

CIVIC ENGAGEMENT WITHIN THE LOCAL COMMUNITY AND SENSE OF RESPONSIBLE TOGETHERNESS

FORTUNA PROCENTESE

FABRIZIO DE CARLO

FLORA GATTI

UNIVERSITY OF NAPOLI FEDERICO II

In modern communities, the perception of low individual and collective civic engagement makes it difficult to think and act to create contexts of responsible ways of togetherness. Indeed, the civic engagement represents a key element in creating social relationships and developing a sense of responsible togetherness (SoRT), because it promotes prosocial values and increases active citizenship and sense of community (SoC). For these reasons, a new vision of local communities that refers to collaborative dimensions and social responsibility is always more outlining in and through social practices. The present study aims to explore the role of local community engagement attitudes and behaviors in promoting collective actions and members' representations about their interactions with the local community, through their SoC. Three hundred twelve participants (57% is female) aged between 17 and 27 ($M = 22.23$, $SD = 1.92$) answered a self-report questionnaire. A structural equation modeling was used. The results show that civic engagement attitudes give meaning to individuals local commitment and civic engaged behaviors, which in turn contribute to develop their SoC, in the end fostering their SoRT. The SoC emerges as a mediator in the relationship between civic engaged behaviors and SoRT, but not in the one between civic engaged attitudes and SoRT, suggesting that both attitudes and behaviors should be fostered to promote new ways of living together within local communities, like a responsible style of togetherness.

Key words: Sense of responsible togetherness; Community engagement; Sense of community; Local community; Civic engagement.

Correspondence concerning this article should be addressed to Fortuna Procentese, Department of Human Studies, University of Napoli Federico II, via Porta di Massa 1, 80138 Napoli (NA), Italy. E-mail: fortuna.procentese@unina.it

Modern communities are undergoing a deep transformation due to the globalization processes, with changes in terms of local engagement, sense of belonging, responsibility, and interpersonal and community relationships as effects. The spread of values focused on reciprocal distrust and defence rather than knowledge and sharing are producing increasingly complex forms of social togetherness within local communities (Natale, Di Martino, Procentese, & Arcidiacono, 2016; Procentese & Gatti, 2019a; Procentese, Scotto di Luzio, & Natale, 2011; Tonkiss, 2003); individuals do not identify each other as members of the same local community which, in turn, is no longer perceived as a relational space wherein citizens can live together and to which they can be bonded and committed (Crang, 2000; Procentese et al., 2011; Stein, 1964). Therefore, within a purely individualistic perspective, individuals reciprocally perceive as strangers or enemies (Chambers, 2017; Tonkiss, 2003). These social processes are fostering citizens' affective and civic disengagement toward their local community as well as toward the common actions within it (Arcidiacono, Procentese, & Di Napoli, 2007; Procentese, 2011; Procentese, Di Napoli, & Iuliano, 2007); everyone focuses on one's own problems as they were solely private and tries to solve them with one's own resources (Doolittle & Faul, 2013; Hyman, 2002). The citizens seem not interested in collective actions or

social debates (Putnam, 2000) and delegate others to administer common things, with the development low levels of civic engagement that make it difficult to produce collective and volunteering actions within local communities.

Thus, a clear need for interventions aimed to foster new ways of living together within local communities and re-build individuals' sense of responsibility toward them emerges (cfr. Procentese, 2011). Citizens' civic engagement can represent a key issue to rely on to pursue this aim and promote what is here defined as the sense of responsible togetherness (Procentese et al., 2011) among them: it brings them toward spaces wherein community relationships can be built and managed and community dialogue and confrontation can be carried forward, thus becoming the basis for collective actions based on shared purposes (cfr. Hyman, 2002). Indeed, previous studies showed that citizens' engagement and participation have benefits both for people and institutions within the communities (Montero, 2004) and for the community at large (Clary & Snyder, 2002), as they contribute to social cohesion and both individual and collective well-being (Cantor & Sanderson, 1999; Chan, To, & Chan, 2006; Delhey & Dragolov, 2016; Hyman, 2002); furthermore, they can represent the basis for the promotion of better environmental, social, and economic assets through fostering some development processes like health programs, urban planning, community building, and public policies (Mannarini, Fedi, & Trippetti, 2010; Wandersman & Florin, 2000). Thus, the present contribution aims to explain how individuals' civic engagement, in terms of both attitudes and behaviors, may help in promoting their sense of responsible togetherness, that can foster new ways of living together within local communities.

THE SENSE OF RESPONSIBLE TOGETHERNESS

Moving from these acknowledgments, the present study considers the sense of responsible togetherness (SoRT; Procentese et al., 2011; Procentese & Gatti, 2019b) as a dimension that can be fostered through citizens' civic engagement within their community of belonging.

Living together is a process that refers to the sharing of an existential experience, which allows individuals and organizations to keep and manage meaningful and stable relationships with other people, groups, and social systems in a physical and symbolical space within their communities (Avallone, Farnese, Pepe, & Paplomatas, 2007). It was studied with reference to work organizations (Avallone et al., 2007), universities (Procentese, Gatti, & Falanga, 2019), and schools (Rosa, Fida, & Avallone, 2011), but not to territorial communities. About the latter, Nowell and Boyd (2010) proposed the responsibility as a dimension which can be complementary to the sense of community (SoC), arguing that it represents a different and undertheorized aspect of individuals' experiences within the community. They refer to a feeling of duty or obligation to protect or enhance the group's and its members' well-being; with reference to this, the civic engagement can assume a specific value. Indeed, the sense of responsibility toward one's community of belonging represents the orientation of an engaged community; this latter represents both a place wherein the members can find answers to their affiliation, power, and affection needs and an entity toward which they feel responsible.

