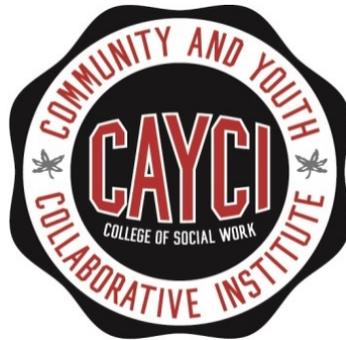


Community and Youth Collaborative Institute  
School Experience Surveys - Technical Report

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**CAYCI Family Support for  
Pro-Social Activities Scale**  
Teacher/Staff Version

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**THE OHIO STATE UNIVERSITY**  
COLLEGE OF SOCIAL WORK

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## **Family Support for Pro-Social Activities**

Teacher/Staff Version

### **I. Definition of Construct**

The *Family Support for Pro-Social Activities* scale measures the degree to which teacherS/staff perceive that families/caregivers encourage and promote opportunities for their children to participate in pro-social activities.

### **II. Relevance for Practice**

Pro-social behaviors are an indicator of positive youth development, and youth who behave pro-socially have greater school success, including greater academic achievement and enhanced peer support (Caprara et al., 2014). Students often develop pro-social habits when they are exposed to and participate in social activities (McCafferty, 1990). As a key socializing agent, families/caregivers play a key role in making sure that youth have the chance to engage in these activities (Grusec & Davidov, 2010). When schools and families work together to support student engagement in pro-social opportunities students often benefit (Berns, 2012). Greater understanding of how teachers and staff perceive family support for pro-social activities can inform schools of the need for outreach to increase positive socialization opportunities for youth.

### **III. Scale Description and Instructions**

#### *A. Items*

*My students' families or caregivers...*

1. Offer opportunities for their children to be involved in pro-social activities.
2. Reinforce their children's involvement in pro-social activities.
3. Volunteer and/or participate in their children's pro-social activities.

#### *B. Response Options*

Response options for each item include the following:

- 1 = Almost Never
- 2 = Sometimes
- 3 = Half of the time
- 4 = Frequently
- 5= Almost Always
- \*Don't Know

#### *C. Instructions for Respondents*

These questions ask you about your experiences at school. Please mark how strongly you feel about each sentence.

#### *D. Instructions for Scale Administrators*

Surveys can be self-administered or administered to teachers/staff in person or online. Explain that the purpose of the survey is to learn more about their perceptions about their students, school, and community. They should select one answer per request, and make a choice based on the answer that best reflects how they feel. They may submit the survey when they have completed it.

If administered in person, look through the finished surveys to make sure that teachers/staff didn't miss any items or questions. Please remember that they do not have to answer every question, but do encourage them to complete as much of the survey as possible, reminding them their answers will help the school know how to best support its students and personnel.

#### IV. Scoring Procedures

An average of the response scores from the 3 items should be calculated and used as an indicator of Perceived Family Support Pro-Social Activities, with higher scores reflecting greater levels of family supported pro-social activities.

Responses of “Don’t Know” is not be factored into the calculation of averages. Instead, examine the percentage of teachers/staff who select this option. If a large proportion selected “Don’t Know,” there is a general lack of awareness among teachers/staff of the degree to which there is familial support for pro-social activities.

#### V. Psychometric Properties of the Scale (Teacher and Staff)

##### A. Description of Sample

Participants used to explore the psychometric properties of the scale included 552 school staff members from various elementary schools (55.1%), middle schools/junior high schools (17.8%) and high schools (27.2%) around the state of Ohio. The majority of participants indicated at least part of their duties at the school included teaching (87.0%), with the remainder reporting non-teaching duties (e.g., support staff, administration). The amount of experience working at the school ranged from 1-10 (54.5%) or 11-20 (25.5%) to over 20 years (19.9%). Staff members (73.9% female) almost all identified themselves as Caucasian (95.1%). The participants varied in age, with 11.8% reporting they were under 30 years of age, 41.8% indicated they were 30-44, and 46.4% were 45 years or older. Data on these staff members were collected as part of a needs assessment within each school’s improvement planning process. Some data were collected using an online instrument, whereas others were collected via paper/pencil survey. School administrators informed teachers and school staff of the survey and distributed the surveys in a meeting or through mailboxes or provided the staff with a link to the online survey. All completed paper/pencil surveys were returned to a specified location in the building or to a person who was identified as the lead. All versions of the survey were anonymous.

