

ABSTRACT

WASHINGTON, GEENA. Exploring Sociopolitical Consciousness, Political Activism, University Types and Political Climate in College Students. (Under the direction of Dr. Craig C. Brookins).

Sociopolitical development is defined as “the process by which individuals acquire the knowledge, analytical skills, emotional faculties, and the capacity for action in political and social systems necessary to interpret and resist oppression” (Watts et al., 2003, p.185). For youth of color, they must be aware of how systems of oppression work and what people can do to change their communities. Activism and extracurricular involvement play an important role in socializing young people in the ways they can influence change. This study examines Sociopolitical Consciousness (SPC) within a sample of college students (n=194) from six universities. There were three main research questions: 1) How is SPC related to political activism, contentment with their country’s political climate, and involvement in extracurricular activities? 2) Is SPC different for students who attend Predominantly Black Institutions (PBIs) than those who attended predominantly white institutions (PWIs)? 3) Can we identify SPC profiles for students across demographics, backgrounds, and psychosocial characteristics? Findings show that political activism and contentment with political climate was positively correlated with SPC, but involvement in extracurricular activities was not. There were significant differences found in SPC scores between students who attended PBIs versus PWIs. And finally, a cluster analysis revealed three distinct groups within the sample of participants with high, medium, and low scores of SPC. Results from this study have implications for how we engage college students in their development of SPC as well.

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Exploring Sociopolitical Consciousness, Political Activism, University Types and Political
Climate in College Students

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DEDICATION

To the ancestors that came before me and all who helped me end this journey.

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Geena Washington was born in Savannah Georgia on June 30th 1993.

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CHAPTER 1

Introduction

Originally conceptualized to foster a sense of empowerment for marginalized Brazilian workers, Paulo Freire's conscientization was the catalyst towards social change and revolution in Latin American society (Freire, 1972). Conscientização or conscientization posits that people must become aware of their oppressive circumstances before they can begin liberating themselves. Liberation is accomplished through the education that equips people with the knowledge and skills necessary to help them understand societal structures contributing to their circumstances of and oppression. In adapting Freire's framework to marginalized groups within the United States, researchers have used Critical Consciousness as a way to gauge conscientization for youth of color.

Critical Consciousness (CC) is defined as the ability of people from marginalized and oppressed groups to evaluate inequitable social, political, and economic conditions (Thomas et al., 2014). Much like Freire's conscientization, CC relies on people to critically examine how and why they are situated the way they are within their society. Sociopolitical Development (SPD), which is considered the "antidote" to oppression, uses CC as a foundation of its conceptualization (Watts, Griffith, & Abdul-Abdil, 1999). SPD is defined as "the process by which individuals acquire the knowledge, analytical skills, emotional faculties, and the capacity for action in political and social systems necessary to interpret and resist oppression" (Watts et al., 2003, p.185). The five-stage theory of Sociopolitical Development applies elements of spirituality, liberation, and social justice to how people of marginalized groups view not only their world but how they function within it. The stages of SPD begin with individuals viewing

the world as a “just” place and, over time, transitions to awareness of oppression, which in turn leads to social action to combat oppressive circumstances.

Utilizing an understanding of SPD has provided a useful framework for how researchers, educators, community leaders, etc. engage with youth empowerment. Due to the elements of liberation and spirituality, SPD is used as a tool to help buffer Black youth from potentially oppressive circumstances and foster resilience to their obstacles (Watts et al., 1999). The literature regarding SPD has primarily focused on youth of color and found that SPD is related to increases in career development, political participation, and psychological satisfaction (Diemer et al., 2010; Diemer, Li, 2011; Luginbuhl, McWhirter, & McWhirter, 2016). The findings have shown positive outcomes that are ideal for most but are of particular importance to those who find themselves in oppressive circumstances. In addition to these individual factors, SPD is studied through social relationships and networks. Studies have found that even youth’s relationships within their families and neighborhood can influence the extent to which youth believe they can influence sociopolitical issues (Diemer, Hsieh, & Pan, 2009; Christens & Peterson, 2012). Rossi et al. (2016) found that when a youth’s peers and parental figures were engaged in civic activities and relationships between adults and youth within their neighborhood were close, youth thought it was more important to have civically involved lives.