Thus, what is here proposed as the SoRT (Procentese et al., 2011; Procentese & Gatti, 2019b) refers to different dimensions of living together within local communities: perception of equity, feeling an active part of the community, perception of support from the institutional referents, acting for the power, respecting the rules, respect for the others, support among community members, freedom of opinion. The basic premise of this perspective is that individuals develop values, norms, ideals as they are embedded in

some social contexts; indeed, when an individual engages in a social context, the system of his/her personal beliefs guides his/her behavior, contributing in producing individual and collective standards about what is to be considered a responsible behavior. For this reason, being embedded in a social context characterized by collaboration and civic engagement could foster the assumption of a responsible style of togetherness.

RELYING ON CIVIC ENGAGEMENT AND SENSE OF COMMUNITY TO FOSTER NEW WAYS OF LIVING TOGETHER

As citizens' common activities can represent social contexts for building and maintaining new relationships, thus facilitating the access to other people in the community (Arcidiacono, Procentese, & Baldi, 2010), their civic engagement can represent a way to foster the social interactions and exchanges and the assumption of common values and norms within the local community (Hyman, 2002; Putnam, 2000). As it refers to individuals' acknowledgment that they can and should make a difference in enhancing their local community development (Doolittle & Faul, 2013; Ehrlich, 1997), it is related to prosocial values and to the activation of personal resources to solve the problems arose at a community level; thus, it promotes citizens' perception of higher social power by implying the exercise of individuals' rights and responsibilities for the management of community-related aspects (Flanagan, Syvertsen, & Stout, 2007; Zaff, Boyd, Li, Lerner, & Lerner, 2010). Given the role that the civic engagement can play in promoting and sustaining the development processes within communities (Hyman, 2002; Mannarini et al., 2010; Wandersman & Florin, 2000), and consistently with the idea that cognitive and emotional processes and explicit and implicit behaviors are strictly interconnected (Baltes, Lindenberger, & Staudinger, 2006; Zaff et al., 2010), a first hypothesis for this study refers to the relationship between civic engagement attitudes (CEA) and behaviors (CEB) and SoRT:

H1: the CEB mediate the relationship between CEA and SoRT, that is higher CEA will associate with higher CEB, which in turn will result in higher SoRT.

Moreover, an engagement within one's community that maximizes the outcomes at both individual and community levels comes when citizens' sense of civic duty, confidence in their abilities to foster changes within it, and active involvement for this purpose — that is, their CEA and CEB — meet their feelings about being a part of their community, being connected to it and its members, and having relationships with both of them — that is, their SoC (cfr. Zaff et al. 2010). Indeed, it is acknowledged that individuals' SoC "can also serve as a catalyst for community change" (Hyde & Chavis, 2007, p. 179). In addition, consistently with the above-mentioned scenario (cfr. Procentese, 2011; Procentese et al., 2011; Stein, 1964; Tonkiss, 2003), the current lack of relationships within and attachment to the community of belonging (Waldstein & Reiher, 2001) associates to lower civic engagement behaviors and social participation (cfr. Brodsky, O'Campo, & Aronson, 1999; Chavis & Wandersman, 1990; Florin & Wandersman, 1984; Mannarini et al., 2010; Obst, Smith, & Zinkiewicz, 2002; Ohmer, 2007; Prezza, Amici, Roberti, & Tedeschi, 2001; Talò, Mannarini, & Rochira, 2014). Moving from these acknowledgments, also the following hypotheses will be tested:

H2: the SoC mediates the relationship between CEA and SoRT, that is higher CEA will associate with higher SoC, which in turn will result in higher SoRT;

H3: the relationship between CEA and SoRT is sequentially mediated by CEB and SoC. Thus, higher CEA will associate with higher CEB and, subsequently, higher CEB will lead to higher SoC, which in turn will result in higher SoRT.

METHOD

Participants and Procedure

Three hundred twelve Italian citizens living in the Campania Region were recruited via snowball sampling with the collaboration of some students attending the Psychological Sciences and Techniques Bachelor's Degree at the University of Naples Federico II.

The questionnaire was sent online; no IP address or identifying data were retained when administering it. It was introduced by an explanation about confidentiality and anonymity issues (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003), conforming with the General Data Protection Regulation (GDPR; Regulation UE 2016/679). At the end of this explanation, every participant had to express his/her online informed consent to take part in the study.

The participants were aged between 18 and 27 ($M = 22.23$; $SD = 1.92$). A total of 54.5% of them was female; 79.2% had a high school diploma and 17.9% a university degree, whereas only 1.3% had a secondary school diploma, and 1.6% a qualification higher than the university degree; 98.7% was unmarried, while 1.3% was married or cohabitant. Only 35.6% had taken part at least once in a project for his/her neighbourhood development, but 72.8% stated they would have been interested in being part of such projects and initiatives in the future.

Measures

The self-report questionnaire included a socio-demographic section and the following measures.

