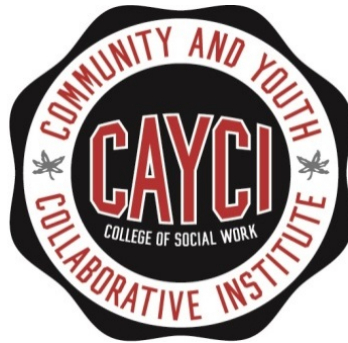


Community and Youth Collaborative Institute
School Experience Surveys – Technical Report



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

Produced By:

Dawn Anderson-Butcher, Anthony J. Amorose, Aidyn Iachini, and Annahita Ball

**Community and Youth Collaborative Institute
College of Social Work
The Ohio State University**



THE OHIO STATE UNIVERSITY
COLLEGE OF SOCIAL WORK

Updated: Spring 2016

School Support for Pro-Social Activities

Teacher/Staff

I. Definition of Construct

The CAYCI *School Support for Pro-Social Activities* scale measures the extent to which teacher/staff feel that their students have opportunities and reinforcements for their involvement in programs and activities outside the school day.

II. Relevance for Practice

Research has shown that students who are supported and encouraged by family members and caregivers to be involved in pro-social activities build resilience, perform higher academically, and increase their overall well-being (Gilman, 2004). In fact, when students are involved in constructive and positive activities outside of school, they often obtain a sense of belonging which can lead to other outcomes for students. Such as engagement in school and community activities, higher academic achievement, decreased antisocial and self-destructive behaviors (Gilman, 2004). An assessment of teacher/staff perceptions of school supported pro-Social Activities can provide insights into the need for additional programs and pro-social opportunities for students.

III. Scale Description and Instructions

A. Items

My school...

1. Offers opportunities for students to be involved in pro-social activities.
2. Reinforces student involvement in pro-social activities.
3. Encourages student involvement in extracurricular activities.
4. Partners with other organizations to offer students additional opportunities.

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

For complete instructions on how to administer the survey, reference the “Student Survey Directions” that are printed on the survey itself. Once each student has a survey, explain that the purpose of the survey is to learn more about their experiences at school. They should mark one answer per statement, selecting the choice that best reflects how they feel.

As teachers/staff finish, look thoroughly through the surveys to make sure that they did not 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. Remind teachers/staff that their answers will help the school know how to best support them.

IV. Scoring Procedures

An average of the response scores from the 4 items should be calculated and used as an indicator of School support for pro-social activities, with higher scores reflecting greater levels of support.

V. Psychometric Properties of the Scale (Teacher/Staff)

A. Description of Sample

Participants used to explore the psychometric properties of the scale included 250 school staff members from various elementary schools (46.4%), middle schools/junior high schools (16.0%) and high schools (37.6%) in Ohio and Utah. The majority of participants indicated that their primary role at the school included teaching (74.4%), with the remainder reporting non-teaching roles (e.g., support staff, administration). The amount of experience working at the school ranged from 1-10 (62.0%) or 11-20 (21.2%) to over 20 years (12.4%). Staff members (71.6% female) almost all identified themselves as Caucasian (86.8%). The participants varied in age with 17.2% reporting they were under 30 years of age, 36.4% indicated they were 30-45, and 39.6% were older than 45 years.

Data on these staff members were collected as part of a needs assessment within each school's improvement planning process. All data were collected using an online instrument. School administrators informed teachers and school staff of the survey and provided the staff with a link to the online survey. All versions of the survey were anonymous. The final sample includes those with no missing data and no "Do Not Know" responses.

B. Basic Descriptive Statistics and Relevant Group Differences

Sample	Mean	SD	Range	α
Full Sample ($N=250$)	3.84	1.01	1.00-5.00	.92
Gender				
Males ($n=56$)	3.87	1.03	1.00-5.00	.91
Females ($n=179$)	3.83	1.00	1.50-5.00	.93
Age				
Less than 30 years ($n=43$)	4.02	1.00	1.00-5.00	.96
30-45 years ($n=91$)	3.63	1.04	1.25-5.00	.91
Above 45 years ($n=99$)	3.95	.96	1.75-5.00	.91
Experience at the School				
1-10 years ($n=155$)	3.86	.97	1.00-5.00	.92
11-20 years ($n=53$)	3.88	1.12	1.25-5.00	.94
More than 20 years ($n=31$)	3.73	.98	2.00-5.00	.90
Primary Role as Staff Member				
Teaching ($n=188$)	3.81	1.00	1.00-5.00	.91
Non-teaching ($n=64$)	4.02	.95	1.50-5.00	.92
School-Type				
Elementary School ($n=116$)	3.70	1.06	1.25-5.00	.95
Middle School ($n=40$)	3.88	.77	2.25-5.00	.86
High School ($n=94$)	4.05	.95	1.00-5.00	.89