Researchers working within the field of education have begun to use SPD as a pedagogical approach to inform both teachers and students about social justice (Zion, Allen, & Jean, 2015; Hoeg, Lemelin, & Bencze, 2015). The idea being that students can benefit from a curriculum adapted to foster civic engagement and critical consciousness. In particular, Youth Participatory Action Research (YPAR) has is a specific tool that gives youth opportunities for sociopolitical development within their communities (Kornbluh, Ozer, Allen, & Kirsner, 2015).

To understand how empowerment works, it is also important to acknowledge the role efficacy plays in a youth's ability to engage in politics. Hope (2016) found that political efficacy moderates the relationship that exists between social responsibility and civic engagement. Qualitative methods have also revealed that there is complexity in understanding SPD as a process. Watts, Williams, and Jagers (2003) modeled transactional approaches as a way to understand impactful moments in people's lives that have, in turn, influenced their SPD. The transactional model has also been used to understand the mentoring relationships young people have with their activist mentors (Murray, 2017).

Sociopolitical Development and Political Activism

While there has been a large focus on studying youth within a traditional education system, it is not the only focus researchers have taken an interest in studying. Murray and Milner (2015) provided a pedagogical framework for youth programs that are outside of school times or settings. They have challenged these programs to adopt SPC into their curriculums, particularly due to the high utilization in communities of color. If a program is going to be about the development of historically marginalized youth, convenience cannot be the only concern regarding instruction. Ngo, Lewis, and Maloney (2017), reviewed a variety of community-based art programs that have helped foster SPC for minority youth. The review highlights that as long as there are intentional opportunities for development and spaces committed to fostering it, that sociopolitical development matters. Educational spaces, which are not limited to just school settings, provide unique opportunities for SPD. Researchers are trying to understand better how and why some spaces are better at fostering SPD than others

The initial framework of conscientization is that consciousness is followed by action to move towards liberation. Given the focus SPD has on awareness of inequitable circumstances,

researchers should also be considering what actions people are taking in response to their consciousness. Moreover, because some political responsibilities and rights are attached to emerging adulthood, understanding the process of simultaneously engaging in political structures for the first time while also navigating deeper conscientiousness around inequity becomes complicated. Researchers have struggled, however, to form a consensus on many topics related to SPD. Most notably is the conflation and interchangeable use of SPD, SPC, CC, etc. when discussing consciousness and its development. The concepts are distinctly different but also overlap in theory. Another area where there has been less concentration is in identifying people who have high consciousness but low social action. When Godfrey and Wolf (2016) studied system justifying attitudes in mothers from low SES conditions, they found that overwhelmingly most women had critically conscious observations but also justified inequality within economic systems. We understand a great deal about the ways SPC can positively impact aspects of development into adulthood, but too often it is assumed consciousness translates into action for everyone. For those who may not be taking action, are there interventions that can be done to change that?

Operationalizing Sociopolitical Development

Youth and young adults have been an ideal population with which to study SPD due to the increases in civic responsibilities that come with emerging adulthood (Diemer, Rapa, Park, & Perry, 2017). However, participation in sociopolitical systems and the development of SPD measures have changed tremendously over the last decade (Ginwright, 2010). Before there were measures specific to SPD, researchers would pull from scales that measure SPD by proxy. An example of SPD by proxy would be the Social Dominance Orientation Scale (SDOS)(Pratto et al., 1994). While the SDOS is not partial to the nuances of discrimination, it does assess a

person's willingness to endorse inequitable circumstances. It was not until 2014 that there were scales created with the specific intent of measuring SPD. There are now five published scales that have been developed to measure SPD. While the new scales do begin to make the measurement of SPD easier, they also present new challenges in the conceptualization of these measures. For example, the Contemporary Critical Consciousness Measure (CCCM) developed by Shin et al. (2016) measures endorsements racism, classism, and heterosexism but fails to assess participant actions or consciousness of inequality. While the measure of adolescent critical consciousness (MACC) established by McWhirter et al. (2016) is the shortest scale, it focuses on dimensions of racial inequality in relation to critical behavior and action it was intended for a Latino adolescent population. The Critical Consciousness Inventory (CCI) developed by Thomas et al. (2014) explores perspective-taking and empathy but uses a Guttman scale that has not been assessed on other samples.

