THE VALIDATION OF A TASK-SPECIFIC MEASURE
OF PARENTING SELF-EFFICACY FOR USE WITH
MOTHERS OF YOUNG CHILDREN

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ABSTRACT

VALIDATION OF A TASK-SPECIFIC MEASURE OF PARENTING SELF-EFFICACY FOR USE WITH MOTHERS OF YOUNG CHILDREN.

This research develops and validates a task-specific parenting self-efficacy measure focussing on the following domains: showing affection and empathy, engaging in play, facilitating routines, establishing discipline strategies, providing appropriate learning and development activities, and promoting communication interaction. Self-efficacy can be described as a person’s belief in his or her ability to successfully complete tasks. Self-efficacy beliefs are among the most consistent predictors of success and performance in many contexts. As a result, self-efficacy has been investigated across a variety of domains. Parenting self-efficacy can be defined as judgement which a parent has regarding his or her ability to successfully complete the tasks related to parenting a child. Increasing parents’ competence in raising and supporting their children throughout life is regarded as one of the cornerstones of adaptive parenting. As improving parenting self-efficacy has been known to have a positive effect on parenting competence it has been incorporated as a component of early childhood intervention programmes in recent years.

Numerous self-efficacy instruments are currently being used to measure self-efficacy within the parenting literature. In the development of this particular measure, challenges surrounding the conceptualization and operationalization of parenting self-efficacy have been investigated. The parenting sense of efficacy instrument (P-SEMI) was developed from theoretical frameworks within both parenting and self-efficacy domains. A classification for the definition and development of parenting self-efficacy measures is proposed. The relevant theoretical constructs are operationalized in order to identify their observable indicators (discrete parenting tasks).

The main aim of this empirical research is therefore to validate the P-SEMI by establishing the internal consistency reliability, as well as face, content, construct, and differential validity for the measure. The design used is a descriptive survey type design with three phases. Phase 1 established validity in the conceptual domain. The measure was developed and content
validity was investigated by a panel of subject matter experts. Phase 2 established validity in the methodological domain. During this phase the measure was administered to two groups of mothers; mothers of children with a disability, and mothers of typically developing children. Seventy-nine mothers participated in this phase of the study. Two additional established measures were used as convergent measures, namely the general self-efficacy scale (which is a global self-efficacy measure) and the parenting sense of competence scale (which is a domain-general measure). Based on the data collected from these participants, content, construct and differential validity was established. Phase 3 established initial validity in the substantive domain.

Results indicated that the P-SEMI is a reliable and valid task-specific measure for assessing the level of parenting self-efficacy of mothers of young children. The P-SEMI is moderately correlated to both of the existing self-efficacy measures used as convergent measures. The newly developed task-specific measure was the only measure which was able to differentiate between the levels of parenting self-efficacy. As a result this measure is applicable as a clinical tool to measure parenting self-efficacy, and can be used to conduct further research within the field of parenting self-efficacy.

**Key Terms**

Domain-general self-efficacy; Early childhood intervention; Global self-efficacy; Mothers; Operationalization; Parenting self-efficacy; Reliability; Self-efficacy; Task-specific self-efficacy; Validity.
VALIDERING VAN ‘N TAAK-SPESIFIEKE METING VAN OUERSKAP SELF-BEVOEGDHEID TOEGEPAS OP MOEDERS VAN JONG KINDERS.

Hierdie navorsing ontwikkel en valideer ’n taak-spesifieke ouerskap self-bevoegdheid meetinstrument met die fokus op die volgende domeine: wys van emosie, deelname in spel, daartelling/fasilitering van roetines, daartelling van strategieë vir dissipline, aanbieding van toepaslike leer- en ontwikkelingsaktiwiteite, en bevordering van kommunikasie interaksies. Self-bevoegdheid kan beskryf word as ’n persoon se oordeel van sy of haar vermoë om take suksesvol uit te voer. Self-bevoegdheidsmenings is een van die beste voorspellers van sukses en prestatsie in ’n verskeidenheid van kontekste. Daarom is self-bevoegdheid al ondersoek oor ’n verskeidenheid van domeine. Ouerskap self-bevoegdheid kan gedefinieer word as ’n ouer se oordeel van sy of haar vermoë om take wat aan ouerskap verwant is suksesvol uit te voer. Verbetering van ouers se bekwaamheid om hulle kinders groot te maak en deurgaans te ondersteun, kan as een van die hoekstene van aangepaste ouerskap gesien word. Angesien die verbetering van self-bevoegdheid ’n positiewe effek het op ouerskapsbekwaamheid, is ouerskap self-bevoegdheid onlangs geïnkorporeer as ’n komponent in vroeë kinderjare intervensie programme.

