

A Socio-Educational Reading of The Concept of Socialization Within Football Training Centers

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Abstract:

Socialization institutions play a key role in transmitting the principles and values inherited through generations within each society, they aim to incorporate compliance rules that new generations must follow to reproduce the same culture. In this context, the researcher relied on the socio-educational approach to track the problem of socialization in the sports training centers - specifically for football - that open their doors to football talents over the age of thirteen years old. This transition from the family to the institution system creates real problems at the psycho-educational level for the child, as this is evident in the difficulty of compensating these centers for the role played by families in the process of transferring educational values and knowledge. In order to discuss this problem, we relied on the analytical inductive approach to the theories and previous studies that were viewed on the subject, and linked it to the researcher's field experience. In this regard, the researcher reached the need to adopt new educational programs that take into account interventional programs. Firstly, the involvement of the family in the educational process. Secondly, creating a psycho-social committee to deal with players with learning difficulties and those who suffer from social and psychological problems that affect their performance on the field.

Keywords: Socialization, Peer education, Understanding education. Educational alienation.

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Introduction

Socialization occupies a central place in the upbringing of children and youth. On the one hand, it represents the process of transmitting ethnocentric values and norms to society in general and to the family in particular. On the other hand, it helps children to integrate social and cultural rules and norms. In this theoretical research, we presented a socio-educational understanding of some concepts related to education within football academies. As for the methodological aspect, I relied on the structural-functional analysis in dismantling the concept of socialization and understanding it in the context of educational practice within football academies, in addition to working with an interactive approach to understand the nature of the relationship between children and youth internally living in these centers with the family and the football academy.

On the basis of what it has just been, the problematic of this issue presents itself strongly, as it stems from a clear paradox that lies in the dual education that children and youth practitioners receive in football academies, as they are not fully subjected to family socialization, and these football centers can not cover this special education. The paradox here is for this category of young people are subject to

social upbringing and are not subject to it at the same time, because they break away from the family culture and engage in a new educational culture within the center, which may disturb their educational balance. The central question is: can these academies achieve the educational competencies of these players in light of the partial absence of families?

research importance

The importance of this theoretical research lies in highlighting the position of indoor football academies in playing the role of socialization as an alternative to the families of the players. These practitioners are subject to a training program in football in addition to the possibility of studying according to the pedagogical program of the Ministry of Education. Thus, This duality between the field of football and continuing scholastic learning is very important, but it is not sufficient. Learning does not necessarily mean education, because when a child communicates with teachers through academic courses, it is not like his constant communication with his family. That It gives culture - in its anthropological sense - and helps the child to integrate social rules in particular, this is what should be available within these centers, and creating means and programs that play relatively the role of the family within the academy.

Methodology

The theoretical approach is an important part of any academic project or any academic scientific study, especially for theoretical articles, master's or doctoral dissertations, where the student works to organize the ideas and results of other researchers in a specific way and in accordance with the subject of his main research (Raïche & Gaudreault, 2016). At the reference level, Gohier, Martineau, Simard and Gauthier have proposed definitions of what constitutes theoretical research. They suggested a classification of the types of theoretical research according to the methodology chosen. However, it seemed to us more convenient to classify the types of theoretical research into five categories (Hempel, 1939). In this article, we used only two types: conceptual analysis of previous studies and research related to the topic, and knowledge synthesis.

Furthermore, especially at the level of the analytical framework, it relied on the constructive-functional and symbolic-interactive approach (Sebnem & Fusun, 2015), in order to understand the dismantling of the new concepts that were employed. Moreover, studying the interrelationships between them and other concepts mentioned in research and studies related to the subject, in order to understand the nature of communication between families and football academies as institutions of socialization, whose specializations overlap in terms of education.

Sports academies between education and football

A football academy is a sports complex belonging to a professional football club or a private project, where young players are trained to join either the first team or one of the international teams. Training in professional football falls under the "double project", which is based on a combination of sports and school education. In training centers, players pursue their education at arranged times, within the center itself or at an educational institution outside the center. First, it leads them to the National Main Secondary Education Diplomas. Second, it creates an alternative opportunity to integrate into the labor market in the event that the player does not complete his sports training in the center (Bertrand, 2015, p83).

