

CONSTRUCTION AND VALIDATION OF SOCIAL EFFICACY SCALE

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Abstract

Society has an important role in the development of the nation. People as the members of the society are very important in keeping the society as a bundle of hope and prosperity. In this juncture it is very important to develop the effectiveness of the society in meeting the various challenges in life. As Students, Teachers and the Schools are playing a vital role in the development of the society, they need a keen attention. As adolescents, Students studying in the Higher Secondary Classes have important responsibilities in the construction of the society. They have to face the odds and stand steady to take on the everyday problems. In this regard the Social Efficacy of these students is regarded as a needful characteristic. Hence it has been decided to measure the Social Efficacy of the students, so that they can be guided in a better way to reach the societal and individual goals in education This process has been initiated for the construction and validation of Social Efficacy Scale, as there is no appropriate tool for this purpose . After this process the Scale will be used to gauge the Social Efficacy of the target student groups for further investigation and arriving at the results.

Keywords: Higher Secondary Students, Social Efficacy and Society.

Introduction

Sociology is the scientific study of the society. It includes the patterns of social relationships, social interaction and culture. Sociology is defined “as a social science that studies human societies, their interactions and the processes that preserve and change them. Sociological thinkers have defined that man is considered as a social animal. Aristotle in his “Politics” has said that man by nature is a social animal and society is something that precedes the individual. English Poet John Donne starts one of his poems as “No man is an island” and he wants to emphasize that human beings necessarily depend on one another through his life on the earth. Though every individual has his or her own aspirations in life, one cannot deny that there is interdependence among the individuals to fulfil the everyday needs. Man has to rely on the others and live in a society. Society is an essential haven for the individual to satisfy his biological and psychological needs. The relationship between the individual and the society involves a lot of values to follow in order to live amicably in the society.

Need and Importance of Social Efficacy

Various attempts have been made to analyze the society and its performance on everyday life by many researchers. The survival of the society through Education is believed to rely on the efficacy of the individuals and their collective efficacies to lead a successful and meaningful life. As the children of to-day are the future citizens of the country, it has

been decided to measure the efficacy of the students in the Higher Secondary Education Level in School, Peer Group, Family and Community.

The society and its social concern for education have attracted the attention of researchers on various planes. Here, the interest behind the measurement of Social Efficacy focuses on the Higher Secondary Students to forge an excellent relationship with society and connect the people with the everyday school activities. On the basis of the results obtained through review of literature with respect to researchers on society concerned, it was found that no research has been conducted on social efficacy with higher secondary students in order to fulfill the research gap and to measure the social efficacy among higher secondary students the present attempt has been made to construct and validate the social efficacy scale.

Social Efficacy

People do not live in social isolation. They live together as families, communities, organizations, social institutions or nations. Their strength lies upon their sense of collectiveness as a society or community, to solve the problems and improve their living conditions. Collective or Social Efficacy complements and builds on the concept of Self- efficacy. Instead of the individual, the society has the belief that we can succeed, if there is the 'we' feeling to face challenges and find solutions, which is the key to Social Efficacy.

We can think of the people of India who gathered together to fight for freedom with the 'we' feeling and succeeded in achieving independence for the country. Collective or Social Efficacy denotes the ability of the team or unit of people to successfully carry out any kind of duty assigned to it. It can be defined as the collaborative competency of a social group. Collective Efficacy extends the idea of self-efficacy to collectively. It has been noted that Collective Efficacy has both psychology and sociology as their intellectual lineages.

Social Efficacy Scale

Social Efficacy Scale is a tool to measure the efficacy of the students. with respect to society to construct the Social Efficacy Scale, the investigator has initially gathered 50 statements with four dimensions such as School, Peer Group, Family and Community. All the statements are positive in nature with a 5 Point Scale Pattern: Strongly Agree (5), Agree (4), Undecided (3), Disagree (2), Strongly Disagree (1).

Pilot Study

To validate this Social Efficacy Scale a Pilot Study has been conducted with a sample of 100 Higher Secondary Students studying in Thiruvallur District, in Tamil Nadu, selected through Random Sampling Technique.

Methodology

The Social Efficacy Scale for Higher Secondary Students has been consisted with 50 statements by the investigator. A lot of literatures on Social Efficacy and Test construction procedures were used for the construction of the tool. The Social Efficacy Scale was constructed after having discussions with teachers of schools and colleges, and experts in the field of sociology and education.

The tool has been prepared on a five-point rating scale based on Likert's type with 50 statements all the statements are positive in nature and the scoring procedure for the tool with the option Strongly Agree (5), Agree (4), Undecided (3), Disagree (2) and Strongly Disagree (1). The minimum score for the tool is '50' and maximum score of the tool is 250.

Item Analysis

The model/draft tool prepared by the investigator was administered with on a sample of 100 higher secondary students. The students were asked to mark their opinion among the given alternatives. Each statement has five alternative responses; namely Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree. Scoring was done for all the statements.

Item analysis was adopted for the final selection of statements. The totals Scores were calculated separately and they were arranged in the descending order of scores. The top 25% of the subjects (upper group) with the highest total scores and the 25% of the subject (lower group) with the lowest total scores were taken into account after the analysis The difference in Means of the high and low groups for each item was tested for significance by computing the t-ratios. Items with the 't' value of 1.96 and above were selected for the final tool.

