



## THE VALIDITY AND RELIABILITY OF TURKISH VERSION OF THE SOCIAL ISSUES ADVOCACY SCALE

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### Abstract

The aim of this study is to examine validity and reliability of the Turkish version of the Social Issues Advocacy Scale (Nilsson, Marszalek, Linnemeyer, Bahner, & Misialek, 2011). The sample of this study consisted of 339 undergraduate students. The results of confirmatory factor analysis indicated that 21 items and four-dimensional social issues advocacy model (Political and Social Advocacy, Political Awareness, Social Issue Awareness, and Confronting Discrimination) model was well fit ( $\chi^2= 452.10$ ,  $df= 180$ , RMSEA= .067, CFI= .93, IFI= .93, and SRMR= .053). The internal consistency reliability coefficients of the scale were .88, .86, .87, and .87 for, four subscales, respectively. The corrected item-total correlations ranged from .47 to .80. Overall findings demonstrated that this scale had high validity and reliability scores.

**Keywords:** Social issues advocacy, validity, reliability, factor analysis.

### INTRODUCTION

In the modern literature, terms such as social justice advocacy, social action, and social justice are frequently used interchangeably. Constantine, Hage, Kindaichi and Bryant (2007) have defined social justice as “the fundamental valuing of fairness and equity in resources, rights, and treatment for marginalized individuals and groups of people who do not share equal power in society” (p. 24). The term advocacy contains action which is directed towards changing or transforming the process by which public decisions are made, thereby affecting the political, social, and economic frameworks which influence peoples’ lives (Cohen, 2001).

Social justice advocacy could play crucial role in the education of children. Social injustices such as poverty, racism, unsafe living environments, poorly performing schools exist in certain student populations and can impact students’ abilities to academically perform in school and impair their dedication to completing education. The children who are underprivileged might also lack other support systems in their lives and might need assistance from teachers to succeed in an otherwise unjust environment (Bemak & Chung, 2008; Catapano, 2006; Duncan-Andrade, 2005).

The purpose of this study is to adapt into Turkish and to examine the validity and reliability of the Social Issues Advocacy Scale (Nilsson et al., 2011).



## METHOD

### Participants

Participants were 327 university students (134 were male, 193 were female) who were enrolled in mid-size state University, in Turkey.

### Measures

*Social Issues Advocacy Scale.* The Social Issues Advocacy Scale (Nilsson et al., 2011) is a self-report questionnaire with 21 items rated on a 5-point scale. The scale has four sub-dimensions: Political and social advocacy (8 items), political awareness (6 items), social issue awareness (4 items), and confronting discrimination (3 items). High scores indicate higher levels of social issues advocacy. Results of exploratory factor analysis indicated that the four subscales have explained 73,5% of total variance. Factor loadings ranged from .65 to .92. The Cronbach alpha internal consistency reliability coefficients of the scale were .93 for overall scale, .93 for political and social advocacy subscale, .89 for political awareness subscale, .89 for social issue awareness subscale, and .89 for confronting discrimination subscale.

### Procedure

Translation of the Social Issues Advocacy Scale into Turkish was based on the recommendations of Hambleton and Kanjee (1995). As the first step two specialists who were a native Turkish speaker fluent in English translated English version into Turkish. Discrepancies in initial translations were addressed with the assistance of a third independent translator. The Turkish version of the Social Issues Advocacy Scale was then translated back into English by two English-speaking language specialists who were blinded to the original scale and the objective of the study. The differences between translated versions were evaluated and a satisfactory compliance with the original scale was achieved by consensus of the translators. The completed Turkish version was evaluated for cultural appropriateness by three academicians from department of English Language and Literature, controversial items were determined and necessary modifications were done. The updated version was reevaluated by the original group of expert reviewers, to finalize the Turkish version used in this study.

Permission for participation of students was obtained from related chief departments and students voluntarily participated in research. Completion of the scales was anonymous and there was a guarantee of confidentiality. The scales were administered to the students in groups in the classrooms. Prior to administration of scales, all participants were told about purposes of the study. In this study confirmatory factor analysis (CFA) was executed to confirm the original scale's structure in Turkish culture and Cronbach' Alpha reliability coefficient was calculated to examine the reliability. Data were analyzed using LISREL 8.54 and SPSS 15 package programs.

