Enriching the Youth in Our Community

How Do We Do It?

A Presentation By Craig Talmage, Mikulas Pstross, & Richard Knopf
Agenda

• Research Background
• Method Background
• Coding Process
• Theoretical Expectations
• Findings in Progress
• Implications
What influences our young people and community members to make their community better (or worse or do nothing)?
## What Factors Are of Influence?

<table>
<thead>
<tr>
<th>Physical Environment</th>
<th>Crime, Safety, &amp; Privacy</th>
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<tbody>
<tr>
<td>Urban Activity &amp; Noise</td>
<td>Government / Policies</td>
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<tr>
<td>Open Spaces, Natural Resources</td>
<td>Economy</td>
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<td>Infrastructure</td>
<td>Standard of Living</td>
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<td>Formal Education</td>
<td>Taxes</td>
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<td>Educational Service</td>
<td>Status</td>
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<td>Thermal Insulation</td>
<td>Socioeconomic Status</td>
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<td>Medical Services</td>
<td>Recreation &amp; Leisure</td>
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<td>Municipal &amp; Public Services</td>
<td>Social Interactions &amp; Support</td>
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<tr>
<td>Transportation &amp; Accessibility</td>
<td>Arts, Aesthetics, &amp; Culture</td>
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</tbody>
</table>
What Results from These Factors?

• Attitudes = Satisfaction & Dissatisfaction
  – Safety / Security
  – Joy / Happiness

• Behaviors
  – Lack of thoroughness in the literature.
  – Engagement / disengagement behaviors
Which Factors Lead to What?

CONCEPTUALIZING SATISFACTION
Unidirectional Approach

Environmental Factor

Dissatisfaction or Satisfaction

Positive or Negative Behavior

Usually measured on a single scale

Engagement Improvement Disengagement

Limits our mapping of individual community behaviors
Two Dimensional Approach

Hygiene

- Dissatisfaction
- No Dissatisfaction

Motivators

- Satisfaction
- No Satisfaction
# Hygiene Versus Motivator Factors

<table>
<thead>
<tr>
<th>Hygiene</th>
<th>Motivator</th>
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<tbody>
<tr>
<td>Policies</td>
<td>Achievement</td>
</tr>
<tr>
<td>Management</td>
<td>Recognition</td>
</tr>
<tr>
<td>Interpersonal Relationships*</td>
<td>Work Itself</td>
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<tr>
<td>Work Conditions</td>
<td>Responsibility</td>
</tr>
<tr>
<td>Salary</td>
<td>Advancement</td>
</tr>
<tr>
<td>Personal Life</td>
<td>Growth</td>
</tr>
<tr>
<td>Status</td>
<td></td>
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<tr>
<td>Security</td>
<td></td>
</tr>
</tbody>
</table>
What About Behaviors?

Hygiene

- Dissatisfaction
  - Placed on scale
  - No Dissatisfaction
    - No Behavior? Apathetic Behavior?
  - No Satisfaction
    - No Behavior? Apathetic Behavior?

Motivators

- Placed on scale
- Satisfaction
  - Engagement Behavior?
  - Over Engagement Behavior?
Mapping Out Community Behavior

METHOD
Critical Incidents Interviews

• Individual or Group Interviews
  – Participants are asked to describe a time where they felt especially good or especially bad in a given context.
  – Verbal probes are used to ensure factors, attitudes, and behaviors are fully described.

• Allows the ability to separate dissatisfaction from satisfaction.
You Try It

• Think of a time that you felt especially good or at your best in your current neighborhood? Can you think of a time? If so, please write about it.

• Think of a time that you felt especially bad or at your worst…. please write about it.