All scales do not need to be alike, but there does need to be a consensus around what is core and most important to SPC. More importantly, where action fits in relation to consciousness is something that needs to be addressed. Consciousness exists to fuel action. If measures never seek to understand action, researchers could ultimately be ascribing higher levels of consciousness to samples that could be inactive outside of thoughts and attitudes towards sociopolitical issues.

The literature involving activism could provide an understanding of how youth and young adults act upon their consciousness. It is important to note that consciousness does not aim to necessarily make everyone into an activist, but rather active participants in their social and political structures. The literature on activism has prescribed the behaviors regarding activism to a wide variety of civic engagement activities (Corning & Myers, 2002; Klar, 2009). There have

been early criticisms regarding the traditionally low rates of civic engagement that millennials participate in (Flanagan, 2010). However, those criticisms were not reflective of newer ways that younger people engage in social and political issues through technology and different settings civic engagement can occur in (Earl, Maher, & Elliott, 2017). Stornaiuolo and Thomas (2017) found that youth tend to be at the forefront of figuring out innovative ways through technology and social media to connect with each other.

Historically, universities have been places where emerging adults have participated in social movements (Earl et al., 2017). In addition, Historically Black Colleges (HBCUs) in the United States have been places of student activism that specifically targeted race-based issues of systemic oppression. For instance, Hope and Jagers (2014) found that perceived discrimination and civic education was related to greater civic engagement in a national sample of Black youth. Thus, studying how sociopolitical development and political activism are manifested with college student populations is the focus of this study.

Current Study

Currently, literature regarding the fostering of SPD demonstrates benefits to the lives of youth and universities have been places where emerging adults have participated in social movements (Earl et al., 2017). For example, Historically Black Colleges (HBCUs) in the United States have been places of student activism that specifically targeted race-based issues of systemic oppression. For instance, Hope and Jagers (2014) found that perceived discrimination and civic education were related to greater civic engagement in a national sample of Black youth, including those who were of college-age. Thus, studying how sociopolitical development and political activism are manifested with college student populations is the focus of this study. This study also looks at the reliability of the Sociopolitical Consciousness Scale (Baker and Brookins,

2014), a relatively recent measure designed to operationalize the critical consciousness construct. The SPCS was designed to operationalize the multidimensional construct of critical consciousness by capturing its social, psychological, and political dimensions. Although in recent years, a few measures have emerged to capture the sub-constructs related to sociopolitical development, the SPCS was created through a grounded research process with youth through which both emic as well as etic dimensions emerged. An additional aim of this study is to determine the degree to which the SPCS is appropriate for populations in US and Caribbean settings since it was originally developed in El Salvador. Thus, the aims and hypotheses for this study are:

1) What is the relationship between SPC and political activism? It is hypothesized that higher scores of SPC will be associated with significantly higher levels of political activism.

2) What is the relationship between SPC and contentment with the current political climate? It is hypothesized that people who are less content with the political climate of their country will report significantly higher SPC scores of.

3) What relation exists between SPC and extracurricular involvement? It is hypothesized that SPC will not be related to extracurricular involvement. In other words, involvement in faith-based, employment, community, or school activities does not by default produce SPC.

4) Does SPC predict activism behaviors in a sample of university students when controlling for demographics and background characteristics? While the theoretical literature suggests a cyclical symbiosis between activism and consciousness, this study explores the strength of that relationship. It is hypothesized that SPC will be a strong predictor of political activism in this college-aged sample.

5) Are there differences in SPC scores between students who attend Predominantly Black Institutions (PBIs) and those who attend Predominantly White Institutions (PWIs)? There has not been much research to explore how institution types may be related to SPC and political activism. It is hypothesized that students who attend PBIs will have higher SPC than those at other Universities.

6) What is the profile of college students across measures of SPC, activism behaviors, political attitudes, and extracurricular involvement? Given that the Sociopolitical Consciousness Scale is a reliable measure, is there a profile that helps us better understand the construct? Due to the exploratory nature of the question, no hypothesis was proposed.

CHAPTER 2

Methods

Participants for this study were students taking undergraduate courses (mostly psychology) at various universities throughout the United States and The Bahamas. In addition to the sociopolitical consciousness questionnaire, students were asked to complete a survey about their political activities and engagement within the past year. In most cases, the completion of the survey resulted in extra credit for their classes.

