

Construction and Validation of Social Disconnection Scale

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ABSTRACT

Adolescent is a period where a child develops new habits, interests and attaining new way of understanding and dealing situations. They will be more into situations that they feel as reinforcing. Usually, children will have a tendency to stay away from social gathering especially with the rise of online games and activities. They barely go outside and meet new people. The scale was developed to measure social disconnection of children who are within the adolescent age group. The scale consisted of 33 items and 5 alternatives for each item namely strongly disagree-1, disagree-2, undecided-3, agree-4, strongly agree-5. The scale has three subscales which measures the disconnection with family and relatives, disconnection with friends, disconnection with the society/area of living. The scoring method was summing of all the scores. Higher the score, higher the level of disconnection of an individual with their family, friends and society. The questionnaire has a reliability of .951 and has achieved Face validity. This scale will be helpful for practitioners and researchers in finding out the intensity of social disconnection within the adolescent community.

Keywords: *Social Disconnection, Adolescents, Test Construction*

The test is constructed to find the social disconnection of early adolescents. Social Disconnection can be explained as a tendency to withdraw oneself from the activities that happens around, especially that from family, relatives, friends and society. It is not because of that they all isolated the child, but the child him/herself wish to withdraw from the social activities around because of their own reasons and comfort. Michael F Green describes Social disconnectedness as long-standing lack of social / family relationships and minimal participation in social / family activities which is a huge public health problem that is associated with a wide range of negative effects.

There are many reasons for an adolescent to become socially isolated. Some of them can be game addiction and parenting. As we know, adolescence age can be referred as a transformation period where they are no longer a child and not even an adult. As Erik Ericson points out, this period is very important that the person will be passing through an identity struggle as well as role confusion. It can be said that the impact of the things happen in this period, the habits attained etc can have its effect throughout the life. This is a period where the adolescents will be usually engaging in social activities, building up relationships

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and exploring the world outside. Mostly these experience has its effect in their attitude, behavior and personality. But now a days, it is seen that most adolescents are less interested to come out and do activities and keeping themselves socially isolated. The adolescents are spending much time in gaming than playing outside, being less interested in social activities, showing interest to spend much time alone in room than interacting with others. If that trend grows, it will have a negative effect on their future in many aspects. Parents also plays a role in this. Because of the harmful things happening in the society, parents also sometimes restrict children from playing outside the home or allowing them to engage in social activities without knowing its aftereffects. Thus this test helps to know the level of social disconnection in the individual, the need to correct it if its evident.

The test measures three dimensions of disconnection which are, 'disconnection from parents and relatives', 'disconnection from friends', and 'disconnection from the area of living'. The test shows the disconnection in three levels, that is 'no disconnection', 'medium disconnection', and 'high social disconnection'. According to the results, both parents and teachers can give different interventions to bring back the child from disconnection.

There were several steps used in constructing this test. They were

- Planning of test
- Writing down the items
- Preliminary administration
- Reliability of final test
- Validity of final test
- Norms of final test

PLANNING OF TEST:

Planning of the test is an important stage where we do the preliminary planning regarding the full test. It includes many aspects where we actually think about all the areas and criteria related to the test. These include

- Objectives:** the main objective of the test is to find out whether the adolescent is socially disconnected or not, and how much disconnected he/she is. It will be measured in three dimensions, which are disconnection from parents and relatives, disconnection from friends, disconnection from the area of living.
- Nature of items:** the items will be objective in nature. Each item will be having five options as strongly agree, agree, undecided, disagree, and strongly disagree. The participant can mark the most suitable option.
- Type of instruction:** the instructions for the participants will be written in the questionnaire itself. It will be 'You can mark your preference ranging from 1 to 5 on the boxes given below each questions. It's from strongly disagree as 1 and strongly agree as 5. Make sure you answered all questions.
- Sampling method:** convenient sampling method will be used to collect the samples. It includes early adolescent from urban middle class families from selected schools in Ernakulam district, Kerala.
- Administration procedure:** group administration will be done. The researcher had gone to different schools, got permission from the authority and the children and administered the questionnaire.
- Probable length of questionnaire:** the probable length of the questionnaire will be between 30 to 35 items. It can take 20 to 25 minutes to answer.
- Preparation of manual:** this manual is included with all the informations regarding the test, how it was prepared, the way of administration, scoring, reliability, validity, norms etc.

