Original Research Paper

Development and Psychometric Assessment of Social Support Scale for Within Country Migrated Students

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ABSTRACT

The objective of the present piece of work was to the development and psychometric assessment of social support scale for within country migrated students (SSS-WCMS). Following the incidental cum random sampling technique, 200 North Indian students within the age range of 18 to 24 years were drawn from different colleges of Warangal districts, Telangana, India. Dimensions of social support were decided on the basis of literature. Items were pooled out by unstructured interviews. Exploratory factor analysis (FEA) of 18-item pool yielded a 14-item measure with four independent dimensions viz. emotional support, informational support, companionship support and tangible support. The items communalities ranges are greater than .400. Overall variance explained by all these factors is 53.90%. Confirmatory factor analysis also confirmed the explored all four factors from the EFA. The findings indicated that SSS-WCMS has sufficient convergent and discriminant validity. The composite reliability was more than .700 for each of the five factors. It is concluded that there is sufficient empirical and statistical evidence of composite reliability, construct, convergent, discriminant validities of SSS-WCMS.

Keywords: Social support; within country migrated students.

Social support is an integration of emotional, tangible, informational and companionship (Wills, 1991; Wills, 1985; Uchino, 2004). Social assistance can come from several sources like friends, roommates, classmates, seniors, neighbours, etc. (Cohen & Wills, 1985; Wills, 1991; Wills, 1985; Uchino, 2004). Emotional support aspect of social support is the related to caring, trust, acceptance and affection (Langford, Bowsher, Maloney & Lillis, 1997). It's the affection which comes from different sources of social support (Taylor, 2011). Emotional support is positively associated with happiness (Slevin et al., 1996). Emotional support, also known as appraisal support (Wills, 1991). Tangible support associated with instrumental assistance. It's composition

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of financial support, material assistance, etc. (Heaney & Israel, 2008). Tangible support also called as instrumental support (Langford, Bowsher, Maloney & Lillis, 1997). Informational support is a type of knowledge, it's having the potential to help others problem solving (Langford, Bowsher, Maloney & Lillis, 1997; Tilden & Weinert, 1987). Its integration of advice, use full information, suggestions and guidance (Krause, 1986; Wills, 1991). "Companionship support is the type of support that gives someone a sense of social belonging, and it's also known as belonging" (Wills, 1991). Companionship is positively associated with social activities (Uchino, 2004).

Several reviewed studies demonstrated that significant direct effect of social support on acculturative stress (Abdulahad, Graham, Montelpare, & Brownlee, 2014; Amason, Allen, & Holmes, 1999; Geeraert & Demoulin, 2013; Han, Kim, Lee, Pistulka, & Kim, 2006; Haymes, Martone, Muñoz, & Grossman, 2011; Li, Hofstetter, Wahlgren, Irvin, Chhay, & Hovell, 2014; Tartakovsky, 2007; Ye, 2006; Yeh & Inose, 2003).

Further, some studies indicated that buffering effect of social support on the relationship between psychological wellbeing (Jasinskaja-Lahti, Liebkind, Jaakkol, & Reuter, 2006; Jibeen, 2007), depressive symptoms (Crockett, Iturbide, Stone, McGinley, Raffaelli, & Carlo, 2007; Kim, Sangalang, & Kihl, 2012), physical health (Finch & Vega, 2003; Salgado, Castan˜eda, Talavera, & Lindsay, 2012), mental health (Lee, Koeske, & Sales, 2004; Sirin, Gupta, Ryce, Katsiaficas, Suárez-Orozco, & Rogers-Sirin, 2013) and acculturative stress.