In the Moroccan context, after the lackluster level offered by Moroccan football at the level of clubs and national teams and its lack of competitiveness and influence at the regional and global levels. On May 14, 2008, King Mohammed VI proposed the establishment of a football academy that would serve as a national model in line with the standards and specifications in force at the international level (FIFA website, visited on 15 - 03 - 2023). In another context, and since the end of the eighties, the French Football Federation has opened federal pre-training centers that prepare young players between 13-18 years old to enter to professional club training centers, most notably the National Football Institute in "Clairefontaine" that was the first among the training centers in France (Bertrand, 2015, p82).

These centers and others, although there are many of them in the world, but the goal of not mentioning a large number of them is that I do not focus in this theoretical research on tracing the historical and comparative aspect of the work of these academies. The goal of this article is to highlight the role of socialization in the lives of players within these centers, as a general theoretical analysis, will be crowned later with a field study in which the research will be deeper into the nature of the work of these

sports academies. Consequently, this research does not include the academies mentioned in the previous paragraph, but their names are mentioned as an example only, because the focus was on analyzing studies and research done on the subject instead of analyzing the work of a particular academic.

The socio-psychological characteristics of the players in the formative period.

In this context, we will talk about the sum of the human scientific aspects that approached the subject of education for young adolescents, such as the psychosocial and sociological approaches. So that we can deepen the understanding about the educational phenomenon within the internal sports training centers, and collect all these visions in one comprehensive and functional approach. Before delving into the dismantling of these scientific angles, we will first define the target group of these children and youth at the level of international and local law.

Although there is no universally agreed-upon international definition of the age group to describe the stage of adolescence. The United Nations gives a statistical description of the youth stage as people between the ages of 15 years and 24 years. As for the local definition, the juvenile is considered according to the Criminal Procedure Law "The law of juveniles" especially in Article 458 : "A child who exceeds the age of twelve until reaching the age of eighteen is considered lacking responsibility due to the incomplete age of legal majority and his ability to discriminate" (Criminal Procedure Code, 2002).

According to this legal description, the children and youth who are in these indoor sports centers are still in dire need of proper socialization. In the absence of the family's significant role in building values and consolidating culture, these centers play this difficult role especially at this difficult stage in their lives. In this theoretical research, we present multiple angles of view to understand the nature of the psychological, social, anthropological, and biological composition of the adolescent so that these centers can establish their educational intervention according to a multiple approach in which what is educational overlaps with what is athletic, in order to build a balanced football player on the basis of human and athletic level.

To this end, the researcher Eric Erikson talked about eight stages of development and psychological growth, through the relationship of the individual and his desires with culture, and each stage is determined by what is called the crisis, and the basis of this crisis is the physiological and cultural changes that occur. Despite his saying that some aspects of problems may move to later stages, when a person succeeds in solving these problems, he reaches a kind of psychological balance and moves on to the next stages. (Erikson, 1982). Therefore, the main task of these centers is to transfer the individual from the family stage to the institution stage and integration into a wider space, where the child is opened to the world of professionalism from an early age, which needs him to be well-balanced on the psychological and educational level in a strong way, so that he can face the challenges and difficulties of integration with all circumstances and different environments.

Besides, the problem of adaptation and integration for these young people remains linked to the extent of their socialization. So from a sociological point of view, good education helps young people to play social roles in the future, but in most cases, according to Pierre Bourdieu, it is associated with the family's ability to build socio-cultural, economic, and relational capital. These determinants strongly affect the child's ability to achieve his goals, for example: rich families reproduce the same social roles, the doctor's son becomes a doctor and the engineer's son becomes an engineer, as well as the simple worker's son. In other words, education for Pierre Bourdieu is a process of reproducing the same social role. In the same context, when we talk about football training centers, they are now playing the role of the social ladder, as they include all social groups and classes (Bourdieu & Passeron, 1970). Thus, the common denominator among these children is athletic talent, which is the only thing that allows the player to climb the social ladder and pull the family out of poverty towards a more comfortable class.