Civic engagement. The Civic Engagement Scale (CES; Doolittle & Faul, 2013; 14 items, $\alpha = .90$) was used. It included two subscales referring to civic engagement attitudes (CEA; 8 items, $\alpha = .90$; sample items: "I am committed to serve in my community," "I believe that all citizens have a responsibility to their community"), and civic engagement behaviors (CEB; 6 items, $\alpha = .89$; sample items: "I am involved in structured volunteer position(s) in the community," "I participate in discussions that raise issues of social responsibility"). Participants were asked to indicate their level of agreement (1 = *strongly disagree*, 7 = *strongly agree*) for the attitudes and to rate their participation (1 = *never*, 7 = *always*) for the behaviors.

Sense of community (SoC). The Italian Sense of Community Scale (SISC; Prezza, Costantini, Chiaronanza, & di Marco, 1999; 18 items, $\alpha = .88$) was used. Respondents were asked to express their agreement with each sentence on a 4-point Likert scale (1 = *strongly disagree*, 4 = *strongly agree*) with reference to their neighbourhood context (sample items: "Many people in this town are available to provide help when someone needs it," "I feel like I belong here").

Sense of responsible togetherness (SoRT). The SoRT scale was used (Procentese & Gatti, 2019b; 33 items, $\alpha = .90$). Participants were asked to rate on 4-point Likert (1 = *never*, 4 = *often*) how often each sentence was true referring to their neighbourhood. As expected (cfr. Procentese & Gatti, 2019b), an eight-factors structure including the following aspects emerged: respect for the others ($\alpha = .88$; sample item: "Respect others' privacy"), perceived support from the institutional referents ($\alpha = .83$; sample item: "Feel understood by institutional referents"), freedom of opinion ($\alpha = .88$; sample item: "Be able to express your ideas freely"), feeling an active part of the community ($\alpha = .69$; sample item: "Have good relationships with your neighbors"), support among community members ($\alpha = .83$; sample item: "Help each other with the activities within the neighborhood"), acting for the power ($\alpha = .71$; sample item: "Seek others' approv-

al”), respect of the rules ($\alpha = .80$; sample item: “Take care of the public places and parks within the neighborhood”), and perception of equity ($\alpha = .77$; sample item: “Get equal evaluations about the proposals everyone makes”).

Data Analyses

Preliminary Analyses

Before testing the hypotheses, a confirmatory factor analysis (CFA) was run to test the factor structure of the SoRT scale, as it had not been validated yet. Moreover, to ensure that the respondents discriminated among the different constructs that would have been used to test the hypotheses, the comparison between a model with all the four measures included in the study as different constructs and other alternative models was run to determine whether the proposed model was the best in fitting the data. In the proposed model, the CEA and the CEB were considered as two different aspects of individuals’ civic engagement while both SoC and SoRT were considered as unique constructs, as in both cases the different factors included in each scale refer to different aspects of the same construct (cfr. Prezza et al., 1999, for SoC, and Procentese & Gatti, 2019b, for SoRT). Thus, using a structural equation modeling (SEM) approach a four-factor model (M1) with CEA, CEB, SoC, and SoRT as four different constructs, as suggested by the theoretical hypothesis, was compared to a single-factor model (M2) with all the constructs loading on the same latent variable, a three-factor model (M3) with CEA and CEB loading on a single latent variable (the civic engagement) whilst SoC and SoRT as two distinct constructs, and a two-factor model (M4) with CEA and CEB loading on a single latent variable (the civic engagement), and SoC and SoRT loading both on another latent variable which refers to the relationship with one’s community. To achieve a comprehensive evaluation of fit, multiple indices were used (Hu & Bentler, 1999; MacCallum & Austin, 2000).

Hypotheses Testing

To test the hypotheses, a SEM with the maximum likelihood as the estimator (Jöreskog & Sörbom, 2004) was performed using IBM AMOS v.23. The theoretical model consisted of two mediation analyses with one independent variable (CEA) and three dependent variables (CEB, SoC, and SoRT). Age, gender, and past participation were used as control variables and were modeled as paths on CEB, SoC, and SoRT; gender and past participation were made dummies (0 = *male*, 1 = *female*; 0 = *no*, 1 = *yes*) before being entered in the model. Given the interest in higher order constructs for both SoC and SoRT, a heterogeneous parcelling was adopted, as it reproduced smaller but more reliable coefficients than the homogeneous one (cfr. Little, Cunningham, Shahar, & Widaman, 2002). This approach allowed to create parcels without generating a flawed measurement model, because theoretically meaningful categories were included in the SEM (Nicolas, Martinent, & Campo, 2014). The significance of the results was tested using a bootstrap estimation approach with 5,000 samples and the bias-corrected 95% confidence interval (CI) was computed by determining the effects at the 2.5th and 97.5th percentiles (see Table 4); the effects are significant when 0 is not included in the CI (Hayes, 2013).

RESULTS

Preliminary Analyses

As the SoRT scale is a new and not yet validated measure, the unstandardized factor loadings from the CFA are in Table 1 and the factor structure is shown in Figure 1.

TABLE 1
 CFA unstandardized factor loadings for the SoRT scale.