Moreover, the total effect of acculturative stress on psychological well-being (Fernández, Silva´n-Ferrero, Molero, Gaviria, & Garcı´a-Ael, 2014) and marital distress (Negy, Hammons, Reig-Ferrer, & Carper, 2010) reduced when social support was included in mediation model. Several social support scales are available for between countries migrated students (Haymes, Martone, Muñoz, & Grossman, 2011; Jasinskaja-Lahti, Liebkind, Jaakkol, & Reuter, 2006; Koeske & Koeske, 1989; Lubben, 1988; Sirin et al., 2013; Zimet, Dahlem, Zimet, & Farley, 1988). But social support scale for within country migrated students has not yet been ascertained. Thus, the objective of the present study was to development and psychometric assessment of social support scale for within country migrated students.

METHODOLOGY

Research Design
In present research work correlational research design was employed.

Participants
North Indian students are target population in the present research. North Indian students are students who migrated to Warangal district, (Telangana, South India) from north Indian states for the purpose of the study. Participants from north Indian cultural zone and north central India

cultural zone states are included. 200 north Indian engineering students were drawn from different engineering college at Warangal district, by incidental cum random sampling technique. Students were male 151 (75.5%) and female 49 (24.5%) respectively in present study. Age ranged of participants from 17 to 25 years [17-19 (33.0%), 20- 22 (38.0%) and 23-25 (29.0%)]. Acculturation experience ranged of participants from 4 years. Total number of participants with acculturation experiences of 4 years had 5 (2.5%). The percentages of participants belonging to nuclear and joint families were 70.0% and 30.0% respectively. Total number of participants living with accommodation, private and hostel were 60 (30.0%) and 120 (70.0%) respectively. The percentages of participants concerning to single and shared type of accommodation were 50.0% and 49.0% respectively. The majority of participants 142 (71%) reported they spoke English in college.

Construction of social support scale for within country migrated students (SSS-WCMS)
Two phases are included for construction of SSS-WCMS. In the first phase dimensions of social support were identified on the basis of literature. The purpose of the first phase is to explore assumptions of social support. In the second phase items were pooled out by unstructured interviews (with 4 point Likert scale).

Psychometric assessment of SSS-WCMS
Five phases are included for psychometric assessment of SSS-WCMS.
In the first phase, content validity of every item was assessed by content validity ratio (CVR) given by Lawshe, 1975. Eight subject experts were included for assessing content validity of SSS-WCMS. The main objective is to identify poorly scaled items and to assess the content validity of the scales.

The second phase item analysis was carried out by corrected item-total correlation. In the third phase, exploratory factor analysis (EFA) was employed for explored all possible factor. In the fourth phase, confirmatory factor analysis (CFA) was employed to confirm explored factorial model. The fitness of model with the data was evaluated with guideline recommended by Hooper, Coughlan, and Mullen, (2008). The fifth phase, reliability convergent and discriminant validities of SSS-WCMS were evaluated with guideline recommend by Hair, Black, Babin, and Anderson, (2010).

RESULTS
Content validity
Eight subject experts were included for assessing content validity of SSS-WCMS. Table-1 clearly indicated that item no- 3, 7, 18, 24 and 27 were <.750 CVR value. Therefore, 3, 7, 18, 24 and 25 were removed from scale (Lawshe, 1975). Only, 22 items retained for the next step

(table-1). Moreover, content value index (.950) for emotional support, (.917) for informational support, (.928) for companionship support and (.913) for tangible support.

Table-1 Content validity for SSS-WCMS

Factors	Items	CVR	Remarks
Emotional Support	1	0.750	Retained
	2	1.000	Retained
	3	0.250	Eliminated
	4	1.000	Retained
	5	0.750	Retained
	6	1.000	Retained
n_1= 5; CVI=.950			
Informational support	7	0.500	Eliminated
	8	0.750	Retained
	9	0.750	Retained
	10	0.750	Retained
	11	1.000	Retained
	12	0.750	Retained
	13	1.000	Retained
n_2= 6; CVI=.917			
Companionship support	14	1.000	Retained
	15	0.750	Retained
	16	1.000	Retained
	17	0.750	Retained
	18	0.500	Eliminated
	19	0.750	Retained
	20	1.000	Retained
	21	0.750	Retained
n_3= 7; CVI=.928			
Tangible support	22	0.750	Retained
	23	0.750	Retained
	24	0.200	Eliminated
	25	1.000	Retained
	26	0.750	Retained
	27	0.200	Eliminated
n_5= 4; CVI=.913; N (n_1+n_2+n_3+n_4+n_5)= 22			