Football academies as an alternative educational system

Broadly, socialization represents the learning process through that the previous generation seeks to transfer social rules and principles to the new generation by integrating them into their social environment and system, (Durkheim, 1886, 2015) whether internal such as the family or external as school and other institutions. It is, then, a process that children acquire general culture and morals by learning what is socially acceptable and what is not. To scrutinize this concept more, we worked to track its historical development to closely reveal its various dimensions and variants related to education within training centers for football players.

In this regard, and when it comes to education within training centers in particular, we must look at the chronological development of this concept. Perhaps the first beginnings of its emergence were with the philosopher Jean-Jacques Rousseau in his book "Emile / in Education", where the thoughts of this philosopher coincide with the reality of educational practice within these centers. First, he presents to us in this book an imaginary story about the personality of a young child named Emile, who is an orphan of parents, he was under the care of a teacher in a rural village, where he learns naturally through attitudes and life situations. Second, Rousseau stresses the need to learn knowledge and crafts independently and freely as opposed to the traditional, and mechanical method (Rousseau, 1762, 2015).

To connect these two contexts, the common denominator between Emile's personality and the athletic children and youth in training centers is the partial absence of the role of the family in education on values. On the one hand, because they do not always see their children, they are permanently present in these centers. On the other hand, these centers can not fully and effectively play the role of the family. The upbringing of the child in the family is subject to the standards and culture of the family. The matter is completely different when the children are raised in an external environment, because it does not have a specific identity culture. All that the training centers can do is to support the schooling of these players so that they can complete their studies, But it can not create an alternative to replace families. To be more precise, schooling is not education on values, because schooling can be individual and collective. However, education is individual because it includes identity, religion, language - I mean here the local dialect - and family customs. On the contrary, schooling is the transfer of a set of scientific and literary knowledge in order to develop the individual's personality on the one hand, and in order to pass certification exams on the other hand. The two things are completely different in terms of definition and function.

Moreover, the concept of habitus is one of the most prominent and controversial concepts developed by the French sociologist Pierre Bourdieu, which he put forward for the first time in his book "Theory of Practice". This concept represents a set of tendencies and perceptions that individuals possess as new actors in society. In addition to the initial preparations that are produced through socialization and symbolic-material cultural exchange between individuals (Bourdieu, 1976). This system of perceptions is based on a set of social structures from which the individual derives his habitual system especially the family side. When the child enters the training center, he is gradually cut off from the supply of the value and moral system that he takes from the family. As a result of that, he leaves a huge moral deficiency, especially at the level of his psychological-educational development.

Accordingly, the family plays a key role in shaping the child's personality before adolescence. Its mission is not only to provide housing, food and study, but also to convey the symbolic culture, whether it is family on a limited level or a common societal culture. First, this transfer of culture helps the child to understand the surrounding environment. Second, it enables him to know what is socially permissible, and playing a simple social role to integrate into society. Consequently, this link between the family education of children and their entry at an early age into indoor sports centers raises great controversy, especially in the interruption of that cultural transfer of family and societal values to children, which makes it very difficult for the mission of these centers in their ability to fill this deficiency (Smetana & Robinson & Rote, 2015).

Education by good example within the training centers

In this axis specifically, I will talk about the role of education by example in the family and in school in general, and its impact on the behavior of children and adolescents. Moreover, I will link this format to education by example within sports training centers in particular. Thus, these different dimensions will enable me to dismantle this concept and search for the best way to find alternative solutions in order to adopt this type of education within these centers. Based on this, how can an ideal model be built for the child and adolescent to guide them in making the right fateful decisions?

The childhood stage is a crucial period in building the child's personality and forming his adaptive behavior, where the family plays an important role, especially when one of its members represents the person who is a role model and example for the child. And more than that, he follows his behavior and even goes to imitate him as well, as he is an exemplary person who does not make mistakes. And to link this theoretical abstraction to a scientific study, Abu Bakr and Lamia Najdi Mustafa are two psychological researchers who conducted a study on the influence of the role model in the family on the actions of children. Statistically, the study concluded that there is a clear indication between the

material income variable and the social level of the parents, and the impact of this on the child's ability to build a role model; The greater the individual income and the social level of the family, the higher the presence of role models in this family, because the children see their parents as a good role model to follow (Abu Bakr & Najdi, 2020).

