



LiFE*sports*
LEARNING IN FITNESS AND EDUCATION

Technical Report: *LiFEsports* Survey Tools

The *LiFEsports* Initiative
College of Social Work
The Ohio State University

LiFEsports Survey Tools
Perceived Social Responsibility Scale



THE OHIO STATE UNIVERSITY
COLLEGE OF SOCIAL WORK

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Perceived Social Responsibility Scale

I. Definition of Construct

Broadly defined, social responsibility is the adherence to social rules and expectations with concern for broader ethical issues and the common good (Armstrong, 2011; Wentzel, 1991). More specifically within the context of positive youth development, social responsibility refers to attitudes and initiative to respect the rights and feelings of others, being a responsible citizen, and avoiding violent and destructive behaviors (Ford, Wentzel, Wood, Stevens, & Siesfeld, 1989; Martinek, Schilling, & Johnson, 2001; McDonough, Ullrich-French, Anderson-Butcher, Amorose, & Riley, 2013).

II. Relevance for Practice

Research has indicated that social responsibility is associated with civic activism and political activism amongst youth (Armstrong, 2011). Further, youth development research posits that though the development a sense of belonging amongst peers and adult role models, youth programs can promote the development and growth of social responsibility (McDonough et al., 2013). As such, by promoting a sense of belonging and responsibility to a program as a whole, youth can learn how to become an active and accountable member with a variety of social contexts and throughout society (Martinek et al., 2001; Newman, Lower, Riley, Wade-Mdivanian, & Anderson-Butcher, 2014).

III. Scale Description and Instructions

A. *Items*

1. I am able to help others.
2. When people are upset, I ask if they need help.
3. When someone is upset, I help them calm down.
4. I am able to demonstrate socially responsible characteristics.
5. I am a good role model for others.
6. I am concerned about others in my community.
7. I can make a difference in my community.

B. *Response Options*

1. = Not at all true
2. = A little true
3. = Somewhat true
4. = Pretty true
5. = Really true

C. *Instructions for Respondents*

Please read each statement and decide if the statement is “not at all true” for you, “a little true” for you, “somewhat true” for you, “pretty true” for you, or “really true” for you. Fill in the circle that best shows your answer.

D. *Instructions for Scale Administrators*

Once each student has a survey, explain that the purpose of the survey is to learn more about their commitment to others and their community. They should mark one answer per statement, selecting the choice that best reflects how they feel.

IV. Scoring Procedures

An average of the response scores from the seven (7) items should be calculated and used as an indicator of social responsibility, with higher scores reflecting greater levels of social responsibility.

V. Psychometric Properties of the Scale

The Perceived Social Responsibility Scale (PSRS) was originally developed for use in a sport-based positive youth development program to assess youths' perceptions of their commitment to others and their community.

The factor structure of the scale was tested using data from 300 LiFE Sports camp participants. Overall, the results of the confirmatory factor analysis suggest that the 7-item version of the PSRS possesses reasonable factorial validity. Specifically, results show that a model specifying that each of the 7 items loads on a single latent variable fits the data fairly well based on common criteria used to evaluate model fit. Further, all items significantly ($p < .05$) load on the latent effort factor, with completely standardized coefficients ranging from .65 - .76 and squared multiple correlations ranging from .43-.57. The internal consistency of the scale is strong ($\alpha = .87$), suggesting the PSRS is reliable.

Positive and significant bivariate correlations between the PSRS and other variables, such as self-control in sport ($r = .59$) and social competence ($r = .73$), support the predictive validity of the scale.

VI. Summary

The results of the psychometric testing indicate support for the PSRS to measure social responsibility for practice and research youth development initiatives.

VII. Recommended Citation of Scale

When using the Perceived Social Responsibility Scale for program evaluation or research purposes, please use the following citation:

Anderson-Butcher, D., A. Amorose, Lower, L., & Newman, T. (2016). *Perceived social responsibility scale*. LiFEsports Initiative, Community and Youth Collaborative Institute, The Ohio State University, Columbus, OH.

References

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- Wentzel, K. R. (1991a). Relations between social competence and academic achievement in early adolescence. *Child Development, 62*, 1066-1078.

LiFEsports is a university-wide Initiative at The Ohio State University focused on promoting quality youth development experiences through sport, recreation, and play. For more information, please visit our website at: www.osulifesports.org or contact us at LiFESports@buckeyes.ath.ohio-state.edu.