* n= no. of retained items within factor; N= no. of all retained items in scale

Corrected item-total correlation

Table-2 indicated that the item-total corrected correlation values of items 5, 12, 17 and 18 were less than .600. Therefore, item no 5, 12, 17 and 18 were eliminated from scale (Hair, Black, Babin, & Anderson, 2010). Only 18 items were retained for next step (table-2).

Table-2 Corrected item-total correlation for SSS-WCMS

Factors	Items	Corrected item-total correlation	Remarks
Emotional support	1	.649	Retained
	2	.683	Retained
	4	.800	Retained
	5	.206	Eliminated
	6	.713	Retained
$n_1 = 4$			
Informational support	9	.692	Retained
	10	.652	Retained
	11	.718	Retained
	12	.270	Eliminated
	13	.767	Retained
	14	.698	Retained
$n_2 = 5$			
Companionship support	15	.710	Retained
	16	.681	Retained
	17	.263	Eliminated
	18	.306	Eliminated
	20	.690	Retained
	21	.641	Retained
	22	.690	Retained
$n_3 = 5$			
Tangible support	23	.710	Retained
	24	.655	Retained
	26	.657	Retained
	27	.608	Retained
$n_5 = 4$; CVI=.913; N $(n_1+n_2+n_3+n_4+n_5)$= 18			

   * n= no. of retained items within factor; N= no. of all retained items in scale

EFA

Maximum likelihood method was employed for extract all possible factor of 18 items SSS-WCMS. Sample of size (KMO= .707) were sufficient to run EFA with promax rotation (Kaiser, 1974). Responses of participants were adequately distributed (χ^2 (165) = 568.602, p=.000) to allow an evaluation of the potential factor structure (Bartlett, 1954). More than 1 eigen value criteria was using to determine factor (Kaiser, 1974). Item no. 11, 14, 20 and 27 are eliminated due to < .400 value of item communalities (Costello & Osborne, 2005). 18-item pool yielded a 14-item scale with four individual components viz. emotional support, informational support, companionship support and tangible support.

Table- 3 Results of EFA of the 14 retained items of SSS-WCMS

Item No.	Descriptions	Component				h2
		1	2	3	4	
Emotional Support						
1	Some people like me.	**.780**	.187	-.005	-.024	**.645**
2	Someone hear me when I express my emotions.	**.821**	-.201	.002	.003	**.715**
4	I can share my most private problem with someone.	**.853**	.183	.021	.056	**.765**
6	I can trust someone.	**.901**	.066	.105	.053	**.831**
Informational Support						
9	When I face obstacles to make career plan, someone will help me.	-.217	**.805**	-.020	.089	**.703**
10	When I face difficulty in performing semester examination, someone will help me.	-.095	**.780**	-.021	-.042	**.620**
11	When I face difficulty to learn new concepts, someone will help me.	.182	**.820**	-.014	.103	**.716**
Companionship Support						
15	I regularly meet or communicate with classmates or seniors.	.154	.109	**.654**	.089	**.471**
16	If I wanted to go on a holiday trip, I could easily find someone to go with me.	-.028	-.226	**.685**	-.142	**.541**
21	I enjoy group study with my classmates.	.223	.104	**.669**	.003	**.509**
22	I feel happy with my classmates in co-circular activities.	.230	.212	**.681**	-.067	**.566**
Tangible Support						
23	When I face transportation related issues, someone will help me.	.180	.086	.009	**.720**	**.558**
24	When I face software or hardware issues of my mobile gadgets, someone will facilitate me.	.297	.267	-.023	**.678**	**.620**
26	When I face educational goods viz. electronic calculator, adaptor, card sheet holder, etc. related issues, Someone help me	.258	.216	.004	**.719**	**.630**
% of Variance		**22.6**	**16.0**	**13.0**	**7.68**	**59.3**

