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Development of a Tool to Measure Social Participation



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Abstract

The present work was designed to develop a social participation tool to measure social participation of students belonging different social categories. Initially, an open ended interview was conducted to know characteristic behaviors of social participation. On the basis of this interview dimensions of social participation were generated. Further, on the basis of these concepts the items of the tool developed in question form. The initial form of questionnaire was devised a five point scale to response. Item analysis was done on a separate set of sample. The final version of the test has 32 items. The psychometric properties of the test established by using different statistics. An alpha was computed for reliability coefficient, and split half reliability was also computed. The reliability coefficient of the test is very high. The factor structure was also checked and total eight factors emerged.

Keywords: Social Participation, Students and Cast

Introduction

Social participation contains all human activities that are related to their personal and social lives. The term social participation refers to both recreational and productive social activities (Broese van Groenou and deeg, 2006). There is a difference between passive social participation and active social participation. Passive social participation is characterized as being a member of associations and giving support to organizations, and active participation characterized by volunteering and taking part in different activities. Social participation is not only participating in games, attending church and meet up with neighbor and relative but also to do something for others and for society.

The concept of 'Social Participation' designate the terms and conditions of the performance of activities of daily living of an individual or a population within their life environment. The beginning of these concepts is rooted from the dynamics of various ideological journeys. During the 1980s and 1990s, several observations came to the conclusion that physical integration in the life environment in educational or job settings was not sufficient. Opportunities to actually interact with other members of different groups within regular infrastructures and services were not provided. Further to perform the activities of their choice in environments attended by people of their age or sharing common interests were also not available in these type of interaction (Flynn, 1994). As a result, a community-based integration model was developed, that counts the active contribution of these persons as community members in activities normally valued by the overall population and in positive interactions with others (McCall, 2001; Thorn S. et al., 2009; Ware N.C, 2007).

Participation is a rich concept that varies with its application and definition. The way participation is defined also depends on the context in which it occurs. For some, it is a matter of principle for others, an end in itself. The importance of social participation is to improve the skills and good behavior for successful adulthood. The youth who related to supportive family environments are more actively participate than the youth who related to challenging family. The youth who has more educated parents participate actively and they have potential to handle leadership roles. The supportive family environment is most important thing for adult's development. In the study of parental support and pressure, Anderson, Funk, Elliott and Smith (2003) found that parental support—e.g. through parents caring about adolescents' activities, listening to them, talk about the activities, and getting them to activities—encourages greater participation in extra-curricular activities. In contrast, pressure from parents—in the form of forcing them into certain activities,

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expecting too much from them, and getting upset when they do not do well etc—does not affect amount of participation but significantly decreases youth's enjoyment of sports activities. Csikszentmihalyi, Rathunde and Whalen (1993) found that parental warmth enhanced their gifted children's participation in activities that developed their talents. Where warmth was defined generally in terms of parent-child relationships. In another study of American students from grades 6 to12, Csikszentmihalyi and Schneider (2000) concluded that family support and challenge to adolescents' school grades as well as their enjoyment of school and homework were proved to be important factors. Family support referred to responsiveness to the child of parents whereas family challenge described an environment where "parents expect adolescents to take on greater responsibilities, learn new skills, and take risks that lead toward greater individuation." (Csikszentmihalyi & Schneider, 2000). Through multivariate analysis and qualitative narratives, Csikszentmihalyi and Schneider concluded that "the most impressive families appear to be those who give teenagers the sense that they are loved, together with the sense that much is wanted from them. Therefore, Csikszentmihalyi and colleagues, found in their work that family support features significantly but apart of this, family challenge was also important to academic experiences.

Activities are also important for successful ageing. Activities have been found to be beneficial in improving the quality of life and successful ageing of adult (Bukov et al. 2002, Mence, 2003). An ethnographic study in Singapore found that extra familial social support and opportunities for new experiences in learning and leisure contribute to positive and active living for older adults (Thang 2005) activity participation in late life have appositive impact on aging-related problems and it also enhances life satisfaction.

Aim of the Study

To Develop a tool to measure Social Participation among student of P G course.

Method

Sample

The present study was conducted in two phases. Sample of phase one consisted of 20 subjects. Phase two contained 183 subjects (50 General Category, 100 Other Backward cast, 33 Schedule cast/ Schedule Tribe category). Subjects were students of Post Graduate Courses in Gorakhpur University. The age range of the participants was 20-24 years old. The mean age of the subjects of all three social categories was 22.00. Each category belongs from various casts.

Procedure and Materials

First of all an open ended interview were conducted on 20 subjects. Each subject was contacted

individually and they were asked two questions about social participation:

1. What is social participation?
2. What are the behaviors that a person expresses in social participation?

Each subject responded about social participation. Responses are noted down. After this attempt, on the basis of all responses dimension were developed. Maximum dimension were synonyms. An attempt was made to brief the social participation traits with the help of language expert. For different synonyms appropriate substitute selected. Thus total ten dimensions were developed. On the basis of these themes the item of the questionnaire developed in the sentence form. The subjects have to give their response on a five point scale. Further the questionnaire was presented to some research scholars of psychology department. They were asked to suggest the problems of questionnaire regarding the sentence structure and conceptual clarity. The suggestions were incorporated.

