



Creation and Validation of an Administrator Support Amid COVID-19 Scale Instrument



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Introduction & Theoretical Framework

- March 2020 – COVID-19 spreads across U.S., causing mass disruption to school systems
- State of Ohio orders schools to close their doors on March 13th, 2020
- COVID can be seen through the lens of shared, chronic community trauma
 - Coined amid the 9/11 attacks in NYC (Tosone et al., 2003; 2012)
 - Used as lens for few community events such as Hurricane Katrina (Boulanger, 2013) and the Virginia Tech Shooting (Day et al., 2015)
- Closest concept within education literature is the lenses of compassion fatigue, secondary traumatic stress, and burnout when evaluating issues that arise when teachers or their students experience acute trauma (Hydon et al., 2015; Jenkins & Baird, 2002; O'Halloran & O'Halloran, 2001)
- External supports that have shown to be influential for teacher self efficacy have been support from colleagues, supervisors, friends, and family (Croom, 2003; Maslach, et. al, 1996; McKim & Velez, 2016)
- Administrative support has been ranked as the most prominent issue facing school based agricultural education teachers (Boone & Boone, 2007) as well as been shown to be a component of job satisfaction impacted by COVID-19 (McKim & Sorenson, 2020)
- The unique challenges brought on by COVID for teachers and school districts required an instrument that could measure how teachers perceived administrator support

Methodology

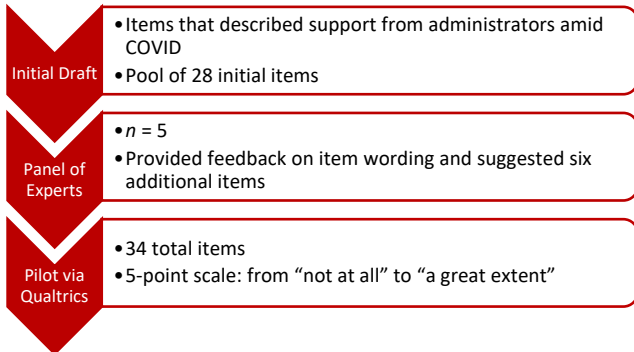
AAAE Research Agenda Priority Area 3

Sufficient scientific and professional workforce that addresses the challenges of the 21st century (Stripling & Ricketts, 2016)

Research Objective

Describe how Ohio SBAE teachers perceived administration support in response to school closings amid governor's orders in March of 2020. (Part of larger study)

Creation of Instrument



Pilot Study

1. 102 Illinois School Based Agricultural Education Teachers
2. Response rate of 53% (n = 54)
3. Results analyzed using SPSS v. 26

Analysis

1. Principle Axis Factoring with Direct Oblimin Rotation
2. Sampling adequacy met through desirable Kaiser-Meyer-Olkin & Bartlett's calculations (Field, 2018)
3. First iteration carried 8 factors with all items having greater factor loadings than "poor" (> .32) (Comrey & Lee, 1992)
4. Items removed one by one based on either having the lowest factor loading *and/or* loading into multiple factors

Results

Table 1

| Results from a factor analysis of administration response to COVID-19 questionnaire (n = 54) | | |
|--|----------------|---|
| Item | Factor Loading | |
| | 1 | 2 |
| <i>All items begin with "After the COVID shut down, my administration..."</i> | | |
| Factor 1: Supportive Actions (α = .950) | | |
| ...communicated clearly to teachers | .91 | |
| ...communicated clearly to students | .89 | |
| ...supported teachers | .89 | |
| ...reminded me to focus on personal wellness | .87 | |
| ...reminded me to focus on self care | .86 | |
| ...communicated clearly to parents | .81 | |
| ...expected high levels of teacher well being | .80 | |
| ...was quick to respond to issues that arose in the shutdown | .76 | |
| ...expected teachers to put their health first | .76 | |
| ...expected teachers to complete tasks outside of their capabilities® | .66 | |
| ...encouraged me to have patience with students | .60 | |
| Factor 2: Supportive Expectations (α = .796) | | |
| ...expected teachers to work at the school® | .80 | |
| ...expected teachers to work from home | .69 | |
| ...expected high academic results® | .60 | |
| ...expected teachers to use school internet access® | .60 | |
| ...expected teachers to give leniency in grades | .58 | |

Note. Reverse scored items denoted with ®. Red factors denote "excellent", black factors denote "very good", and gray factors denote "good". (Comrey & Lee, 1992)

Conclusions and Discussion

- Item pool generated two distinct factors, with all items carrying factor loadings that were "good" or higher (>.55) (Comrey & Lee, 1992)
 - Final Kiser-Meyer-Olkin value of .79
 - Accounting for 62.58% of total variance
- Factor 1: Supportive **actions** by administrators (n = 12)
 - Accounts for 47% of total variance
 - Cronbach's alpha of .95, well above desirable (Carmines & Zeller, 1979)
- Factor 2: Supportive **expectations** by administrators (n = 5)
 - Accounts for 15.58% of total variance
 - Cronbach's alpha of .8, just high enough to be considered desirable (Carmines & Zeller, 1979)
- As the COVID-19 pandemic continues to interfere with schools and teachers, further research should seek to:
 - Identify the extent to which administrator support has impacted teachers
 - Uncover how SBAE teachers have coped with this trauma
 - Identify sources of support that teachers have used
 - Determine the efficacy of these sources of trauma support



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References



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