Again maximum likelihood extraction with promax rotation was employed on 14 retained items. Consequently, the four components explained 22.6%, 16.0%, 13.0%, and 7.68% variance, respectively. Further, overall variance explained by all of these factors was 52.52% (table-3). Furthermore, item communalities were found to be larger than 0.40. According to Costello and Osborne (2005), any communality value above 0.40 should rule out exploration of additional factors in a construct under development.

CFA

CFA with maximum likelihood estimation was carryout to check consistencies in four explored factors of SSS-WCMS by AMOS 22.0 software. Table-4 indicated that chi square value is not statistically significant (χ^2 = 92.69, p-value > 5%), RMSEA is less than .080, GFI is higher than .950, RMR is less than .050, NFI is higher than .950 and CFI is higher than .950. These findings indicated that SSS-WCMS represented a good fitting to our data (Hooper, Coughlan, & Mullen, 2008).

Table-4 Model fit indicates for SSS-WCMS

| Indicates	Satisfactory levels	Obtained value
Absolute indicates		
χ^2	p > 0.05	92.69(71)
χ^2/ df	<3 (Kline, 2005)	92.69/71= 1.30
RMSEA	< .070 (Steiger, 2007)	.009
GFI	>.950 (Miles & Shevlin, 1998)	.982
RMR	< .050 (Byrne, 1998)	.010
Comparative fit indices		
NFI	>.950 (Hu & Bentler, 1999)	.978
CFI	>.950 (Hu & Bentler, 1999)	.992
χ^2/ df = normed chi-square, RMSEA= root mean square error of approximation GFI= goodness of fit indices, RMR= root mean squared residual CFI=comparative fit indices, NFI= normed fit indices (NFI)		
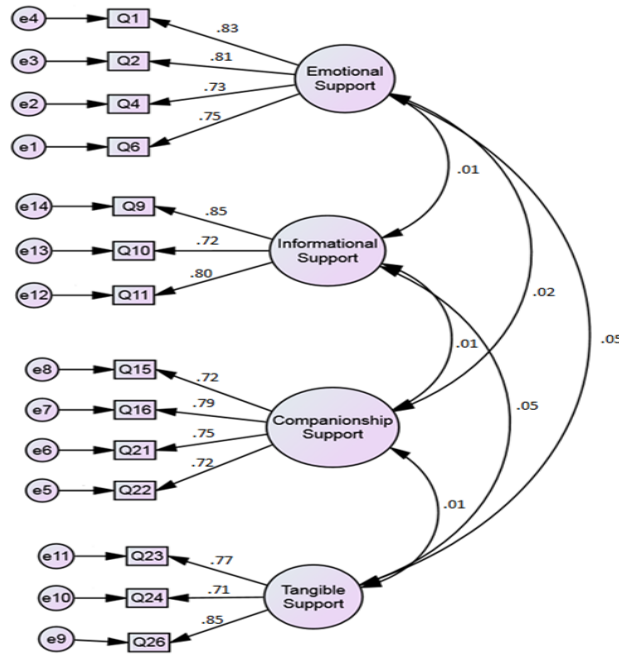
Figure- 1 Factorial validity of SSS-WCMS

Further, figure-1 indicated that there is a significant standardized estimates (β) of all the items on their respective factors and specifically, the values for β ranged from 0.71-0.85 for emotional support, 0.73-0.83 for informational support, 0.72-0.85 for companionship support, 0.72-0.79 and 0.71-0.77 for tangible support. However, relationships among the factors are insignificant, which confirm that all the five factors are empirically distinct from each other.