Item	Latent factor	Factor loading
Item 19	Respect for the others	0.65
Item 20	Respect for the others	0.63
Item 31	Respect for the others	0.81
Item 30	Respect for the others	0.78
Item 5	Perceived support from institutional referents	0.49
Item 6	Perceived support from the institutional referents	0.60
Item 7	Perceived support from the institutional referents	0.62
Item 8	Perceived support from the institutional referents	0.60
Item 14	Perceived support from the institutional referents	0.38
Item 15	Freedom of opinion	0.63
Item 16	Freedom of opinion	0.78
Item 17	Freedom of opinion	0.79
Item 18	Freedom of opinion	0.71
Item 1	Feel an active member of the community	0.44
Item 2	Feel an active member of the community	0.34
Item 3	Feel an active member of the community	0.73
Item 4	Feel an active member of the community	0.56
Item 33	Support among community members	0.68
Item 29	Support among community members	0.47
Item 26	Support among community members	0.54
Item 21	Support among community members	0.55
Item 25	Support among community members	0.75
Item 9	Respect of the rules	0.58
Item 27	Respect of the rules	0.71
Item 10	Respect of the rules	0.66
Item 11	Perception of equity	0.57
Item 12	Perception of equity	0.72
Item 13	Perception of equity	0.65
Item 28	Perception of equity	0.47
Item 22	Acting for the power	0.57
Item 23	Acting for the power	0.53
Item 24	Acting for the power	0.58
Item 32	Acting for the power	0.56

Note. All the factor loadings are significant at $p < .001$ (2-tailed). $N = 312$.

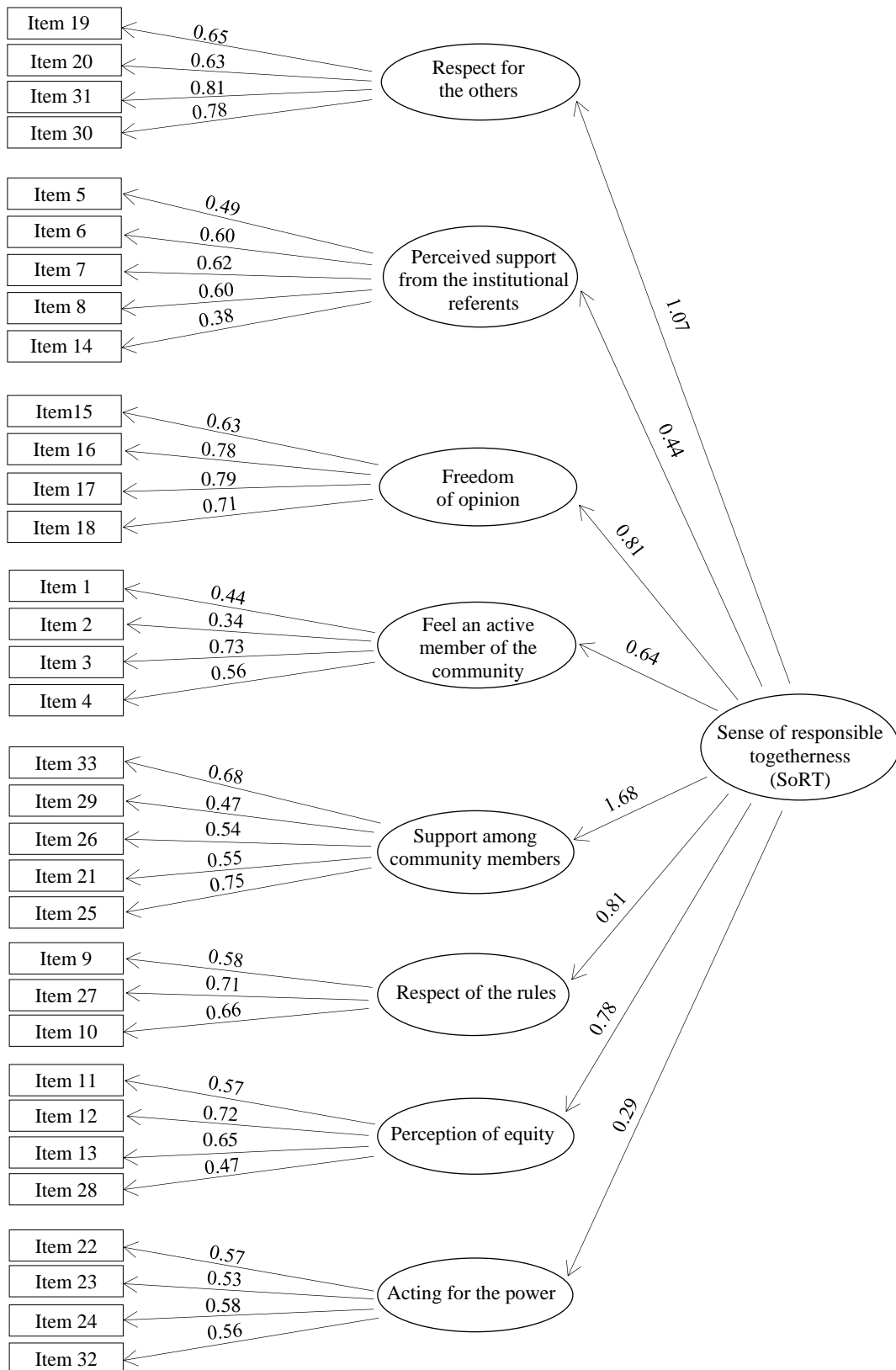


FIGURE 1
 CFA for the SoRT scale.

