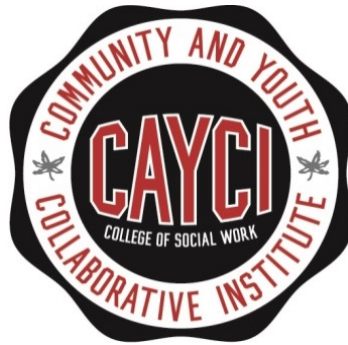


Community and Youth Collaborative Institute  
School Experience Surveys

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**Technical Report: Perceived Family/Caregiver  
Support for Learning**  
Teacher/Staff Version

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

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# **PERCEIVED FAMILY AND CAREGIVER SUPPORT FOR LEARNING**

Teacher/Staff Version

## **I. Definition of Construct**

The *Family Support for Learning* scale measures the degree to which teachers and staff perceive that families or caregivers are involved in students' education.

## **II. Relevance for Practice**

Families play a crucial role in the way children perceive their education. When parents/caregivers are engaged and support their children's learning, students are more likely to experience positive school and developmental outcomes. These outcomes include: greater academic achievement, increased self-efficacy, and positive attitudes toward school (Garriott et al., 2014; Gonzalez-DeHass, Williams, & Holbein, 2005). In addition, when teachers feel supported by parents, children have better school-related outcomes as well (Rueger, Malecki, & Demaray, 2010). Knowing teacher and school staff's perceptions of learning support from families and caregivers can inform decisions about further development of family engagement strategies.

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

### *A. Items*

1. My students' families or caregivers support their children with their schoolwork.
2. My students' families or caregivers attend meetings at the school.
3. My students' families or caregivers show they care about their child's education.
4. My students' families or caregivers show respect for teachers.

### *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
- \* "Do Not Know"

### *C. Instructions for Respondents*

We are interested in learning about the ways in which families and caregivers support students' learning at your school. For each of the following statements, please fill in the ONE circle that best represents your answer.

### *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 4 items should be calculated and used as an indicator of perceived support for learning. Higher scores represent more favorable perceptions of the support for learning that students receive from their families and caregivers.

#### V. Psychometric Properties of the Scale

##### A. Description of Sample

Participants used to explore the psychometric properties of the scale included 670 school staff members from various elementary schools (54.2%), middle schools/junior high schools (17.8%) and high schools (27.9%) around the state of Ohio. The majority of participants indicated at least part of their duties at the school included teaching (87.3%), 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 (20.0%). Staff members (73.6% female) almost all identified themselves as Caucasian (94.2%). The participants varied in age with 11.2% reporting they were under 30 years of age, 42.1% indicated they were 30-44, and 46.7% 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 either 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 includes only those with no missing data on the scale. As such, 67 staff members who responded to one or more of the items with "Do Not Know" were omitted. Altogether, 6.5% of the staff members selected the "Do Not Know" response option for the item "My students' families or caregivers support their children with their schoolwork;" 5.0% for the item "My students' families or caregivers attend meetings at the school;" 4.3% for the item "My students' families or caregivers show they care about their child's education;" and 5.0% for the item "My students' families or caregivers show respect for teachers."

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

Sample	Mean	SD	Range	$\alpha$
Full Sample ( $N = 670$ )	2.92	.93	1.00-5.00	.86
Gender				
Males ( $n = 139$ )	2.70	.80	1.25-5.00	.81
Females ( $n = 493$ )	2.98	.95	1.00-5.00	.87
Age				
Less than 30 years ( $n = 75$ )	2.86	.94	1.25-5.00	.88
30-44 years ( $n = 282$ )	2.93	.90	1.25-5.00	.86
45 years and above ( $n = 313$ )	2.93	.95	1.00-5.00	.86
Amount of Experience at the School				
1-10 years ( $n = 365$ )	2.84	.90	1.00-5.00	.87
11-20 years ( $n = 171$ )	3.02	.94	1.25-5.00	.85
More than 20 years ( $n = 134$ )	3.00	.96	1.00-5.00	.87
Role as Staff Member				
Teaching ( $n = 585$ )	2.92	.91	1.00-5.00	.86

Sample	Mean	SD	Range	$\alpha$
Non-Teaching (e.g., support staff, administrators) ( <i>n</i> = 85)	2.94	1.01	1.00-5.00	.90
School Level				
Elementary ( <i>n</i> = 363)	3.18	.97	1.00-5.00	.88
Middles School/Junior High ( <i>n</i> = 119)	2.67	.76	1.50-5.00	.88
High School ( <i>n</i> = 187)	2.58	.76	1.00-5.00	.80

Notes. Group specific data omits staff who did not indicate their status. All group comparisons were non-significant ( $p < .05$ ), with the exception of Gender and School Level. The effect sizes ( $\eta^2$ ) indicated that group membership differences accounted for less than 2.0% of the variance in the scores in all cases except School Level where group membership account for 9.5% of the variance. Follow-up comparisons showed that the elementary school staff reported higher scores than the other 2 groups which did not differ from one another.