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- h) Number of reproductions of the test:** the test will be done on 600 samples, early adolescent, both male and female, from Ernakulam district, Kerala.

WRITING DOWN THE ITEMS:

45 items were written by the researcher, keeping in mind that the samples were early adolescent students from an urban middle class background. The researcher included negative items also in the test. Simple words were used in the questions so that they won't feel difficulty in understanding and answering the items. The items were given for proof checking to different experts and necessary modifications were done. After removing the repeated and similar kind of items, the researcher finalized 33 questions.

PRELIMINARY ADMINISTRATION:

The preliminary administration of the test was done on 150 students (both male and female) from a school in Kerala. After that, major weakness, omissions, or ambiguities in the test was corrected.

RELIABILITY OF THE TEST:

The researcher used internal consistency reliability method to check the reliability of the questionnaire. Internal consistency reliability assesses how well different items within a research instrument measure the same underlying construct or concept. It is a measure of the consistency of responses to multiple items on a scale, ensuring that they all tap into the same idea. Common methods to measure it include Cronbach's alpha and the split-half method, which are essential for establishing the validity of a measurement tool and ensuring that the results are dependable and not due to random error. For the present test, Split half reliability was established and odd even method was used for that. The questionnaire has a reliability of .951.

VALIDITY

Face validity method was used by the researcher to find out the validity of the test. In research, face validity is a subjective evaluation that establishes whether a test or measurement seems to measure what it is supposed to measure based on a cursory or "face value" examination. It is the quickest and most straightforward type of validity, depending on whether participants or non-expert observers find the test and its items to be acceptable and relevant. The questionnaire was given to few experts in the field of psychology who were academicians, practitioners and research investigators to check the Face validity. A total of 15 experts from Chennai and Kerala were selected for this. Several inputs and deletions of items were done during the process and apart from some minor grammatical error, the test was approved as valid.

NORMS OF THE TEST

The test should be administered to the age group which comes under early adolescents, and adolescents. The test consists of both negative and positive items. Thus it has both scoring and reverse scoring. The score an individual gets decides how much he/she is socially disconnected. For question 1 and 5, the scoring pattern will be 1=1, 2=2, 3=3, 4=4, 5=5. Apart from question 1 and 5, all the rest of the questions will have a scoring pattern of 1=5, 2=4, 3=3, 4=2, 5=1. There is no lie score for this test. The less score an individual can get in this test is 33 and the high score an individual can get is 165. If the score an individual gets is between 33 and 77, he/she is not socially disconnected. If the score is between 78 and 121, then the individual has a medium level of social disconnection. If the score is above 122, then the individual has a high social disconnection.

CONCLUSION

The scale was developed to measure social disconnection of children who are within the adolescent age group. The scale consisted of 33 items and 5 alternatives for each item namely strongly disagree-1, disagree-2, undecided-3, agree-4, strongly agree-5. The scale has three subscales which measures the disconnection with family and relatives, disconnection with friends, disconnection with the society/area of living. The scoring method was summing of all the scores. Higher the score, higher the level of disconnection of an individual with their family, friends and society. Some of the questions are having reverse scoring. For question 1 and 5, the scoring pattern will be 1=1, 2=2, 3=3, 4=4, 5=5. Apart from question 1 and 5, all the rest of the questions will have a scoring pattern of 1=5, 2=4, 3=3, 4=2, 5=1. There is no lie score for this test. Split half reliability was established and odd even method was used for that. The questionnaire has a reliability of .951. The questionnaire was given to few experts in the field of psychology who were academicians, practitioners and research investigators to check the Face validity. Several inputs and deletions of items were done during the process and it was found to be valid. This scale will be helpful for practitioners and researchers in finding out the intensity of social disconnection within the adolescent community.

Tables of checking reliability

Case Processing Summary

		N	%
Cases	Valid	60	100.0
	Excluded ^a	0	.0
	Total	60	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.951	33

Case Processing Summary

		N	%
Cases	Valid	60	100.0
	Excluded ^a	0	.0
	Total	60	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.792
		N of Items	
	Part 2	Value	.960
		N of Items	16^b
Total N of Items			33

Correlation Between Forms

Spearman-Brown Coefficient	Equal Length	.957
	Unequal Length	.957

Guttman Split-Half Coefficient

		.901
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a. The items are: Q1, Q2, Q3, Q4, Q5, Q6, Q7, Q8, Q9, Q10, Q11, Q12, Q13, Q14, Q15, Q16, Q17.

b. The items are: Q17, Q18, Q19, Q20, Q21, Q22, Q23, Q24, Q25, Q26, Q27, Q28, Q29, Q30, Q31, Q32, Q33.