There was a total of 194 participants, ages 18-56 old ($M = 24$, $SD = 8.2$), participating from five universities. In regard to race Forty-seven percent (47.4%) of the sample identified as Black/African American, 33% as White, 5.7% as Asian, 4.6 Mixed/multiracial, 3.5% as a race/ethnicity not listed, 1.5 % American Indian or Alaska Native, and 1% Native Hawaiian or Pacific Islander. In relation to sex, 70.6% of participants identified as female, 21.6% identified as male, and 2.6% did not want to disclose. Regarding sexual orientation, 78.9% of the sample identified as heterosexual, 6.7% as bisexual, 4.6% as homosexual, 4.1% did not want to disclose, 1% identified with a sexual orientation that was not reported.

Measures

Sociopolitical Consciousness (SPC) was measured using the Sociopolitical Consciousness Scale (SPCS) developed by Baker and Brookins (2014). The SPCS is composed of 32 questions and seven subscales ($\alpha = .85$). Using a five-point Likert scale 1 (strongly disagree) to 5 (strongly agree), participants responded to questions regarding their beliefs and perspectives on a range of SPC factors. There were 6-items regarding equal rights ($\alpha = .82$), 5 items regarding collective action ($\alpha = .79$), 3 items regarding problem-solving (individual) efficacy ($\alpha = .61$), 3 items collective (community) efficacy ($\alpha = .57$), 6 items regarding

responsibility for the disenfranchised ($\alpha=.85$), 5 items regarding sociopolitical action ($\alpha=.85$), and 5 items regarding belief in a just world ($\alpha=.85$).

Political Activism was measured by 24 questions in which participants indicated how likely they were to engage in certain political activities over a 12-month period. Respondents use a five-point scale (1= Not at all, 2 = a little, 3 = a moderate amount, 4 = a lot, 5 = a great deal). A couple of sample questions asks respondents to indicate the degree to which they had “participated in a political action after receiving a post from social media” or “Called or texted a radio talk show to voice opinions regarding a political/ethical/environment issue.” The internal consistency for this measure was ($\alpha=.95$).

Political Contentment was measured over four questions by how content students felt with their country’s political climate. Students responded using a five-point scale (1 = does not describe me, 2 = describes me slightly well, 3 = describes me moderately well, 4 = describes me very well, 5 = describes me extremely well). One example of a question related to political contentment is how well this statement sounds like you: “The political climate in my country makes me angry.” The internal consistency for this scale was ($\alpha=.61$).

Extracurricular Activity was captured within four different domains (school, community, faith-based, employment) and asked respondents to identify if they had been involved in a wide-ranging set of activities (athletics, mentoring, volunteering, etc.) within a 12-month period. Researchers quantified activities by cumulative total. Activity totals for each domain, as well as a composite score for overall extracurricular activity, was calculated.

University Affiliation was coded by institution type and racial makeup. All universities that were considered Historically Black Universities were labeled as such. Researchers also coded for predominantly black institutions, which were classified as universities that had a majority

Black student population. Researchers also coded to distinguish between US-Based and Non-US-Based Universities.

Other demographics were collected outside of race, sex, age, sexual orientation through different questions. SES was asked about by proxy of parent's income. Schooling history was explored by asking participants about the number of people who attended their high school, along with whether the school type was private, public, or charter. Participants were also asked to list information about their major, school classification (freshman, sophomore, junior, etc.), and major.

CHAPTER 4

Results

Hypothesis 1: What is the relationship between SPC and political activism in samples of college students from the US and The Bahamas?

Sociopolitical Consciousness was positively correlated with political activism ($r = .307$, $p < .01$). Participants with higher SPC scores also reported higher political activism. The subscales that were significant correlated with activism were sociopolitical action ($r = .309$, $p < .01$), belief in collective action ($r = .276$, $p < .01$), and collective responsibility for the disenfranchised ($r = .338$, $p < .01$). Equal rights ($r = .098$, $p = .19$) and Global Belief in a Just World ($r = .084$, $p = .26$) were not statistically significant. Thus, the hypothesis that SPC and political activism would be positively correlated was fully supported.

