 16(2), 277–295. <https://doi.org/10.1007/s11218-012-9204-4>
83. Nunez, R., & Foubert, J. (2015). “Understanding the Meaning Making Process of Hispanic College Students in Their Spiritual and Religious Development.” *Religion & Education*, (April), 1–39. <http://doi.org/10.1080/15507394.2015.1093880>
84. Oberle, E., Schonert-Reichl, K. a., & Thomson, K. C. (2010). “Understanding the Link Between Social and Emotional Well-Being and Peer Relations in Early Adolescence: Gender-Specific Predictors of Peer Acceptance.” *Journal of Youth and Adolescence*, 39(11), 1330–1342. <https://doi.org/10.1007/s10964-009-9486-9>
85. Ogbu, J. U. (1992). “Adaptation Minority and Impact on School Success.” *Theory into Practice*, 31(4), 287–295.

86. Opheim, V. (2011). "Changing the System of Student Support in Norway: Intended and Unintended Effects on Students." *Scandinavian Journal of Educational Research*, 55(1), 39–59. <https://doi.org/10.1080/00313831.2011.539853>
87. Paat, Y.-F. (2015). "The roles of life course resources on social work minority students' educational aspirations." *International Journal of Lifelong Education*, 34(2), 121–138. <https://doi.org/10.1080/02601370.2014.980341>
88. Padden, L., & Ellis, C. (2015). "Practise Brief Disability Awareness and University Staff Training in Ireland." *Journal of Postsecondary Education and Disability*, 28(4), 443–445.
89. Panizzon, D., & Levins, L. (1997). "An analysis of the role of peers in supporting female students choices in science subjects." *Research in Science Education*, 27(2), 251–270. <https://doi.org/10.1007/BF02461320>
90. Páramo, M. F., Martínez, Z., Tinajero, C., & Rodríguez, M. S. (2014). "The Impact of Perceived Social Support in First- Year Spanish College Students Adjustment." *Journal of International Scientific Publications*, 12 (January 2014), 289–300. <https://doi.org/10.1017/CBO9781107415324.004>
91. Parasnis, I., & Fischer, S. D. (2005). "Perceptions of diverse educators regarding ethnic-minority deaf college students, role models, and diversity." *American Annals of the Deaf*, 150(4), 343–349. <https://doi.org/10.1353/aad.2005.0045>
92. Park, J. J. (2014). "Clubs and the Campus Racial Climate: Student Organizations and Interracial Friendship in College." *Journal of College Student Development*, 55(7), 641–660. <https://doi.org/10.1353/csd.2014.0076>
93. Paul Grayson, J. (2011). "Cultural capital and academic achievement of first generation domestic and international students in Canadian universities." *British Educational Research Journal*, 37(4), 605–630. <https://doi.org/10.1080/01411926.2010.487932>
94. Peek, L. A. (2003). "Reactions and response: Muslim students' experiences on New York City campuses post 9/11." *Journal of Muslim Minority Affairs*, 23(2), 271–283.