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Case Processing Summary

		N	%
Cases	Valid	60	100.0
	Excluded ^a	0	.0
	Total	60	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.901
		N of Items	17 ^a
	Part 2	Value	.902
		N of Items	16 ^b
		Total N of Items	33
Correlation Between Forms			.952
Spearman-Brown Coefficient	Equal Length		.975
	Unequal Length		.975
Guttman Split-Half Coefficient			.975

a. The items are: Q1, Q3, Q5, Q7, Q9, Q11, Q13, Q15, Q17, Q19, Q21, Q23, Q25, Q27, Q29, Q31, Q33.

b. The items are: Q33, Q2, Q4, Q6, Q8, Q10, Q12, Q14, Q16, Q18, Q20, Q22, Q24, Q26, Q28, Q30, Q32.

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Conflict of Interest

The author(s) declared no conflict of interest.

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SOCIAL DISCONNECTION SCALE

You can mark your preference ranging from 1 to 5. Make sure you answered all questions.

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

1. Mostly I like to sit in my room.

1	2	3	4	5
---	---	---	---	---

2. I spend less time interacting with my parents and siblings.

1	2	3	4	5
---	---	---	---	---

3. I don't discuss much about the things that bothers me with my parents and siblings.

1	2	3	4	5
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4. My parents exactly know what my preferences are.

1	2	3	4	5
---	---	---	---	---

5. I don't like it when my parents interfere in my activities.

1	2	3	4	5
---	---	---	---	---

6. My parents know who all are my friends and where all I am going with them.

1	2	3	4	5
---	---	---	---	---

7. I am in close touch with my cousins and relatives.

1	2	3	4	5
---	---	---	---	---

8. I used to meet my cousins and relatives often.

1	2	3	4	5
---	---	---	---	---

9. I am interested to attend our family functions.

1	2	3	4	5
---	---	---	---	---

10. I feel free to call my relatives and cousins when I am in need.

1	2	3	4	5
---	---	---	---	---

11. I feel comfortable to share my personal feelings with my cousins and relatives.

1	2	3	4	5
---	---	---	---	---

12. I am very much involved in my family matters.

1	2	3	4	5
---	---	---	---	---

13. I have a lot of friends.

1	2	3	4	5
---	---	---	---	---

14. I used to play with my friends.

1	2	3	4	5
---	---	---	---	---

15. I often go out to play with them.

1	2	3	4	5
---	---	---	---	---

16. I prefer to play somewhere outside my house.

1	2	3	4	5
---	---	---	---	---

17. We have a common place for playing apart from anyone's house.

1	2	3	4	5
---	---	---	---	---

18. I like to spend my leisure time with my friends.

1	2	3	4	5
---	---	---	---	---

19. I often go out with my friends.

1	2	3	4	5
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20. I enjoy the moments hanging out with my friends.

1	2	3	4	5
---	---	---	---	---

21. I feel free to share my personal feelings with my friends.

1	2	3	4	5
---	---	---	---	---

22. My friends can better define me.

1	2	3	4	5
---	---	---	---	---

23. I am very much aware about the activities that happen in my area.

1	2	3	4	5
---	---	---	---	---

24. There are residence associations and clubs near my house.

1	2	3	4	5
---	---	---	---	---

25. The residence associations and clubs used to conduct programs on different occasions.

1	2	3	4	5
---	---	---	---	---

26. I like to attend the programs conducted in my area of living.

1	2	3	4	5
---	---	---	---	---

27. I get involved in the activities in my residential area.

1	2	3	4	5
---	---	---	---	---

28. I take roles in the activities that happen in my residential area.

1	2	3	4	5
---	---	---	---	---

29. I invite my friends for the functions that happen in my residential area.

1	2	3	4	5
---	---	---	---	---

30. I attend the functions that happen in my friends or relatives residential area.

1	2	3	4	5
---	---	---	---	---

31. I am familiar to most of the people living in my area.

1	2	3	4	5
---	---	---	---	---

32. I know almost all the people living in my area.

1	2	3	4	5
---	---	---	---	---

33. I used to engage and help if any social causes or problems arise in my area.

1	2	3	4	5
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