The model fit indices showed a good adaptation to the data, $\chi^2(487) = 1163.75, p < .001$; CFI = .92; TLI = .91; RMSEA = .07, 90% CI [.06, .07], and all loadings were significant at $p < .001$. All the items were kept for the subsequent parceling.

Furthermore, the comparisons among alternative models (see Table 2) showed that the four-factors model better fit the data than the three-factors model, $\Delta\chi^2(3) = 567.51, p < .01$, the two-factors model, $\Delta\chi^2(5) = 1125.26, p < .01$, and also the one-factor model, $\Delta\chi^2(7) = 2014.19, p < .01$, confirming that participants discriminated among the study variables. Means, standard deviations, and Pearson's correlations among the variables are in Table 3.

TABLE 2
Goodness-of-fit indices for alternative measurement models

Model	CFI	TLI	RMSEA	RMSEA 90% CI	χ^2	df	Model comparison
M1. Four-factor model	.97	.96	.05	[.05, .06]	333.52	176	-
M2. One-factor model	.52	.45	.20	[.19, .20]	2347.71	182	M2-M1*
M3. Three-factor model	.84	.81	.11	[.11, .12]	901.03	179	M3-M1*
M4. Two-factor model	.72	.67	.15	[.14, .16]	1458.78	181	M4-M1*

Note. CFI = comparative fit index; TLI = Tucker-Lewis index; RMSEA = root mean square error of approximation; CI = confidence interval; M in M1-M4 = model. χ^2 test is significant at $p < .01$ (2-tailed). $N = 312$.

TABLE 3
Means, standard deviations, and correlations for the study variables

Variables	Range	<i>M</i>	<i>SD</i>	1	2	3
1. CEA	1-7	4.36	1.38	-		
2. CEB	1-7	2.92	1.44	.46**	-	
3. SoC	1-4	2.52	0.50	.18**	.19**	-
4. SoRT	1-4	2.49	0.42	.26**	.25**	.54**

Note. CEA = community engagement attitudes; CEB = community engagement behaviors; SoC = sense of community; SoRT = sense of responsible togetherness.
** $p < .01$ (2-tailed). $N = 312$.

Hypotheses Testing

The hypothesized sequential mediation model (see Figure 2 and Table 4) showed good fit indices, $\chi^2(176) = 333.67, p < .001$; CFI = .96; TLI = .97; RMSEA = .05, 90% CI [.05, .06].

H1 (CEB mediation) was supported, as a significant indirect relationship between CEA and SoRT via CEB emerged, $B = 0.02, SE = 0.01, 95\% CI [0.00, 0.04]$; CEA predicted CEB, $B = 0.47, SE = 0.06, 95\% CI [0.34, 0.60]$, that in turn led to higher SoRT, $B = 0.04, SE = 0.02, 95\% CI [0.01, 0.07]$.

H2 (SoC mediation) was not supported, as no significant indirect relationship between CEA and SoRT via SoC emerged, $B = 0.01, SE = 0.01, 95\% CI [-0.01, 0.04]$.

H3 (sequential mediation) was supported, as an indirect relationship between CEA and SoRT via CEB and SoC emerged, $B = 0.01$, $SE = 0.01$, 95% CI [0.02, 0.10]. CEA predicted CEB, $B = 0.47$, $SE = 0.06$, 95% CI [0.34, 0.60], that in turn led to higher SoC, $B = 0.05$, $SE = 0.02$, 95% CI [0.01, 0.09], which resulted in higher SoRT, $B = 0.51$, $SE = 0.05$, 95% CI [0.40, 0.61].

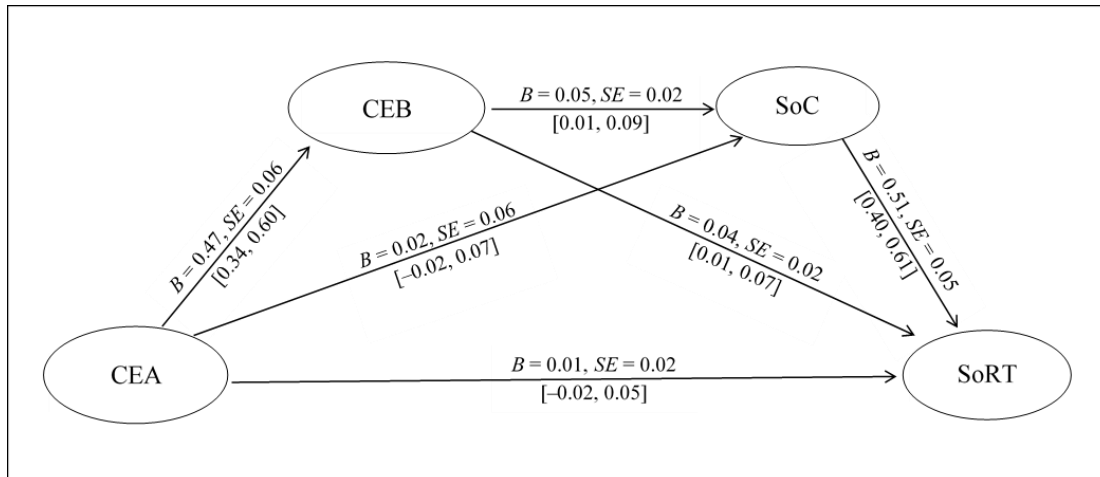


FIGURE 2

Structural equation model results.