Hypothesis 2: What is the relationship between political activism and contentment with the current political climate?

Political activism was positively correlated with the contentment participants had for their country's political climate ($r = .446$, $p < .001$). The higher participants scored on Political activism, the more likely they were also to be content with the political climate of their country.

Hypothesis 3: What relation exists between SPC and extracurricular involvement?

There was no correlation between overall ($r = .08$, $p = .28$) or domain-specific activity involvement in extracurricular activity involvement (school, community, faith-based, employment) and SPC. Thus, participant SPC scores were not significantly related to the activities in which they participated. The hypothesis for this question was fully supported.

Hypothesis 4: Does SPC predict activism behaviors in a sample of college-aged youth when controlling for demographics and background?

A simple linear regression was calculated to predict political activism based on the SPC score. Due to correlations between sexual orientation and school classification, these variables were controlled for. There was a significant equation ($F(3, 176)=9.66, p<.001$), and $R^2=.141$. The equation formulated is as follows participants predicted scores of political activism = $-60.78 + .29(\text{SPC})$. For every increase in SPC scoring that occurs for participants, their political activism score increased by 29%. A second model was calculated to predict activism based on the SPC subscales ($F(7, 172)=7.76, p<.001$). Sociopolitical action, collective responsibility for the disenfranchised, and were belief in collective action were statistically significant subscales in the regression (see Table 2).

Hypothesis 5: Are there differences in SPC scores between students who attend PBIs versus those who attend PWIs?

A t-test was used to find out if there were differences in SPC scores between students who attended PBIs and those who attend PWIs. There was not a significant difference in SPC scores between PBIs ($M=122.23, SD=11.7$) and PWIs ($M=118.8, SD=13.8$), $t(180)= 1.84, p= .08$. A t-test was also utilized to analyze SPC subscales to reveal that there were some differences in sociopolitical action between PBI students ($M=18.6, SD=3.7$) and PWI students ($M=17.4, SD=3.8$). Belief in collective action was also reported to be significant between PBIs ($M= 20.4, SD=2.7$) and PWIs ($M=19.2, SD=3.8$), $t(183)=2.12, p= .035$.

Hypothesis 6: What is the profile of college students across measures of SPC, activism behaviors, political attitudes, and extracurricular involvement?

A latent variable cluster analysis of the subscales of SPC was run using Latent Gold 5.1 statistical software. The five subscales (excluding Problem-Solving and Localized Community Efficacy due to scale instability) from the SPCS were used as categorical variables for the latent

class analysis. Researchers tested different numbers of models (1-5) to assess the best and most parsimonious fit. The fit of the model was based on Bayesian Information Criteria (BIC), Chi-square statistic (L^2), and Akaike Information Criteria (AIC). There were a significant number of parameters for the predicted models, so researchers used a bootstrap technique was used to attain the appropriate estimates. The 3-cluster model fit statistics were $L^2 = 931$, $AIC = 615$, $BIC = 102$, and bootstrapped $p = .218$. To adequately prove the goodness of fit for latent class models, the test results should be nonsignificant. The 3-Cluster model captured 57% of the sample in Cluster 1, 22.1% in Cluster 2, and 20.1% in Cluster 3. The analysis revealed that there were three distinct categories of people within the sample belonged to. Participants fell into either high, medium, or low SPC. Across the different subscales, students in the high SPC group scored highest in of the subscales except for Global Belief in a Just World. Students in the medium cluster scored in the second-highest in all subscales. Those in the low SPC cluster scored lowest on all subscales except for Global Belief in a Just World where they scored the highest.

CHAPTER 5

Discussion

The goal of this study was to explore SPC as it relates to Political Activism, Political contentment, School types, and extracurricular activities. The unique features of this scale can help others in their development of how future scales and explorations of SPD. Having determined that, we subsequently found support for how sociopolitical consciousness is related to political activism and gained a better understanding of how it maps on to a college student population.