Note. Group specific data omits respondents who did not indicate their status. No groups were significantly different ($p<.05$), with the exceptions of age group and school level. Nevertheless, the effect sizes (η^2) for each comparison indicated that group membership accounted for less than 3% of the variance in the scores.

C. Relationship between scale scores and other Teacher/Staff Constructs

Construct ^a	<i>r</i> =
Student Academic Motivation	.36*
Student School Connectedness	.45*
Student Academic Press	.57*
Student Internalizing Behaviors	.20*
Student Well-Being	.40*
Student Externalizing Behaviors	.23*
Student Social Skills	.39*
Safety	.30*
Support for Students' Basic Needs	.25*
Family Support for Learning	.33*
Perceived Family History	.19
Family Support for Pro-social Activities	.41*
Community Services and Supports	.44*
Community Supports for Positive Youth Development	.46*
Perceived Learning Supports	.55*
Perceived School Climate	.48*
Staff Commitment	.60*
Student College and Career Readiness	.55*

Notes. ^a Average score on the respective subscale scores from the CAYCI surveys (Anderson-Butcher, Amorose, Iachini, & Ball, 2013). * relationship significant ($p < .05$)

D. Factorial Validity

A confirmatory factor analysis (CFA) was conducting using robust maximum likelihood estimation procedures in LISREL 9.2 (Scientific Software International, Inc., Chicago). The CFA model specified that the 3 items loaded on a single latent School Supports 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 overall fit of the model to the data was reasonably good based on commonly recommended cut off values for evaluating model fit (see Hu & Bentler, 1999), S-B $\chi^2 = 3.32$, $df = 2$, $p = .18$; RMSEA = .069 (90% CI = .000-.159), SRMR = .02; CFI = .99, IFI = .99. The table below presents the completely standardized factor loadings and uniquenesses for each item. Squared multiple correlations ranged from .51-.93.

Item (My school...)	Loading	Uniqueness
Offers opportunities for students to be involved in pro-social activities.	.93	.14
Reinforces student involvement in pro-social activities.	.96	.07
Encourages student involvement in extracurricular activities.	.83	.30
Partners with other organizations to offer students additional opportunities.	.71	.50

VI. Past and Future Scale Development

A previous version of the scale included the following additional items: (1) “Has teacher/staff who attend student activities” and (2) “Supports student involvement in activities outside the school day.” Results from preliminary analyses indicated that these items did not fit well with the other scale items. Thus the current recommendation is to use the 4-item version of the measure as described in this report. Future scale development work may consider modifying the items and/or response format to increase the variability in the scores. Future work also is needed to test the factor structure with a larger and more diverse sample, as well as testing for invariance in the factor structure across relevant groups and time.

VII. Summary

Overall, the results of the psychometric testing indicate initial support for the reliability and validity of the CAYCI School Support for Pro-Social Activities scale with teachers and staff. The use of this measure could provide valuable information about how teacher and staff view the supports their school offers for student involvement in pro-social activities. It is important to understand the level of access students have to pro-social opportunities, and this scale can provide important insights in relation to next steps in this area.

VIII. References

- Fortier, M. S., Vallerand, R. J., & Guay, F. (1995). Academic motivation and school performance: Toward a structural model. *Contemporary Educational Psychology, 20*(3), 257-274.
- Green, J., Liem, G. A. D., Martin, A. J., Colmar, S., Marsh, H. W., & McInerney, D. (2012). Academic motivation, self-concept, engagement, and performance in high school: Key processes from a longitudinal perspective. *Journal of Adolescence, 35*(5), 1111-1122.
- Vallerand, R. J., Pelletier, L. G., Blais, M. R., Briere, N. M., Senecal, C., & Vallieres, E. F. (1992). The academic motivation scale: A measure of intrinsic, extrinsic, and amotivation in education. *Educational and Psychological Measurement, 52*(4), 1003-1017.

IX. Recommended Citation of Scale

When using the school support for 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: school support for pro-social activities Scale in Teacher & 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.