## RESULTS

### Construct Validity

Confirmatory factor analysis demonstrated that the four-dimensional Social Issues Advocacy model was well fit ( $\chi^2= 452.10$ ,  $df= 180$ ,  $RMSEA= .067$ ,  $CFI= .93$ ,  $IFI= .93$ , and  $SRMR= .053$ ). Factor loads of items belonging Turkish version of Social Issues Advocacy Scale are presented in Figure 1.

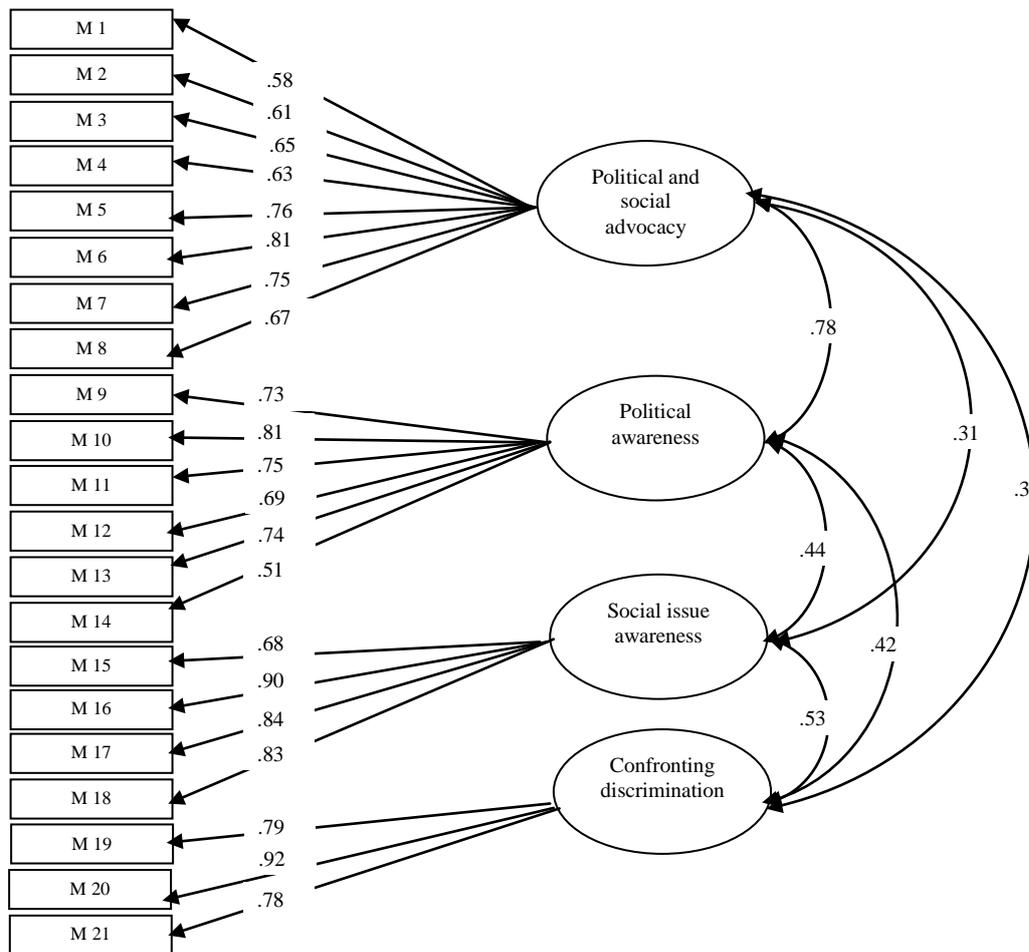


Figure 1 Factor loading for the Turkish version of the Social Issues Advocacy Scale

### Item Analysis and Reliability

The Cronbach alpha internal consistency reliability coefficients of the Turkish form were .91 for overall scale, .88 for political and social advocacy subscale, .86 for political awareness subscale, .87 for social issue awareness subscale, and .87 for confronting discrimination subscale. The corrected item-total correlations ranged from .40 to .70.

### DISCUSSION

The purpose of this study was to translate Social Issues Advocacy Scale into Turkish and to examine its psychometric properties. Overall findings demonstrated that this scale had acceptable validity and reliability scores. Further studies that will examine the convergent validity of the Social Issues Advocacy Scale are important for its measurement force. Also the temporal stability of the Social Issues Advocacy Scale may be calculated using test re-test method.

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