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

Percentages		Classification of Scores		
Maximum Value	$\frac{1}{2}$ SD	Excelling	Emerging	Needs Improvement
58.4%	9.3%	> 67	67 - 49	<49

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  $\frac{1}{2}$  SD percentage. Based on these cut points, schools may determine where they stand on staffs' perceptions of the support for learning students receive from their families/caregivers relative to normed data.

#### D. Relationships between Perceived Family and Caregiver Support for Learning Scale score and other Staff Perception Constructs

Construct <sup>a</sup>	<i>r</i> =
Student Academic Motivation	.519
Student School Connectedness	.444
Student Academic Press	.320
Student Internalizing Behaviors	.378
Student Psychological Well-Being	.555
Student Externalizing Behaviors	.397
Perceived Social Skills	.604
Perceived Student Safety	.504
Support for Students' Basic Needs	.589
Family History	.358
Family Support for Prosocial Activities	.648
Services and Supports	.195
Community Supports for Positive Youth Development	.364
Learning Supports	.286
Student Physical Activity and Nutrition	.567

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

### E. Factorial Validity

A confirmatory factor analysis (CFA) was conducted using robust maximum likelihood estimation procedures in LISREL 8.80 (Scientific Software International, Inc., Chicago). The CFA model specified that the 4 items loaded on a single latent Perceived Family and Caregiver Support for Learning 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.

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  $\chi^2 = 13.97$ ,  $df = 2$ ,  $p = .001$ ; RMSEA = .095 (90% CI = .05-. 14), SRMR = .022; CFI = .99, TLI = .99. The table below presents the completely standardized factor loadings and uniquenesses for each item. Squared multiple correlations averaged .63.

Item	Loading	Uniqueness
My students' families or caregivers support their children with their schoolwork	.77	.41
My students' families or caregivers attend meetings at the school	.71	.50
My students' families or caregivers show they care about their child's education	.93	.13
My students' families or caregivers show respect for teachers	.74	.45

### VII. Past and Future Scale Development

An initial version of the Perceived Family and Caregiver Support for Learning scale included 1 additional item: “My students' families or caregivers visit the school.” Results from preliminary analyses indicated that this item 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 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 is also needed to validate the Spanish version of this tool.

### VII. Summary

Overall, the results of the psychometric testing indicate initial support for the reliability and validity of the Perceived Family and Caregiver Support for Learning scale. The use of this measure could provide valuable information about the level of support that students are receiving from home as perceived by school teachers and staff. With this understanding, schools can strengthen family engagement efforts and research can further explore the relationship between family support and student outcomes.

### VIII. References

- Anderson-Butcher, D., Amorose, A. J., Iachini, A., & Ball, A. (2013). Community and Youth Collaborative Initiative School Community Surveys. Columbus, OH: College of Social Work, The Ohio State University.
- Garriott, P.O., Flores, L.Y., Prabhakar, B., Mazzotta, E.C., Liskov, A.C., Shapiro, J.E. (2014). Parental support and underrepresented student’s math/science interests: The mediating role of learning experiences. *Journal of Career Assessment*, 22, 627-641.
- Gonzalzes-DeHass, A.R., Willems, P.P., & Holbein, M.F.D. (2005). Examining the relationship between parental involvement and student motivation. *Educational Psychology Review*, 17, 99-123.
- 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.
- Rueger, S. Y., Malecki, C. K., & Demaray, M. K. (2010). Relationship between multiple sources of perceived social support and psychological and academic adjustment in early adolescence: Comparisons across gender. *Journal of Youth and Adolescence*, 39, 47 – 61

## **IX. Recommended Citation of Scale**

When using the scale for program evaluation or research purposes, we recommend using the following citation:

Anderson-Butcher, D., Amorose, A. J., Iachini, A., & Ball, A. (2013). Community and Youth Collaborative Initiative School Community Surveys: Teacher/School Staff Perceived Family and Caregiver Support for Learning Scale. Columbus, OH: College of Social Work, The Ohio State University.

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

Anderson-Butcher, D., Amorose, A. J., Iachini, A., & Ball, A. (2013). Community and Youth Collaborative Initiative School Community Surveys. Columbus, OH: College of Social Work, The Ohio State University.