Sense of Belonging to School Membership

Instrument: Psychological Sense of School Membership (PSSM) scale

Subscale Name: Sense of School Membership


Developers: Goodenow C.

Year: 1993

Target Audience(s): Students in grades 6 through 8.

Language other than English available: Spanish

Type of instrument: Attitudes

Data collected: Quantitative

Data collection format: Self report - Pre/post

Reading Level: Flesch-Kincaid Grade Level: 5.9

Existence of test/technical manuals, user guides, supplemental materials: Instrument and further information can be found at http://dx.doi.org/10.1002/1520-6807(199301)30:1<79::aid-pits2310300113>3.0.co;2-x

Level of training necessary for administration: No formal training necessary.

Widespread Use/Professional Endorsements: The scale is endorsed by the CDC for use in evaluating violence prevention programs.

Cost of use: No cost associated with the use of the instrument, but developer must be contacted.

Description:
- 5 items that measure an individual's sense of belonging to his/her middle school.
Psychometrics:
Information on reliability and validity are provided below. If information on a particular psychometric was not found, it is indicated as “no information provided.” It should be noted that this is not necessarily an indication of a lack of reliability or validity within a particular scale/instrument, but rather a lack of rigorous testing, for various reasons, by the developers or other researchers.

Reliability: A correlation of at least .80 is suggested for at least one type of reliability as evidence; however, standards range from .5 to .9 depending on the intended use and context for the instrument.

Internal Consistency: Cronbach alpha=.77 to .88  
Inter-rater reliability: No information provided  
Test-Retest: No information provided

Validity: The extent to which a measure captures what it is intended to measure.

Content/Face Validity: No information provided  
Criterion Validity: No information provided  
Construct Validity: The quality of psychological membership in school was significantly correlated with self-reported school motivation, grades, and teacher-rated effort.