95. Perna, L. W. (2008). "Understanding high school students' willingness to borrow to pay college prices." *Research in Higher Education*, 49(7), 589–606. <https://doi.org/10.1007/s11162-008-9095-6>
96. Pfirman, A. L., Miller, M. K., Alvarez, G. A. S., & Martin, J. P. (2014). "First generation college students' access to engineering social capital: Towards developing a richer understanding of important alters." 2014 *IEEE Frontiers in Education Conference (FIE) Proceedings, 2015*–(February), 1–7. <https://doi.org/10.1109/FIE.2014.7044268>

97. Powell, A., Dainty, A., & Bagilhole, B. (2011). A poisoned chalice? “Why UK women engineering and technology students may receive more “help” than their male peers.” *Gender and Education*, 23(5), 585–599. <https://doi.org/10.1080/09540253.2010.527826>
98. Pschaida, D. A. (2015). “Muslim American Women on Campus: Undergraduate” *Social Life and Identity*
99. Quintiliani, L. M., De Jesus, M., & Wallington, S. F. (2011). “The Impact of Student Diversity on Interest, Design, and Promotion of Web-based Tailored Nutrition and Physical Activity Programs for Community Colleges.” *Journal of Nutrition Education and Behavior*, 43(5), 379–384. <https://doi.org/10.1016/j.jneb.2010.08.012>
100. Ragoonwala, F. I., Sy, S. R., & Epinoza, R. K. E. (2011). “Muslim Identity, Dress Code Adherence and College Adjustment among American Muslim Women.” *Journal of Muslim Minority Affairs*, 31(2), 231–241. <https://doi.org/10.1080/13602004.2011.583517>
101. Raya, A. F., Ruiz-Olivares, R., Pino, J., & Herruzo, J. (2013). “Parenting Style and Parenting Practices in Disabled Children and its Relationship with Academic Competence and Behaviour Problems.” *Procedia - Social and Behavioral Sciences*, 89, 702–709. <https://doi.org/10.1016/j.sbspro.2013.08.918>
102. Rice, L., Barth, J. M., Guadagno, R. E., Smith, G. P. a, & McCallum, D. M. (2013). “The Role of Social Support in Students’ Perceived Abilities and Attitudes Toward Math and Science.” *Journal of Youth and Adolescence*, 42(7), 1028–1040. <https://doi.org/10.1007/s10964-012-9801-8>
103. Rigali-Oiler, M., & Kurpius, S. R. (2013). “Promoting academic persistence among racial/ethnic minority and european american freshman and sophomore undergraduates: Implications for college counselors.” *Journal of College Counseling*, 16(3), 198–212. <https://doi.org/10.1002/j.2161-1882.2013.00037.x>
104. Riney, M., & Froeschie, J. (2012). “Socialization Processes of Engineering Students: Differences in the Experiences of Females and Males.” *Administrative Issues Journal*, 2(1), 96–106. <https://doi.org/10.5929/2011.2.1.9>
105. Rissler, L. J., Duncan, S. I., & Caruso, N. M. (2014). “The relative importance of religion and education on university students’ views of evolution in the Deep South and state science standards across the United States.” *Evolution: Education and Outreach*, 7(1), 24. <http://doi.org/10.1186/s12052-014-0024-1>
106. Rocconi, L. M. (2011). “The Impact of Learning Communities on First Year Students’ Growth and Development in College.” *Research in Higher Education*, 52(2), 178–193. <https://doi.org/10.1007/s11162-010-9190-3>

107. Rose, L. H., Sellars-Mulhern, P., Jones, C., Trinidad, A., Pierre-Louis, J., & Okomba, A. (2014). "A Qualitative Exploration of Autonomy and Engagement for Young Women of Color in Community College. Community" *College Journal of Research and Practice*, 38(4), 346–356. <https://doi.org/10.1080/10668926.2012.759518>
108. Rosenbaum, J. E. (1998). "College-For-All: Do Students Understand What College Demands ?" *Social Psychology of Education*, 2, 55–80.
109. Rotberg, I. C. (2013). "Resources he and Reality : of Minoritie Participation and In Science Education Engineerig." *The Phi Delta Kappan*, 71(9), 672–679. Retrieved from <http://www.jstor.org/stable/20404252>
110. Rubin, M., & Wright, C. L. (2015). "Time and money explain social class differences in students' social integration at university." *Studies in Higher Education*, 70(3), 1–16. <https://doi.org/10.1080/03075079.2015.1045481>
111. Salami, S. O. (2011). "Psychosocial Predictors of Adjustment Among First Year College of Education Students." *US-China Education Review*, 8(2), 239–24
112. Sandage, S. J., & Jankowski, P. J. (2013). "Spirituality, social justice, and intercultural competence: Mediator effects for differentiation of self." *International Journal of Intercultural Relations*, 37(3), 366-374.
113. Schludermann, E. H., Schludermann, S. M., Needham, D., & Mulenga, M. (2001). "Fear of rejection versus religious commitment as predictors of adjustment among Reformed and Evangelical college students in Canada." *Journal of Beliefs and Values*, 22(2), 209-224.