SPC and Politics

Most hypotheses for this study were correctly attributed. SPC was correlated with being able to predict political activism, although researchers anticipated that the strength of the relationship between SPC and Political Activism would have been stronger. One possibility of this is that researchers specifically looked at political activism and did not consider elements of social activism. For example, if a participant had been active in a local chapter of Black Lives Matter that would not have been captured through our political activism measure. This finding suggests that the Sociopolitical Consciousness Scale reliably captures multiple dimensions of the construct. Contentment with political climate was unexpectedly correlated with higher SPC scores. It should also be noted that there were presidential elections taking place in both the Bahamas and the United States during data collection. Thus, we don't know how much the heightened political awareness and activism may have contributed to the findings.

The role of institutional type

Differences between PBIs and PWIs in political activism did not turn out as hypothesized although as mentioned earlier, this could be due to a focus on the specific types of activism

measured. Activity involvement also did not have a significant relationship with SPC which could suggest that consciousness is not related to the specific types of involvement measured. This, however, was consistent with what was hypothesized. That is, being involved in community activities does not automatically produce greater sociopolitical awareness or efficacy. This also suggests that when we ask students to engage in their communities, the intentions of those interactions matter. This finding echoes a concern brought forth by Murray and Milner (2015) about Outside of School Time Programs having opportunities to foster SPD but not willingly doing so. The amount of activities a student participates in does not inherently influence a critical understanding of their environment.

Future directions

There is still plenty of room for different scales to be created that help measure critical consciousness as articulated in sociopolitical development theory. One element of SPC that has yet to really be captured through the scales is spirituality, which would be very important in understanding development and very important to communities of color. There does not necessarily need to be a focus on religious spirituality exclusively, but how people may use spirituality as a motivator in social change or involvement. More scales and the literature itself can focus on intersectional identities and the impact it has on the development of SPC. There are measures that do look at egalitarian views, but it is often time-limited to race or race and gender, but a more inclusive concept of egalitarian views would be helpful.

Much of the literature has and continues to focus on adolescents. In trying to determine SPC, many of the participants used are conveniently found within academic institutions, but there many mechanisms for how people gain SPC. The thought is that for people who are not a part of academic circles who do gain a certain level of SPC may utilize mechanisms not currently

being explored. Schools provide a place for advocacy and practice in political rhetoric, but people who do not belong to institutions can develop the same skills through different resources. Thus, a potential avenue to consider is the development of SPC into adulthood and if there are specific circumstances in which adults are more susceptible to fostering consciousness. Depending on what happens with both the Localized Community Efficacy and Problem-Solving subscales, there may also be a need to re-examine how those dimensions are valid and reliable components of Social-Political Consciousness.

Limitations

There are potential issues with how the questions were interpreted by students who may not be used to phrases more common in the United States. There may have also been some skepticism from students who were from the Bahamas as their political election was being closely monitored by the government and citizens alike. For example, the instructor at the University of the Bahamas who administered the survey found it necessary to reassure student participants prior to its administration that the survey was not connected to the ongoing elections nor being used for political purposes.

The SPC scale was operationalized with an El Salvadoran youth population and has been used on only a limited basis with populations in the United States. While there could be other dimensions that are not captured, many of the major themes of SPC appear to be reliably captured. Nevertheless, the lower reliability of the problem-solving self-efficacy and localized community-efficacy subscales have been consistent across multiple samples. Although there is room within the literature for more clearly defined distinctions between critical consciousness and SPCS, at the most basic level, many of the subscales appear to be consistent with dimensions of Critical Consciousness.

Some of the other limitations deal with the timing of the study. Many people may be more involved in political structures following elections that have garnered global attention as opposed to other elections; people may also be more involved in political structures immediately following an election than during a time further away from the election event. It is ultimately up to researchers to decide how the timing of political events interacts with the questions they seek to answer. Regardless of the many factors currently at play, there are tangible impacts that can be made when SPC is attained with any community, but especially communities of color.

Conclusion

The results help the growing literature on SPD by offering insight into how we can think about SPC within groups of people who may have some unique opportunities for involvement in political and social movements. How young people become aware of inequitable circumstances and determine what their role can be in combating them depends, in part, on SPC. We now have a better understanding of how SPC looks and varies across a college population. Building upon this thought measurement and understanding of SPC may also need to vary by SPC level as well. This could suggest that the way SPC is fostered may depend on what level people are at in their own consciousness. This study was able to show that political activism and Social-Political Consciousness is related in a diverse sample of college students. It is important to keep in mind that political understanding is just one element of SPC but the finding helps future studies explore how the two interact and influence each other. Higher education institutions may have an influential role in how types of activism are fostered, but there remains the need for additional research to generate more confidence in those links.