CEA = community engagement attitudes; CEB = community engagement behaviors;
 SoC = sense of community; SoRT = sense of responsible togetherness.

TABLE 4

Conditional direct and indirect effects of CEA on SoRT, through CEB, SoC,
 and the sequence of CEB and SoC

Effect	<i>B</i>	<i>SE</i>	95% CI	<i>B</i>	Boot <i>SE</i>	BC 95% CI
Total				0.05	0.02	[0.02, 0.10]
Indirect effects	CEB mediation (H1)			0.02	0.01	[0.00, 0.04]
	SoC mediation (H2)			0.01	0.01	[-0.01, 0.04]
	Sequential mediation (H3)			0.01	0.01	[0.02, 0.10]
Direct effect	0.01	0.02	[-0.02, 0.05]			

Note. CEB = community engagement behaviors; SoC = sense of community; *SE* = standard error; BC = bias-corrected; CI = confidence interval. Dependent variable: SoRT. *N* = 312.

DISCUSSION

The present study aimed to understand the relationship between citizens' civic engagement and their SoRT, that represents a different way to live together in local communities (Procentese, 2011; Procentese & Gatti, 2019b; Procentese et al., 2011); specifically, the hypotheses referred to the role that both CEB and CEA and SoC can play within this relationship.

The results show that the CEA give meaning to peoples' local commitment, that is their CEB, which in turn contribute to develop their SoC, fostering their SoRT in the end. Moreover, the SoC emerges as a mediator in the relationship between the CEB and the SoRT, but not in the one between the CEA and the SoRT: these results suggest that relying only on civic engaged attitudes could not be enough to promote new ways of living together in local communities and that both attitudes and behaviors should rather be fostered. Indeed, the SoRT, as it is described, refers to the support (both with reference to the reciprocal one among community members and the one perceived from institutional referents) and the values (referring to both the respect for others and of the shared norms plus the perception of an equal treatment within the community), but takes into account also the desire to become an active member of the community and the perception about having concrete opportunities to do so. Referring to these aspects, being civically engaged within one's local community can foster the social interactions and exchanges within it and the assumption of common values and norms, associating also with higher community trust (Di Napoli & Arcidiacono, 2013; Di Napoli, Dolce, & Arcidiacono, 2019; Hyman, 2002; Marta, Marzana, Aresi, & Pozzi, 2016; Putnam, 2000); this produces higher levels of SoC in turn, in the end fostering a more effective engagement for the changes at a community-level (Hyde & Chavis, 2007; Zaff et al. 2010).

Thus, SoRT could be a critical element to foster what Zaff and colleagues (2010) defined as an active and engaged citizenship due to its reference to the acknowledgment of one's responsibility towards the others and the community, the kind of social relationships and active involvement in the community, the respect for everyone's freedom and for shared rules and values. Moreover, a responsible style of togetherness within the community could represent in turn a basis to promote changes in it, because its compounding elements (i.e., relationships and support among community members and with its leaders, common values and rules, shared spaces wherein to organize collective actions, and a shared community agenda) refer to the components of Hyman's community building framework (2002), which is aimed at enhancing the use of community capacities and resources to face up troubles and concerns in it, and promote community welfare.

Limitations and Future Directions

This study is not free from limitations. First, the findings rely on self-report data, which can be subject to memory bias and response fatigue (Podsakoff et al., 2003).

Moreover, due to the cross-sectional design, the described relationships should be considered carefully. Indeed, further studies should question whether the described relationship between CEA and SoRT has a circular nature, with the latter influencing the first one too, as the chances to exchange stories about shared positive experiences and successful social actions could have positive effects in promoting the relationships among citizens' and their willingness and practices to organize more community activities (cfr. Arcidiacono, Grimaldi, Di Martino, & Procentese, 2016; Hyman, 2002; Putnam, 2000).

REFERENCES

- Arcidiacono, C., Grimaldi, D., Di Martino, S., & Procentese, F. (2016). Participatory visual methods in the 'Psychology loves Porta Capuana' project. *Action Research*, 14, 376-392.
doi:10.1177/1476750315626502
- Arcidiacono, C., Procentese, F., & Baldi, S. (2010). Participatory planning and community development: An e-learning training program. *Journal of Prevention & Intervention in the Community*, 38, 70-83.
doi:10.1080/10852350903393475