114. Semplonius, T., Good, M., & Willoughby, T. (2015). "Religious and non-religious activity engagement as assets in promoting social ties throughout university: The role of emotion regulation." *Journal of youth and adolescence*, 44(8), 1592-1606.
115. Shields, N. (2002). "Anticipatory socialization, adjustment to university life, and perceived stress: Generational and sibling effects." *Social Psychology of Education*, 5(4), 365–392. <https://doi.org/http://dx.doi.org/10.1023/A:1020929822361>
116. Shim, S. S., & Ryan, A. M. (2012). "What do students want socially when they arrive at college? Implications of social achievement goals for social behaviors and adjustment during the first semester of college." *Motivation and Emotion*, 36(4), 504–515. <https://doi.org/10.1007/s11031-011-9272-3>
117. Sinacore, A. L., & Lerner, S. (2013). "The cultural and educational transitioning of first generation immigrant undergraduate students in Quebec, Canada." *International Journal for Educational and Vocational Guidance*, 13(1), 67–85. <https://doi.org/10.1007/s10775-013-9238-y>
118. Sinanan, A. N. (2012). "Still Here: African American Male Perceptions of Social and Academic Engagement at a 4-Year, Predominantly White Institution of Higher

- Learning in Southern New Jersey.” *SAGE Open*, 2(2).
<https://doi.org/10.1177/2158244012445212>
119. Smith, J. B., Ray, R. E., Wetchler, J. L., & Mihail, T. (1998). “Levels of fusion, triangulation, and adjustment in families of college students with physical and cognitive disabilities.” *The American Journal of Family Therapy*, 26(1), 29–38.
<https://doi.org/10.1080/01926189808251084>
120. Soria, K., & Bultmann, M. (2014). “Supporting working-class students in higher education.” *NACADA Journal*, 34(2), 51-62.
121. Stephens, N. M., Fryberg, S. a., Markus, H. R., Johnson, C. S., & Covarrubias, R. (2012). “Unseen disadvantage: How American universities’ focus on independence undermines the academic performance of first-generation college students.” *Journal of Personality and Social Psychology*, 102(6), 1178–1197.
<https://doi.org/10.1037/a0027143>
122. Stephens, N. M., Markus, H. R., & Phillips, L. T. (2014). “Social class culture cycles: how three gateway contexts shape selves and fuel inequality.” *Annual Review of Psychology*, 65, 611–34. <https://doi.org/10.1146/annurev-psych-010213-115143>
123. Stewart, D.-L. (2014). “Know your role: Black college students, racial identity, and performance.” *International Journal of Qualitative Studies in Education*, (July), 1–21. <https://doi.org/10.1080/09518398.2014.916000>
124. Strayhorn, T. L., & Tillman-Kelly, D. L. (2013). “Queering Masculinity: Manhood and Black Gay Men in College.” *Spectrum: A Journal on Black Men*, 1(2), 83–110. <https://doi.org/10.2979/spectrum.1.2.83>
125. Sulé, V. T. (2015). “White Privilege? The Intersection of Hip-Hop and Whiteness as a Catalyst for Cross-Racial Interaction among White Males.” *Equity & Excellence in Education*, 48(2), 212–226. <https://doi.org/10.1080/10665684.2015.1025252>
126. Sweeney, B. (2014). “Party animals or responsible men: social class, race, and masculinity on campus.” *International Journal of Qualitative Studies in Education*, 27(6), 804–821. <https://doi.org/10.1080/09518398.2014.901578>
127. Szelenyi, K. (2013). “The Meaning of Money in the Socialization of Science and Engineering Doctoral Students: Nurturing the Next Generation of Academic Capitalists?” *Journal of Higher Education*, 84(2), 266–294. <https://doi.org/10.1353/jhe.2013.0008>
128. Tagay, O., & Karatas, Z. (2012). “An Investigation of Attachment Styles of College Students.” *Procedia - Social and Behavioral Sciences*, 47, 745–750.