Undoubtedly, according to my epistemological position, all human studies, whether psychological, social, or anthropological, are complementary to each other in terms of the closeness and relevance of their problems. Otherwise, the fact that these social sciences overlap with each other gives us a comprehensive explanation of action and social facts. To deepen the explanation further, it is not possible to understand human behavior or phenomena in isolation from the existence of the individual within society, as he affects and is influenced by society. Therefore, in my approach to the subject of socialization in sports training centers, I decided to integrate various human studies and research from its various disciplines, because I consider this diversity to enrich the subject and enable us to understand it from various angles.

Based on that, in our approach to the concept of role models, we relied on several scientific perspectives. However, this proposition was not a coincidence or an exception, but rather a founding and regulating factor for the basic idea, as I use these different studies, even if they appear on the individual side only as psychological studies, but they support the main idea. Moreover, it links the reasons and motives that led to the dysfunction and the systemic role of socialization within the sports training centers. Thus, we have clearly defined our scientific position.

After this epistemological clarification, we will move on to talk about the concept of role models, but this time from the point of view of other social institutions such as school and friends. The reader may ask what is the relationship of this to socialization in sports training centers? The answer will be through our connection to the total studies on the family and the external environment as the primary institution of education, and then we will drop those methods adopted in education by the family, school, and friends on how the child or adolescent should be treated inside the indoor sports centers, so that we can finally, suggest a model for the ideal method of correct education within these centers.

As for the relationship of building the concept of role models for the teenager, the researcher Gibson defines the concept of role models as a certain social perception and representation that is built by adolescents from the social environment surrounding them, either individually or collectively. They want to emulate those behaviors such as: the way of speaking, dressing, and even more complex things like the way of thinking and behaving. These perceptions by all the odds have a strong impact on the psychological formation of the adolescent throughout life (Gibson, 2004, p136).

Peer education as a new pedagogy in football academies

Peer education is an approach through which a minority of peer representatives seeks to inspire each other in order to adopt or follow a certain behavior. This method is applied especially in educational schools and institutions for the integration of children and youth in a difficult situation. (Gary, 1998, p8) Through this article, the researcher aims to propose this unique educational method to sports academies in Morocco. Firstly, to adopt it educationally. Secondly, to correct wrong behaviors and not lose many talents on the pretext of difficulty learning and adaptation.

Moreover, the importance of applying peer-to-peer education within these academies lies in the ability of former players to help new players join the academy. On the one hand, it makes it easier for them to integrate into the new environment, so they are the best able to deliver this message. On the other hand, and especially at the level of preparing the educational pedagogical policy for the academy, children with non-adaptive behaviors must be dealt with a different way, that does not depend on direct punishment, as much as it depends on learning with colleagues. The child sees in the former players the example that must be followed, because they are closer to them in age, so they follow their words and actions, whether positive or negative.

Based on research by Bandura, social learning theory seeks to peer as an important component of the learning process. In the sense that the individual often notices the behavior of others, especially if they have the same characteristics, so he begins to imitate them and adopt similar behavior (Bandura, 1977). In the same context, Sarbin argues that peer educators are more effective than the teacher and act appropriately. And more than that, they influence their colleagues automatically without formalities, this makes the task easy compared to the teacher, because the first relationship is without conditions

and the two parties are on the same level, so the education here is more horizontal than vertical (Sarbin & Allen, 1968).

Psychological difficulties and their impact on the course of a player within the academy

Certainly, football academies play an essential role in training players nationally and internationally, but this training faces some difficulties, especially in understanding and accommodating some of the psychological disorders that players suffer from, such as the lack of concentration, self-confidence, and incomprehension. The problem is not in the mental disorder itself, but in the inability of Pedagogical team and trainers to deal with these cases that require special programs and methods, in order not to prevent them from continuing their formation and excluding them from the academy.

The players in the academies live in a completely different environment than they are used to in the original or natural environment. When they access to internal formation, they face countless variables and situations and with people from different cultures and levels (Marshoud, 2015), which affects the psychological life of some players and their lifestyle in general, in addition to that weakening their self-confidence, that is indirectly reflected on their performance in exercises and matches in particular. In this regard, the researcher proposed a new concept in the context of dealing with players who suffer from cognitive difficulties.