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Table 1
Sociopolitical Consciousness Correlation Matrix

Measure	1	2	3	4	5	6	9	10	11
1. SPCT	1								
2. SPA	.55**	1							
3. ER	.70**	.26**	1						
4. GBJW	-.38**	-.031	-.09	1					
5. CRD	.70**	.18*	.35**	-.17*	1				
6. BCA	.82**	.34**	.45**	.24**	.64**	1			
7. PA	.31**	.31**	.1	.08	.34**	.8**	1		
8. PC	.09	.08	.09	.40**	.15*	.13	.45**	1	
9. RST	.12	.15*	-.04	-.13	.08	.16*	.18*	-.01	1
10. TI	.08	.12	-.04	0	.04	.12	.15*	-.07	.15*

Note. * $p < .05$, ** $p < .01$, Sociopolitical Action=SPA, Equal Rights=ER, Global Belief in a Just World=GBJW, Belief in Collective Action=BCA, Collective Responsibility for Disenfranchised=CRD, PA=Political Activism, PC=Political Contentment, Racial School Type, TI=Total Activity Involvement.

Table 2

SPC Scale and Subscale Regression

Scale	β	t	p	R^2
<i>Model 1</i>				.14
SPCT	.29	3.99	<.001	
<i>Model 2</i>				.24
SPA*	.27	4.09	<.01	
ER	.07	1.02	.31	
GBJW	.05	.661	.51	
CRD*	.3	4.25	<.01	
BCA*	.23	3.21	<.01	

* $<.05$, ** $<.01$.

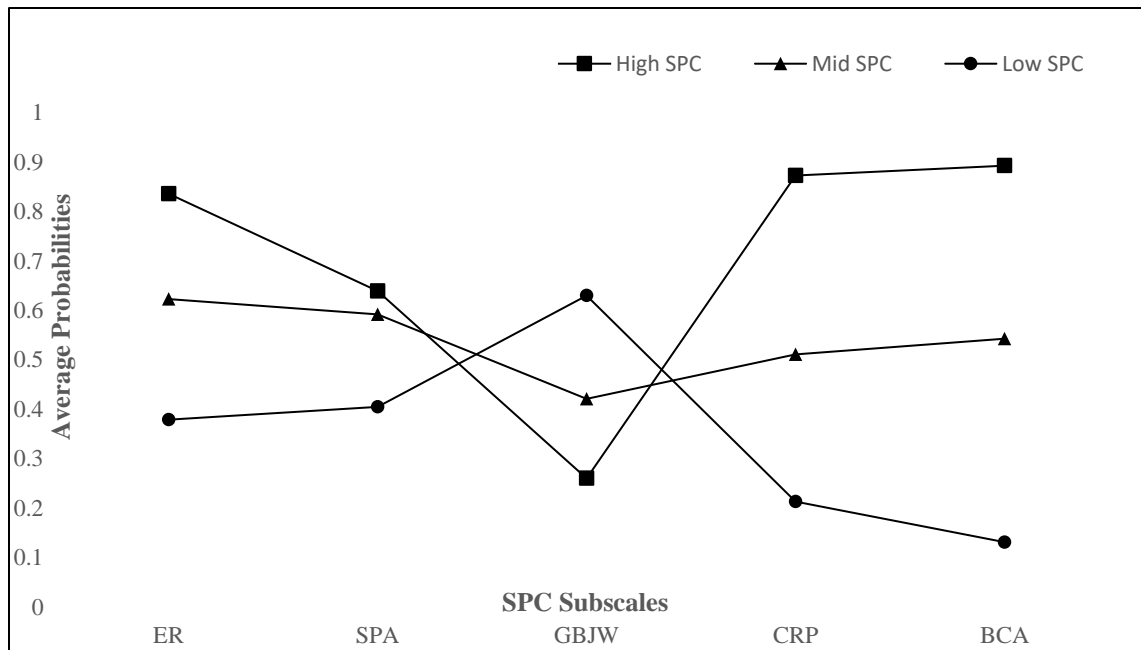


Figure 1. Cluster Analysis by SPC Subscales.