Convergent validity

Standardized estimates (β) of social support scale ranging from .670 to .820 (figure-1). CR values of all greater than .700 and AVE values of all constructs are greater than .500 (table-5). These evidences are suggests good convergent validity of SSS-WCMS (Ghadi, Alwi, Bakar & Talib, 2012; Hair, Black, Babin, & Anderson, 2010).

Table-5 Convergent, Discriminant validities, composite reliabilities evaluation and inter-construct correlations for social support scale

	CR	AVE	MSV	ASV	Tangible support	Companionship support	Informational support	Emotional support
Tangible support	**.788**	**.553**	.010	.004	**.744**			
Companionship support	**.833**	**.556**	.000	.000	.010	**.746**		
Informational support	**.834**	**.627**	.010	.003	.100	.011	**.792**	
Emotional support	**.862**	**.610**	.003	.001	.050	.020	.010	**.781**

CR=composite reliability, AVE=average variance extracted, MSV=Maximum shared variance ASV=Average shared squared variance

Discriminant validity

A perusal of table-5 clearly indicated that AVE values of all constructs are greater than MSV and ASV. Further, square root of AVE value is greater than inter-construct correlations regarding all constructs. These evidences are suggests sufficient Discriminant validity of SSS-WCMS (Hair, Black, Babin, & Anderson, 2010).

Composite reliability

Table-5 indicated that CR value .788 for tangible support, .833 for companionship support, .834 for informational support and .862 for emotional support. These are concrete evidence for good reliability of SSS-WCMS (Hair, Black, Babin, & Anderson, 2010).

DISCUSSION

The objective of the present research work is to the development and psychometric assessment of SSS-WCMS for within country migrated students in India. Several social support measures are available for between countries migrated student. But social support measures for within country student has not yet been ascertained. Therefore, it is the first scale for within country student.

SSS-WCMS was constructed and validated following psychometric procedures for scale construction and validation as recommend by Nunnally and Bernstein (1994). Content value indexes of this measure are as follow .950 for emotional support, .917 for informational support, .928 for companionship support, and .913 for tangible support (table-1). These content value indexes are suggested higher content validity of the SSS-WCMS (Lawshe, 1975). In the present sample, the corrected item-total correlation of this measure is greater than .600 (table-2). Explored four factors explained by all of these factors were 59.30% (table-3). Furthermore, item communalities were found to be larger than .400 (table-3). According to Costello and Osborne (2005), any communality value above .400 should rule out exploration of additional factors in a construct under development. Item communalities were found to be larger than .400 (table-3). According to Costello and Osborne (2005), any communality value above .400 should rule out exploration of additional factors in a construct under development. In addition, no considerable cross-loadings were obtained in CFA. These observed values corroborate that all the four factors are empirically distinct from each other. Our observations are comparable with the findings reported earlier (Wills, 1991; Wills, 1985; Uchino, 2004).

Further, results indicate that SSS-WCMS has good convergent and discriminant validities. Resultant higher values of AVE of each factor with regard to its correlation with other factors confirmed the convergent validity of SSS-WCMS. Similarly, discriminant validity was established on the basis of maximum shared variance (MSV<AVE), average shared variance (ASV<AVE), and square root of AVE greater than inter-factor correlations. Our results on discriminant validity are in agreement with the criteria suggested by (Hair, Black, Babin, & Anderson, 2010). Furthermore, the estimated values for reliability computed as composite reliability of each of the factors of SSS-WCMS were more (range .788–.862) than .700 (Hair, Black, Babin, & Anderson, 2010). This implied that the SSS-WCMS has good reliability.

CONCLUSION

It is concluded that there is sufficient empirical and statistical evidence of development and psychometric assessment of SSS-WCMS for within country migrated students in India. These findings strengthen our assumption that the SSS-WCMS is a reliable valid scale and could be used to assess the level of social support among within country migrated students. Dimensions of SSS-WCMS are capable of measuring assumptions of the social support in within country migrated student independently and fairly accurately.

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