Accordingly, the concept of understanding education is among the means that must be adopted in dealing with players with cognitive difficulties. Most of the training academies that the researcher obtained information about through the auto-ethnographic approach have psychologists to correct non-adaptive behaviors and increase the concentration of players in matches. On the contrary, this new concept gives the educational intervention program with these players new dimensions, which are evident in considering the coach as the first psycho-social intervention in his relationship with the players. Firstly, by changing the traditional view that a player who does not improve his technical level is unintelligent, and replacing it with understanding education, that is understanding the player before judging the mistake, even if it is repeated, and then placing it within its social framework to understand the impact of the boundaries separating the other eco-systems that build the structure of the player's thinking.

More importantly, understanding education is not only about understanding the psychological structure of the player, but also about how to help him regain his self-confidence, because that will give him a greater degree of freedom on the field. Thus, he will play unconsciously: what I mean is to act automatically without complication in mental processes. In addition, self-confidence frees the player from pressure and helps him to make the right decisions in the game. More than that, it increases his concentration and the presence of the mind strongly in action and in reactions. Therefore, the task of the coach and the technical management is to help the players build their self-confidence in order to show their best in the match.

Furthermore, there are many players who leave the training centers under the pretext that they are not improving their levels, without looking for real answers to this problem. In other words, the player is left to face his fate without correcting the behavior before making the decision to leave. Because an important group of these centers does not adopt the method of understanding education, so it goes in the direction of punishment and deprivation instead of understanding and correcting behavior.

Subsequently, applying this concept to reality requires a strong administrative will to adopt this new educational approach, and then adopt it as a method or work program such as: educational, technical, tactical, and physical programmers. Through the forming of trainers in the field of psycho-education and sociology. Further, the adoption of psycho-social tests in the selection of players before entering the training center, in addition to create a team work for social and psychological support within the center. First, to help the players to overcome their daily problems. Second, to prepare periodic reports on the psychological and social status of each individual player and give it to coaches and families.

Educational alienation as a new concept

The concept of alienation has gained a solid presence in sociological thought since the late eighteenth century. Karl Marx is one of the first thinkers who added this concept to describe the relationship of the proletarian class with work, he considers that the worker who does not achieve his goals through work does not develop his capabilities and job satisfaction. Consequently, he enters into a state of alienation from work and becomes in a position where he does not feel a sense of belonging

to his work, so this type of work is a means of production in the hands of those who have capital (Eric, 1998).

In another context, far from the conflictual analysis of Karl Marx, what we care about is the context of the derivation of the concept and its emergence throughout history. But in this aspect, we used the concept of alienation and applied it to the educational situation within football academies. When these children leave their families towards these academies, they are subject to a new method of education that is proportionate with the direction of these academies, but that may not be commensurate with the educational method adopted in the families of these children.

To explain the concept more, we linked it to the concept of the double meaning of Abd al-Malik al-Sayagh, who added it to explain the immigrant's feeling between raising a family and external socialization such as school, friends, and the neighborhood. So, he does not belong to the culture of the family completely, nor does he belong to the culture of the host country. The same thing applies to education within football academies, the child who is in a state of educational alienation is the child who no longer receives the rules of social and value integration from the family, he follows a new lifestyle within the academy that is completely different from family life, what brings him into a state of no upbringing, because the element of educational identity becomes a duality between the family and the center. If they are complementary in purpose and means, the child will be in a sound educational position, and if they conflict, the child will be in a state of educational alienation.

Conclusion

Finally, we can conclude that this theoretical research focused its attention on a real problem represented in the dual socialization between the family and the football training centers. Where the problem facing children and youth who play football within these academies has been clarified, which is represented in the absence of family education directly, and its replacement with school Learning, in addition to creating a psycho-educational and social committee to assist in the process of socialization within these centers. In order for the technical management to understand the problems that these players suffer from and that affect their performance, as well as to find alternative solutions that allow correcting behavior instead of judging it.

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