<https://doi.org/10.1016/j.sbspro.2012.06.728>
129. Thompson, M. N., Her, P., & Nizarim, R. S. (2014). “Personal and contextual variables related to work hope among undergraduate students from underrepresented

- backgrounds.” *Journal of Career Assessment*, 22(4), 595–609. <https://doi.org/10.1177/1069072713514814>
130. Thorat, S. (2014). “Tackling Social Exclusion and Marginality for Poverty Reduction: Indian Experiences.” In J. von Braun & F. W. Gatzweiler (Eds.), *Marginality* (pp. 205–219). Dordrecht: Springer Netherlands. https://doi.org/10.1007/978-94-007-7061-4_13
131. Thornton, A. M., Bricheno, P., Iyer, P., Reid, I., Wankhede, G., & Green, R. (2016). “Title : Getting diverse students and staff to talk about integration on campus , and what they say when they do : A UK-India collaborative case study, (February). 27. 12(2), 447 – 463.
132. Tiffin, J., & Rajasingham, L. (2007). “A universidade virtual e global”. *Artmed*.
133. Triventi, M. (2013). “Stratification in higher education and its relationship with social inequality: A comparative study of 11 European countries.” *European Sociological Review*, 29(3), 489–502. <https://doi.org/10.1093/esr/jcr092>
134. Twenge, J. M., Campbell, W. K., & Gentile, B. (2012). “Generational Increases in Agentic Self-evaluations among American College Students, 1966–2009.” *Self and Identity*, 11(4), 409–427. <https://doi.org/10.1080/15298868.2011.576820>
135. Venkataraman, N.(2009). “Engineering education - debt trap for poor students.” *Chemical Business*, (June), 8–10.
136. Welton, A. D., & Martinez, M. a. (2014). “Coloring the College Pathway: A More Culturally Responsive Approach to College Readiness and Access for Students of Color in Secondary Schools.” *Urban Review*, 46(2), 197–223. <https://doi.org/10.1007/s11256-013-0252-7>
137. Wilson, Z. S., Iyengar, S. S., Pang, S. S., Warner, I. M., & Luces, C. a. (2012). “Increasing Access for Economically Disadvantaged Students: The NSF/CSEM & S-STEM Programs at Louisiana State University.” *Journal of Science Education and Technology*, 21(5), 581–587. <https://doi.org/10.1007/s10956-011-9348-6>
138. Wiseman, R. L., Emry, R. a, & Morgan, D. (1988). “Predicting Academic Success for Disabled Students in Higher Education.” *Research in Higher Education*, 28(3), 255–269.
139. Yamamoto, R., Kaneita, Y., Osaki, Y., Kanda, H., Suzuki, K., Higuchi, S., Ohida, T. (2015). “Irritable bowel syndrome among Japanese adolescents: A nationally representative survey.” *Journal of Gastroenterology and Hepatology*, 30(9), 1354–1360. <https://doi.org/10.1111/jgh.12974>
140. Yamauchi, F., & Tiongco, M. (2013). “Why women are progressive in education? Gender disparities in human capital, labor markets, and family arrangement in the

- Philippines.” *Economics of Education Review*, 32 (february), 196–206.
<https://doi.org/10.1016/j.econedurev.2012.09.003>
141. Yang, C. C., & Brown, B. B. (2015). “Factors involved in associations between Facebook use and college adjustment: Social competence, perceived usefulness, and use patterns.” *Computers in Human Behavior*, 46, 245–253.
<https://doi.org/10.1016/j.chb.2015.01.015>
142. Yarnold, P. R. (2015). “UniODA-Based Structural Decomposition vs . Log-Linear Model: Statics and Dynamics of Intergenerational Class Mobility.” *Optimal Data Analysis*, 4(July), 179–181.
143. Yilmaz, M., & Gurler, H. (2014). “The efficacy of integrating spirituality into undergraduate nursing curricula.” *Nursing Ethics*, 21(8), 929–945.
<https://doi.org/10.1177/0969733014521096>.