• Make sure to explicitly identify the factors, attitudes, and behaviors resulting.
Background

• Epistemology and Theoretical Framework
  – Post-Positivist Epistemology
    • An objective reality exists and that reality can be measured (Bailey, 2007)
  – Two-Factor Theory
    • Satisfaction and dissatisfaction to two separate and unique factors with separate and unique antecedents (Herzberg, Mausner, & Snyderman, 1959)
Sample and Trustworthiness

• Samples
  – Pilot Non-Random Samples
  – Purposive Sample of Community Organizers (developing)
  – Purposive Samples of Youth and Community Members (in the future)

• Trustworthiness Strategies
  – Reflexivity
  – Audit Trail
  – Peer debriefing
Conventional content analysis based on Grounded-Theory was used. Manifest content was only coded.

Open and Focused Coding: Based on Descriptions

- **Type**
  - Physical
  - Social
  - Personal

- **Duration**
- **Type**
  - Safe/Unsafe
    - + / -

- **Duration**
- **Saliency**

- **Type**
  - Direct Impact
  - No Impact

- **Target**
- **Duration**
Axial Coding

Factor

Behavior

Attitude
Theoretical Expectations

1) The factors that lead to dissatisfaction and satisfaction are in fact separate and unique.
   a) The factors leading to satisfaction consist of personal or social factors within one’s locus of control, while those leading to dissatisfaction consist of physical or social factors outside one’s locus of control.

2) The factors that lead to dissatisfaction will lead to different behavioral outcomes than the factors that lead to satisfaction.
FINDINGS IN PROGRESS

The Ongoing Work

FINDINGS IN PROGRESS
Findings in Progress

• Distinct themes emerged.
• Too early to tell if theoretical expectations are met although they seem line-up.
• Axial coding is not complete due to sample size limitations.
## Factors

<table>
<thead>
<tr>
<th>Positive Factors</th>
<th>Negative Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Social Interactions</td>
<td>Negative Social Interactions</td>
</tr>
<tr>
<td>Community Involvement / Problem-Solving</td>
<td>Interactions with Authority</td>
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<tr>
<td>Recognition</td>
<td>Crime</td>
</tr>
<tr>
<td>Achievement</td>
<td>Aesthetics</td>
</tr>
<tr>
<td>Community Places</td>
<td>Limited Access to Communication</td>
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<tr>
<td>Departure</td>
<td></td>
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</tbody>
</table>
### Attitudes

<table>
<thead>
<tr>
<th>Positive Attitudes</th>
<th>Negative Attitudes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety</td>
<td>Insecurity</td>
</tr>
<tr>
<td>Connectedness</td>
<td>Disconnectedness</td>
</tr>
<tr>
<td>Recognized</td>
<td>Anxiety</td>
</tr>
<tr>
<td>Aware</td>
<td>Frustration</td>
</tr>
<tr>
<td>Pride</td>
<td>Confusion</td>
</tr>
<tr>
<td>Accomplished</td>
<td>Frightened</td>
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</tbody>
</table>

It is possible that neutral attitudes would occur as well (i.e. surprise).
### Behaviors

<table>
<thead>
<tr>
<th>Direct Impact</th>
<th>No Direct Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counter Community Behaviors</td>
<td>No Behavior Enacted</td>
</tr>
<tr>
<td>Avoidance Behaviors</td>
<td>Personal Behavior</td>
</tr>
<tr>
<td>Maintenance Behaviors</td>
<td>Contacts Persons Outside of Community</td>
</tr>
<tr>
<td>Pro-Social / Citizenship Behaviors</td>
<td></td>
</tr>
</tbody>
</table>
For Practitioners and Researchers

IMPLICATIONS
Research

• Qualitative Cognitive Road Map of Communities
  – Quantitative strategies should be used to assess likelihood of certain situations leading to certain attitudes and behaviors.

• Creates rich descriptions of our communities.

• Applicable to many different contexts.
  – Remember to address the method bias.
Practice

• Program evaluation and assessment of communities.
  – Easy to conduct and not laborious to analyze.

• Development of community groups and organizations.
  – People can learn what experiences are of value to them and understand individual differences in feelings and behavior.
Any Feedback is Welcomed

QUESTIONS?
THANK YOU

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THANK YOU