Procedure of Scoring

The questionnaire consisted of total 58 items in which 55 items were positive and 03 items were negative. The positive items of social participation are 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57 & 58, and the negative items of social participation are 12, 13 & 14. Scales ranged between strongly agree to strongly disagree. The response of strongly agree assigned a score of five and strongly disagree a score of one.

Analysis

The factor structure

Obtained score was subjected to an inter item correlation. On the basis of the initial checking 15 (Item no. 2, 8, 12, 13, 14, 15, 21, 23, 24, 30, 31, 36, 37, 40 & 45) items that were not connected with other items were dropped. On the remaining 43 items a factor analysis was computed using principal component extraction method with Varimax rotation. KMO Bartlett's test of sampling adequacy was found to be appropriate (0.84). The Bartlett's test of sphericity was significant [$\chi^2(946)=3.195, P<.01$]. Rotation converged in 13 iterations. Rotated factor structure yield 13 components above the eigenvalue of 1 in which only 8 components were retained. Thus 11 more items were dropped in the final version.

Factor 1(variance – 23.31%) had 6 items, factor 2(variance – 7.51%) had 6 items, factor 3(variance – 4.64%) had 4 items, factor 4(variance – 4.24%) had 4 items, factor 5(variance – 4.04%) had 5 items, factor 6(variance – 3.30%) had 3 items, factor 7(variance – 2.62%) had 3 items, factor 8(variance – 2.37%) had 1 items. Total 52.03% variance explained by the present factor structure.

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Factor Loading Table

Item no	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7	Factor 8
6								
54	.405							
55	.711							
56	.742							
57	.638							
58	.717							
19	.620							
27		.514						
43		.438						
44		.576						
46		.794						
47		.440						
32		.483						
33			.629					
34			.564					
35			.713					
50			.813					
51				.583				
52				.668				
53				.610				
1				.582				
3					.407			
4					.772			
5					.368			
16					.697			
9					.562			
10						.622		
11						.615		
25						.762		
26							.419	
29							.629	
7							.788	
								.811

Psychometric Properties

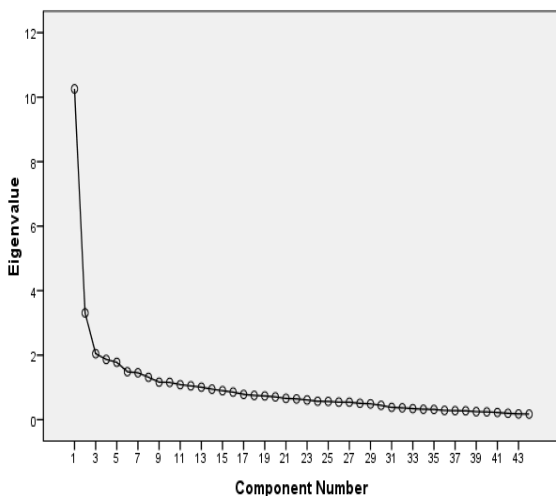
To establish psychometric properties, inter item correlation and Cronbachs' alpha was computed. The alpha was found to be fairly high, 0.91. The Gutman Splithalf reliability of the tool is 0.86 and Equal length Spearman Brown reliability was found to be fairly high 0.87.

Discussion & Conclusion

The present study was planned do develop a tool to measure social participation of subjects of different social categories. This is a Likert type scale. in the final version of the tool total 32 items retained. To validate the tool exploratory factor analysis with principle component method was done. Rotated factor structure with varimax rotation yield 13 factor initial but the present author have retained only eight factors.

A participation scale developed by Participation Scale Development Team (Warkel Win van 2010) defined participation as a person involvement in a life situation. A life situation defined as person's interaction and participation in wider aspect and areas of normal living and social life. It is an interview based instrument to measure perceived problems in major domains in life. It measures the severity of participation restriction.

Scree Plot



Causes of participation restriction included impairment, activity limitations, self-stagnations, disease related problems, absence of equipment, support/relationship, attitudes, systems, environment and policies or laws.

They included following domains of participation into their participation scale: Learning and applying knowledge, Communication, Mobility, Self Care, Domestic Life, Interpersonal Interactions, Major Life Areas and Community, Social and Civic.

In another study S. Gopal Jee (2011) has worked with three domains of social participation. They are: talking with neighbor, visiting friends and socializing with other people.

In the present study there are eight factors: Active, Interest, Active in Domestic Life, Leadership, Helping, Commitment, Social Responsibility and Socially Concerned.