Table-1
THE ITEM ANALYSIS OF SOCIAL EFFICACY SCALE

Sl.NO:	t-value	SELECTED / NOT SELECTED
1.	2.625	SELECTED
2.	1.634	NOT SELECTED
3.	.436	NOT SELECTED
4.	4.376	SELECTED
5.	3.571	SELECTED
6.	2.009	SELECTED
7.	4.084	SELECTED
8.	5.287	SELECTED
9.	4.581	SELECTED
10.	4.024	SELECTED
11.	4.084	SELECTED
12.	4.376	SELECTED
13.	3.258	SELECTED
14.	2.625	SELECTED
15.	3.448	SELECTED
16.	1.290	NOT SELECTED
17.	4.376	SELECTED
18.	4.581	SELECTED
19.	4.084	SELECTED
20.	2.921	SELECTED
21.	2.625	SELECTED
22.	4.605	SELECTED
23.	2.921	SELECTED
24.	3.365	SELECTED
25.	5.218	SELECTED
26.	4.376	SELECTED
27.	1.050	NOT SELECTED
28.	4.369	SELECTED
29.	4.887	SELECTED
30.	4.084	SELECTED
31.	2.625	SELECTED
32.	2.777	SELECTED
33.	3.448	SELECTED
34.	4.581	SELECTED
35.	2.576	SELECTED
36.	3.077	SELECTED
37.	5.287	SELECTED
38.	4.024	SELECTED

39.	3.258	SELECTED
40.	2.625	SELECTED
41.	.401	NOT SELECTED
42.	4.605	SELECTED
43.	5.287	SELECTED
44.	3.448	SELECTED
45.	1.368	NOT SELECTED
46.	2.625	SELECTED
47.	4.376	SELECTED
48.	2.009	SELECTED
49.	4.376	SELECTED
50.	2.921	SELECTED

Reliability and Validity of the Scale

The Reliability of Social Efficacy Scale was determined by Split-Half method. The scale was divided in to two halves and each half was treated as a separate test. The reliability of the test by Split-Half technique (consistency) followed by the spearman Brown Prophecy formula is found to be 0.9763.

The validity has been established by a panel of experts , Faculty members from the Department of Education, Sociologist and higher secondary schools teachers .The Intrinsic Validity was established by taking the square root of Reliability Coefficient i.e., $r = 0.9821$. Thus from the two coefficients, it may inferred that this scale is highly Reliable and Valid. To establish Norms for this Scale, the Percentile Norms (Table 2) have been computed.

Table-2
PERCENTILE NORMS FOR THE SOCIAL EFFICACY SCALE

Percentiles	Social Efficacy Scale	Percentiles	Social Efficacy Scale
10	122	60	182
20	131	70	190
25	148	75	198
30	156	80	210
40	170	90	234
50	178		

The final version of the Social Efficacy Scale has been prepared with the 44 valid items. The maximum possible score will be 234 and the minimum will be 122. Lower score indicates the presence of low level of Social Efficacy and higher score indicates the presence of high level of Social Efficacy.

Score Range	Norms
Score range below – 160	Low level of Social Efficacy
Score range from 161 – 196	Average level of Social Efficacy
Score range above 197	High level of Social Efficacy

The final items are as follows:

1. I always love my school and its atmosphere.
2. We believe that aggregate of individual perceptions enhance group capability.
3. We can ensure better school atmosphere through respect for the other gender.
4. We always ignore individual differences and acknowledge collective responsibilities in the school.
5. We always emulate the earlier achievers in our road to academic success.
6. We accept the advice of the teachers to achieve our goals.
7. I sometimes feel that or teachers are arrogant towards the students.
8. I strongly believe that Drug addiction spoils the future of the students.
9. I never felt tired of attending the school the entire day.
10. I am bold to express my opinions in the classroom even when others disagree.
11. I am interested in participating group discussions with my friends.
12. I draw team members from my classmates for discussion on academic subjects.
13. I would like to enjoy my holidays with the company of my friends.
14. My peers in the community become partners in my play and studies.
15. Whenever I am sad or reluctant the peers alleviate my burden.
16. We assist economically deprived friends of our peer group.
17. I am part of a team that work for the improvement of our friends.
18. I try to convince my friends when they are in controversy.
19. When I have too much homework, I join my friends for group work.
20. I am free to discuss my personal problems with my friends.
21. I invite my friends for dinner on special occasions at our home.
22. My parents always like to discuss my personal problems with me.
23. I always discuss my problems at school with my parents.

24. My parents are willing to support my friends in their distress.
25. I am aware that I have inherited morals from members of my family.
26. I am free to introduce all my friends to my parents.
27. I enjoy full support from my parents to cultivate good friendship.
28. My parents discuss my academic progress with the teachers regularly.
29. Our school organizes parent meetings to discuss academic and other general agenda.
30. My parents willingly allow me to go on a tour or excursion arranged by our school.
31. I support my brothers and sisters in their studies at home.
32. I have found group studies help much in writing class tests and examinations.
33. I accept the resolutions of our community to maintain amiability.
34. The collective spirit of the community foster commitment to school goals and better student achievement.
35. We ensure clean air and water to our community through our own efforts.
36. We have ensured accessibility for the physically and mentally challenged persons in our community.
37. I always believe that the strong religious faith of an individual can build a strong interreligious harmony.
38. We share the common space in our area for religious meetings without disturbing one another.
39. I consider every festival is an occasion for extending my support to others.
40. I always remember that I am part of the community and hence follow the moral and ethical values of the society.
41. I can very much rely on the society around me at critical situations.
42. I believe that interdependence of human functioning will promote social efficacy.
43. I never find fault with any individual for a collective failure in the community.
44. The community living around always show concern over the health and sanitation problems.

Conclusion

This research tool focuses on gathering information on the Social Efficacy of Higher Secondary Students. The research tool will be of immense use for the Educational Research to measure the Social Efficacy of the students in the higher secondary level and subsequently for the students of any level.

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