- Arcidiacono, C., Procentese, F., & Di Napoli, I. (2007). Youth, community belonging, planning and power. *Journal of Community and Applied Social Psychology, 17*, 280-295.
doi:10.1002/casp.935
- Avallone, F., Farnese, M. L., Pepe, S., & Paplomatas, A. (2007). Il processo di convivenza. Indagine esplorativa delle dimensioni della convivenza affettiva, organizzativa, sociale [The process of togetherness. An exploratory investigation of the dimensions of affective, organizational and social togetherness]. *Rassegna di Psicologia, Quaderno Speciale, 1*(1), 9-33.
- Baltes, P. B., Lindenberger, U., & Staudinger, U. M. (2006). Lifespan theory in developmental psychology. In R. M. Lerner & W. Damon (Eds.), *Handbook of child psychology: Theoretical models of human development* (pp. 569-664). Hoboken, NJ: John Wiley & Sons Inc.
- Brodsky, A. E., O'Campo, J., & Aronson, R. E. (1999). PSOC in community context: Multi-level correlates of a measure of psychological sense of community in low-income, urban neighbourhoods. *Journal of Community Psychology, 27*, 659-680.
doi:10.1002/(SICI)1520-6629(199911)27:6<659::AID-JCOP3>3.0.CO;2-%23
- Cantor, N., & Sanderson, C. A. (1999). Life task participation and well-being: The importance of taking part in daily life. In D. Kahneman, & E. Diener (Eds.), *Well-being: The foundation of hedonic psychology* (pp. 230-243). London, UK: Sage.
- Chambers, D. (2017). Networked intimacy: Algorithmic friendship and scalable sociality. *European Journal of Communication, 32*, 26-36.
doi:10.1177/0267323116682792
- Chan, J., To, H., & Chan, E. (2006). Reconsidering social cohesion: Developing a definition and analytical framework for empirical research. *Social Indicators Research, 75*, 273-302.
doi:10.1007/s11205-005-2118-1
- Chavis, D. M., & Wandersman, A. (1990). Sense of community in the urban environment: A catalyst for participation and community development. *American Journal of Community Psychology, 18*, 55-81.
doi:10.1007/978-1-4419-8646-7_14
- Clary, E. G., & Snyder, M. (2002). Community involvement: Opportunities and challenges in socializing adults to participate in society. *Journal of Social Issues, 3*, 581-592.
doi:10.1111/1540-4560.00277
- Crang, M. (2000). Public space, urban space and electronic space: would the real city please stand up? *Urban Studies, 37*, 301-317.
doi:10.1080/0042098002203
- Delhey, J., & Dragolov, G. (2016). Happier together. Social cohesion and subjective well-being in Europe. *International Journal of Psychology, 51*, 163-176.
doi:10.1002/ijop.12149
- Di Napoli, I., & Arcidiacono, C. (2013). The use of self-anchoring scales in social research: The Cantril Scale for the evaluation of community action orientation. In C. Davino & L. Fabbris (Eds.), *Survey Data Collection and Integration* (pp. 73-85). Berlin, Heidelberg, Germany: Springer.
- Di Napoli, I., Dolce, P., & Arcidiacono, C. (2019). Community trust: A social indicator related to community engagement. *Social Indicators Research, 1*-29.
doi:10.1007/s11205-019-02114-y
- Doolittle, A., & Faul, A. C. (2013). Civic engagement Scale: A validation study. *Sage Open, 3*, 1-7.
doi:10.1177/2158244013495542
- Ehrlich, T. (1997). Civic learning: Democracy and education revisited. *Educational Record, 78*(3/4), 57-65.
- Flanagan, C. A., Syvertsen, A. K., & Stout, M. D. (2007). Civic measurement models: Tapping adolescents' civic engagement. (CIRCLE Working Paper 55). Medford, MA: CIRCLE.
- Florin, P. R., & Wandersman, A. (1984). Cognitive social learning and participation in community development. *American Journal of Community Psychology, 12*, 689-708.
doi:10.1007/BF00922619
- Hayes, A. F. (2013). *Introduction to mediation, moderation, and conditional process analysis: A regression-based approach*. New York, NY: The Guilford Press.
- Hu, L. T., & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural Equation Modeling: A Multidisciplinary Journal, 6*, 1-55.
doi:10.1080/10705519909540118
- Hyde, M., & Chavis, D. M. (2007). Sense of community and community building. In R. A. Cnaan & C. Milofsky (Eds.), *Handbook of community movements and local organizations* (pp 179-192). New York, NY: Springer.
- Hyman, J. B. (2002). Exploring social capital and civic engagement to create a framework for community building. *Applied Developmental Science, 6*, 196-202.
doi:10.1207/S1532480XADS0604_6
- Jöreskog, K. G., & Sörbom, D. (2004). *LISREL 8.7 for Windows*. Lincolnwood, IL: Scientific Software International.