The final sample described above, which includes those with no missing data on the scale, omits 187 staff members who responded to one or more of the items with “Do Not Know.” This included 18.8% the staff members who selected the “Do Not Know” response option for the item “My students' families or caregivers offer opportunities for their children to be involved in pro-social activities,” 21.4% for the item “My students' families or caregivers reinforce their children's involvement in pro-social activities,” and 22.1% for the item “My students' families or caregivers volunteer and/or participate in their children's pro-social activities.”

##### B. Basic Descriptive Statistics and Relevant Group Differences

| Sample                             | Mean | SD   | Range     | $\alpha$ |
|------------------------------------|------|------|-----------|----------|
| Full Sample ( $N = 552$ )          | 2.64 | .98  | 1.00-5.00 | .93      |
| Gender                             |      |      |           |          |
| Males ( $n = 119$ )                | 2.59 | .97  | 1.00-5.00 | .91      |
| Females ( $n = 408$ )              | 2.65 | .99  | 1.00-5.00 | .93      |
| Age                                |      |      |           |          |
| Less than 30 years ( $n = 65$ )    | 2.68 | .95  | 1.00-5.00 | .96      |
| 30-44 years ( $n = 231$ )          | 2.68 | .95  | 1.00-5.00 | .91      |
| 45 years and above ( $n = 256$ )   | 2.57 | 1.02 | 1.00-5.00 | .94      |
| Amount of Experience at the School |      |      |           |          |
| 1-10 years ( $n = 301$ )           | 2.61 | .99  | 1.00-5.00 | .92      |
| 11-20 years ( $n = 141$ )          | 2.67 | .97  | 1.00-5.00 | .92      |
| More than 20 years ( $n = 110$ )   | 2.61 | .99  | 1.00-5.00 | .95      |

| Role as Staff Member  |      |      |           |     |
|---|------|------|-----------|-----|
| Teaching ( <i>n</i> = 480)  | 2.64 | .98  | 1.00-5.00 | .93 |
| Non-Teaching (e.g., support staff, administrators) ( <i>n</i> = 72) | 2.52 | 1.03 | 1.00-5.00 | .92 |
| School Level  |      |      |           |     |
| Elementary ( <i>n</i> = 304)  | 2.75 | 1.03 | 1.00-5.00 | .94 |
| Middles School/Junior High ( <i>n</i> = 98)                         | 2.53 | .88  | 1.00-5.00 | .91 |
| High School ( <i>n</i> = 150)                                       | 2.45 | .93  | 1.00-5.00 | .91 |

*Notes. Group specific data omits staff who did not indicate their status. Group comparisons were all non-significant ( $p > .05$ ), with the exception of school level. The effect sizes ( $\eta^2$ ) indicated that group membership accounted for 1.9% or less of the variance in the scores. Follow-up comparisons showed that elementary school staff reported higher scores than high school staff. Middle school/junior high school staff did not differ for either of the other groups.*

### C. Maximum Value Percentages and Classification of Scores

| Percentages   |      | Classification of Scores |          |                   |
|---------------|------|--------------------------|----------|-------------------|
| Maximum Value | ½ SD | Excelling                | Emerging | Needs Improvement |
| 52.8%         | 9.8% | > 63                     | 63 - 43  | <43               |

*Note. The max value percentages reflect the scale mean divided by the number of response options in the scale. This value allows the subscale to be compared with other measured constructs measured in the CAYCI surveys, thereby providing relative information regarding the extent to which staffs' perceptions are favorable across constructs. The classification of scores provides ranges of values based on the maximum value percentage plus or minus ½ SD percentage. Based on these cut points, schools may determine where they stand on staffs' perceptions of the amount of family support that exists for students engaging in pro-social behaviors relative to normed data.*