The 1st component in this study related the strengths of being active in various activities of various domains such as academic, cultural, classroom and group. The 2nd component contains the strengths of interest in various domains of life. The 3rd component is related with the activity in domestic life. The 4th component constituted by the characteristics of leadership in various situations on group. Helping behaviour is also a major component of participation and it is the 5th component of this factor structure. Commitment and social responsibility is the 6th and 7th component of this factor structure that is reflected as a sense of commitment and social responsibility towards the reference group. The last component is related with social concerned. Although it has only one item, however its factor loading was very high and because of this property it was retain in the tool.

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APPENDIX

Factors and Items of Social Participation Questionnaire

Item No.	Items	Loading
Factor 1: Active		
1.	विभाग में होने वाले सांस्कृतिक क्रिया-कलापों में आगे बढ़कर मदद करता हूँ।	.405
2.	मैं विभाग/विश्वविद्यालय के एक सक्रिय छात्र के रूप में जाना जाता हूँ।	.711
3.	शिक्षक मुझे अपनी कक्षा के एक सक्रिय छात्र के रूप में जानते हैं।	.742
4.	सहपाठियों सहपाठियों के मध्य सांस्कृतिक कार्यक्रमों का आयोजन करने में एक अच्छे आयोजक के रूप में जाना जाता हूँ।	.638
5.	किसी समूह का अच्छे से नेतृत्व करने वाले छात्र के रूप में जाना जाता हूँ।	.717
6.	सहपाठी मुझे सबकी मदद करने वाले छात्र के रूप में जानते हैं।	.620
Factor 2: Interest		
7.	कविताएं/कहानियाँ लिखना पसंद है।	.514
8.	रक्त-दान शिविर आयोजित होने पर मैं निश्चित रूप से भाग लेता हूँ।	.438

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9.	विश्वविद्यालय में आयोजित विभिन्न खेल प्रतियोगिताओं में सक्रिय रूप से भाग लेता हूँ।	.576
10.	नाटक/गायन/वादन/नृत्य आदि सांस्कृतिक कार्यक्रमों में भाग लेना अच्छा लगता है।	.794
11.	चित्रकारी करना अच्छा लगता है।	.440
12.	वाद-विवाद/भाषण प्रतियोगिता में भाग लेता हूँ।	.483
Factor 3: Active in Domestic Life		
13.	किसी कार्य को करने के पहले अपने घर वालों पर उसपर चर्चा करता हूँ।	.629
14.	अपने घर के छोटे बच्चों के कार्य जैसे- स्कूल आदि के कार्यों में मदद करता हूँ।	.564
15.	अपने घरेलू समस्याओं के समाधान हेतु प्रयास करता हूँ।	.713
16.	घर के बुजुर्गों के कार्य जैसे- उन्हें समय पर दवा देना आदि करता हूँ।	.813
Factor 4: Leadership		
17.	किसी समूह का नेतृत्व करना अच्छा लगता है।	.583
18.	अपने समूह की समस्याओं को लोगों के समक्ष रख पाता हूँ।	.668
19.	संकोची छात्रों क बातों को शिक्षकों के समक्ष रख पाता हूँ।	.610
20.	लोग मुझे आगे बढ़कर सहायता करने वाले के रूप में जानते हैं।	.582
Factor 5: Helping Behaviour		
21.	कक्षा में किसी सहपाठी के छूट गए अंश जैसे- व्यख्यान या लिखाई गई बातों को पूर्ण करा देता हूँ।	.407
22.	परीक्षा की तैयारी करने में अपने सहपाठियों की मदद करता हूँ।	.772
23.	बैंक चालान/फार्म आदि भरने में अपने सहपाठियों की सहायता कर देता हूँ।	.368
24.	नोट्स तैयार करने में अपने सहपाठियों की मदद करता हूँ।	.697
25.	सीखे गए ज्ञान को अपने सहपाठियों के साथ बाटता हूँ।	.562
Factor 6: Commitment		
26.	कक्षा में शिक्षकों द्वारा कुछ पूछे जाने पर उत्तर देता हूँ।	.622
27.	अपनी कक्षाओं में नियमित रूप से उपस्थित होता हूँ।	.615
28.	जो भी बातें समझ में नहीं आती हैं उन्हें अपने शिक्षकों से पूछता हूँ।	.762
Factor 7: Social Responsibility		
29.	किसी प्रकार की दुर्घटना जैसे- सड़क दुर्घटना आदि होने पर लोगों की तुरंत सहायता करता हूँ।	.419
30.	विभिन्न छठक द्वारा होने वाले जन-कल्याण के कार्यक्रमों में भी भागेदारी करता हूँ।	.629
31.	प्राकृतिक आपदाएं जैसे बाढ़, भूकम्प आदि आने पर स्वयं-सेवक के रूप में लोगों की सहायता करना अच्छा लगता है।	.788
Factor 8: Socially Concerned		
32.	कार्यालय सम्बन्धित अड़चनों में आगे बढ़कर मदद करता हूँ।	.811