- Little, T. D., Cunningham, W. A., Shahar, G., & Widaman, K. F. (2002). To parcel or not to parcel: Exploring the question, weighing the merits. *Structural Equation Modeling, 9*, 151-173.
doi:10.1207/S15328007SEM0902_1
- MacCallum, R. C., & Austin, J. T. (2000). Applications of structural equation modeling in psychological research. *Annual Review of Psychology, 51*(1), 201-226.
- Mannarini, T., Fedi, A., & Trippetti, S. (2010). Public involvement: How to encourage citizen participation. *Journal of Community & Applied Social Psychology, 20*, 262-274.
doi:10.1002/casp.1030
- Marta, E., Marzana, D., Aresi, G., & Pozzi, M. (2016). When living and working well together in organizations changes into good social coexistence: The Talent Club case. *World Futures, 72*, 266-283.
doi:10.1080/02604027.2016.1256078
- Montero, M. (2004). *Introducción a la psicología comunitaria* [Introduction to community psychology]. Buenos Aires, Argentine: Paidós.
- Natale, A., Di Martino, S., Procentese, F., & Arcidiacono, C. (2016). De-growth and critical community psychology: Contributions towards individual and social well-being. *Futures, 78*, 47-56.
doi:10.1016/j.futures.2016.03.020
- Nicolas, M., Martinet, G., & Campo, M. (2014). Evaluation of the psychometric properties of a modified Positive and Negative Affect Schedule including a direction scale (PANAS-D) among French athletes. *Psychology of Sport and Exercise, 15*, 227-237.
doi:10.1016/j.psychsport.2014.01.005
- Nowell, B., & Boyd, N. (2010). Viewing community as responsibility as well as resource: Deconstructing the theoretical roots of psychological sense of community. *Journal of Community Psychology, 38*, 828-841.
doi:10.1002/jcop.20398
- Obst, P., Smith, S. G., & Zinkiewicz, L. (2002). An exploration of sense of community, part 3: Dimensions and predictors of psychological sense of community in geographical communities. *Journal of Community Psychology, 30*, 119-133.
doi:10.1002/jcop.1054
- Ohmer, M. L. (2007). Citizen participation in neighborhood organizations and its relationship to volunteers' self- and collective efficacy and sense of community. *Social Work Research, 31*, 109-120.
doi:10.1093/swr/31.2.109
- Podsakoff, P. M., MacKenzie, S. B., Lee, J. Y., & Podsakoff, N. P. (2003). Common method biases in behavioral research: A critical review of the literature and recommended remedies. *Journal of Applied Psychology, 88*, 879-903.
doi:10.1037/0021-9010.88.5.879
- Prezza, M., Amici, M., Roberti, T., & Tedeschi, G. (2001). Sense of community referred to the whole town: Its relations with neighboring, loneliness, life satisfaction, and area of residence. *Journal of Community Psychology, 29*, 29-52.
doi:10.1002/1520-6629(200101)29:1<29::AID-JCOP3>3.0.CO;2-C
- Prezza, M., Costantini, S., Chiarolanza, V., & Di Marco, S. (1999). La scala italiana del senso di comunità [The Italian Scale of Sense of Community]. *Psicologia della Salute, 3/4*, 135-158.
- Procentese, F. (2011) (Ed.). *Convivenza responsabile: Prospettive di intervento* [Responsible togetherness: perspectives for interventions]. *Psicologia di Comunità, 2*, 5-8.
doi:10.3280/PSC2011-002001
- Procentese, F., & Gatti, F. (2019a). People-nearby applications and local communities: Questioning about individuals' loneliness and social motivations towards people-nearby applications. *Journal of Community Psychology, 47*, 1282-1294.
doi:10.1002/jcop.22175
- Procentese, F., & Gatti, F. (2019b). Senso di convivenza responsabile: Quale ruolo nella relazione tra partecipazione e benessere sociale? [Sense of responsible togetherness: Which role within the relationship between social participation and well-being?]. *Psicologia Sociale, 3*, 405-426.
doi:10.1482/94942
- Procentese, F., Di Napoli, I., & Iuliano, B. (2007). Participative action and communities of belonging: An explorative study of young Italian students. In Bokszczyanin, A. (Ed.), *Social change in solidarity* (pp. 359-374). Opole, Poland: Opole University Press.
- Procentese, F., Gatti, F., & Falanga, A. (2019). Sense of responsible togetherness, sense of community and participation: Looking at the relationships in a university campus. *Human Affairs, 29*, 247-263.
doi:10.1515/humaff-2019-0020
- Procentese, F., Scotto di Luzio, S., & Natale, A. (2011). Convivenza responsabile: quali i significati attribuiti nelle comunità di appartenenza? [Responsible togetherness: Which are the meanings attributed to it within the communities of belonging?]. *Psicologia di Comunità, 2*, 19-29.
doi:10.3280/PSC2011-002003
- Putnam, R. D. (2000). Bowling alone: America's declining social capital. In Crothers L. & Lockhart C. (Eds.), *Culture and politics* (pp. 223-234). New York, NY: Palgrave Macmillan.

- Rosa, V., Fida, R., & Avallone, F. (2011). A cluster analysis of high school students' styles of "living-together" in the classroom. *Procedia-Social and Behavioral Sciences*, 29, 380-389.
doi:10.1016/j.sbspro.2011.11.253
- Stein, M. R. (1964). *The Eclipse of Community*. New York, NY: Harper Torchbook.
- Talò, C., Mannarini, T., & Rochira, A. (2014). Sense of community and community participation: A meta-analytic review. *Social Indicators Research*, 117, 1-28.
doi:10.1007/s11205-013-0347-2
- Tonkiss, F. (2003). The ethics of indifference: Community and solitude in the city. *International Journal of Cultural Studies*, 6, 297-311.
doi:10.1177/13678779030063004
- Waldstein, F. A., & Reiher, T. C. (2001). Service-learning and students' personal and civic development. *Journal of Experiential Education*, 24, 7-13.
doi:10.1177/105382590102400104
- Wandersman, A., & Florin, P. (2000). Citizen participation and community organizations. In J. Rappaport & E. Seidman (Eds.), *Handbook of community psychology* (pp. 247-272). New York, NY: Kluwer Academic/Plenum Press.
- Zaff, J., Boyd, M., Li, Y., Lerner, J. V., & Lerner, R. M. (2010). Active and engaged citizenship: Multi-group and longitudinal factorial analysis of an integrated construct of civic engagement. *Journal of Youth and Adolescence*, 39, 736-750.
doi:10.1007/s10964-010-9541-6