### D. Relationship between Academic Motivation scores and other Student Perception Constructs

| Construct <sup>a</sup>                            | <i>r</i> = |
|---|------------|
| Student Academic Motivation                       | .384       |
| Student School Connectedness                      | .288       |
| Student Academic Press                            | .226       |
| Student Internalizing Behaviors                   | .295       |
| Student Psychological Well-Being                  | .487       |
| Student Externalizing Behaviors                   | .412       |
| Perceived Social Skills                           | .531       |
| Perceived Students Safety                         | .419       |
| Support for Students' Basic Needs                 | .531       |
| Families and Caregivers' Support for of Learning  | .646       |
| Family History                                    | .346       |
| Services and Supports                             | .171       |
| Community Supports for Positive Youth Development | .331       |
| Learning Supports                                 | .233       |
| Student Physical Activity and Nutrition           | .498       |

*Notes. a Average score on the respective subscale scores from the CAYCI surveys (Anderson-Butcher, Amorose, Iachini, & Ball, 2013). All relationships are significant ( $p < .01$ ).*

### E. Factorial Validity

A confirmatory factor analysis (CFA) was conducted using robust maximum likelihood estimation procedures in LISREL 8.71 (Scientific Software International, Inc., Chicago). The CFA model specified that the 3 items loaded on a single latent Perceived Family Support for Pro-Social Activities factor. The factor variance was freely estimated, as was the uniqueness for each item. No covariances between uniquenesses were modeled. The data were input using the asymptotic covariance matrix.

Given this model was just identified, the overall fit of the model to the data was perfect,  $S-B\chi^2 = 0$ ,  $df = 0$ ,  $p = 1.00$ . The table below presents the completely standardized factor loadings and uniquenesses for each item. Squared multiple correlations averaged .82.

| Item   | Loading | Uniqueness |
|--|---------|------------|
| My students' families or caregivers offer opportunities for their children to be involved in pro-social activities | .95     | .09        |
| My students' families or caregivers reinforce their children's involvement in pro-social activities                | .98     | .04        |
| My students' families or caregivers volunteer and/or participate in their children's pro-social activities         | .78     | .40        |

### VI. Past and Future Scale Development

The current recommendation is to use the 3-item version of the measure as described in this report. Future scale development work should involve testing the psychometric properties of the scale with a larger sample of non-teaching staff (e.g., school administrators, support staff). Further work also is needed to validate the Spanish version of this scale.

### VII. Summary

Overall, the results of the psychometric testing indicate initial support for the reliability and validity of the CAYCI Perceived Family Support for Pro-Social Activities scale. The use of this measure could provide valuable information about the degree to which parents/caregivers are supporting the pro-social development of their students. Schools can use this information to inform family engagement efforts, and researchers could use this information to further explore the relationship between family support for and the development of pro-social behaviors.

### VIII. References

- Berns, R., M. (2012). *Child, family, school, community: Socialization and support*. Wadsworth, NY: Cengage Learning.
- Caprara, G.V., Kanacri, B.P.L., Gerbino, M., Zuffiano, A., Alessandri, G., Vecchio, G., Caprara, E.,... Bridglall, B. (2014). Positive effects of promoting prosocial behavior in early adolescence: Evidence from a school-based intervention. *International Journal of Behavioral Development, 38*, 386-396.
- Grusec, J.E., & Davidov, M. (2010). Integrating different perspectives on socialization theory and research: A domain-specific approach. *Child Development, 81*, 687-709.
- MCCafferty, W.D. (1990). Pro-social influences in the classroom. *Clearing House, 63*, 367-370.
- Hu, L. & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural Equation Modeling, 6*, 1-55.

### IX. Recommended Citation of Scale

When using the Perceived Family Support Pro-Social Activities scale for program evaluation or research purposes, we recommend using the following citation:

Anderson-Butcher, D., & Amorose, A. J. (2012). *Community and Youth Collaborative Initiative School Experience Surveys: Perceived Family Support Pro-Social Activities Scale for Teachers & Staff*. Columbus, OH: College of Social Work, The Ohio State University.

If this scale is used along with additional Community and Youth Collaborative Initiative School Experience Surveys, then the following citation would be appropriate to cover all scales:

Anderson-Butcher, D., & Amorose, A. J. (2012). Community and Youth Collaborative Initiative School Experience Surveys. Columbus, OH: College of Social Work, The Ohio State University.