Verskeie self-bevoegdheidsinstrumente word tans gebruik in ouerskap literatuur om self-bevoegdheid te meet. Met die ontwikkeling van hierdie spesifieke meetinstrument, is verskeie uitdagings in die konseptualisering en operasionalisering van ouerskap self-bevoegdheid ondersoek. Die ouerskap self-bevoegdheidsmeetinstrument (P-SEMI) is ontwikkel vanuit teoretiese raamwerke van beide ouerskap- en self-bevoegdheidsdomeine. ’n Klassifikasie vir die definisie en ontwikkeling van ouerskap self-bevoegdheid is voorgestel. Operasionalisering van die toepaslik teoretiese konstrukte is gedoen om waarneembare aanwysers (diskrete ouerskap take) te identifiseer.

Die hoofdoel van hierdie empiriese navorsing is om die P-SEMI te valideer deur interne konstante betroubaarheid, en sigswaarde, inhoud, konstruk, en differensiële geldigheid te bepaal. ’n Beskrywende opname ontwerp is gebruik en drie fases is ingesluit. Fase 1 bevestig
geldigheid in die konseptuele domein. Die meetinstrument is ontwikkel en inhoudsgeldigheid is deur ’n paneel van kundiges ondersoek. Fase 2 bevestig geldigheid in die metodologiese domein. Gedurende hierdie fase is die meetinstrument gebruik met twee groep moeders; moeders van kinders met gestremdhede en moeders van tipies ontwikkellende kinders. Nege-en-sewentig moeders het aan hierdie fase van die studie deelgeneem. Gebaseer op die data wat ingesamel is by die moeders, is inhoud, konstrukt en differensiële geldigheid bepaal. Twee bekende meetinstrumente is gebruik om konvergerende geldigheid te bepaal. Die algemeen self-bevoegdheidsmeetinstrument (’n globale self-bevoegdheidsmeetinstrument) en die ouer se oordeel van bekwaamheidmeetinstrument (’n domein-algemene meetinstrument). Fase 3 bevestig geldigheid binne die substantiewe domein.

Resultate dui daarop dat die P-SEMI ’n betroubare en geldige taak-spesifieke meetinstrument is om vlakke van ouerskap self-bevoegdheid te bepaal van moeders met jong kinders. Die P-SEMI het ’n matige korrelasie met albei bekende self-bevoegdheidsmeetinstrumente wat gebruik is om konvergensie te meet. Die nuut ontwikkelde taak-spesifieke meetinstrument was die enigste self-bevoegdheidsmeetinstrument wat in staat was om verskillende vlakke van self-bevoegdheid in ouerskap te kon uitslevel. Daarom kan hierdie meetinstrument toepaslik as ’n kliniese instrument gebruik word om ouerskap self-bevoegdheid te meet, en kan ook gebruik word om verdere navorsing in die veld van ouerskap self-bevoegdheid uit te voer.

**Sleuteltermene**

Domein-algemene self-bevoegdheid; Vroeë kinderintervensie; Globale self-bevoegdheid; Moeders; Operasionalisering; Ouerskap self-bevoegdheid; Betroubaarheid; Self-bevoegdheid; Taak-spesifieke self-bevoegdheid; Geldigheid.
**TABLE OF CONTENTS**

ACKNOWLEDGEMENTS .......................................................................................................................... i  
ABSTRACT ........................................................................................................................................... ii 
VALIDATION OF A TASK-SPECIFIC MEASURE OF PARENTING SELF-EFFICACY FOR USE WITH MOTHERS OF YOUNG CHILDREN ......................................................... ii  
Key Terms ........................................................................................................................................ iii  
OPSOMMING ........................................................................................................................................ iv 
VALIDERING VAN ‘N TAAK-SPESIFIEKE METING VAN OUERSKAP SELF-BEVOEGDHEID TOEGEPAS OP MOEDERS VAN JONG KINDERS ......................................................... iv  
Sleutelterme ...................................................................................................................................... v  
TABLE OF CONTENTS ...................................................................................................................... vi  
LIST OF TABLES .................................................................................................................................. viii  
LIST OF FIGURES .............................................................................................................................. ix  
LIST OF APPENDICES ....................................................................................................................... x  
CHAPTER 1 .......................................................................................................................................... 1  
ORIENTATION AND INTRODUCTION ............................................................................................ 1  
1.1. Introduction .................................................................................................................................. 1  
1.2. Problem Statement and Rationale .............................................................................................. 1  
1.3. Chapter Outlines ......................................................................................................................... 4  
1.4. Definition of Terms .................................................................................................................... 4  
1.5. Abbreviations ............................................................................................................................ 7  
1.6. Summary .................................................................................................................................... 8  
CHAPTER 2 .......................................................................................................................................... 9  
A THEORETICAL ANALYSIS OF THE DEVELOPMENT AND MEASUREMENT OF PARENTING SELF-EFFICACY ................................................................................................. 9  
2.1. Introduction .................................................................................................................................. 9  
2.2. A Description of Self-Efficacy Beliefs ......................................................................................... 9  
2.3. The Role of Self-Efficacy in Family-Centred Early Intervention Programmes....................... 13  
2.4. Current Evidence Describing the Impact of Parenting Self-Efficacy on Adaptive Parenting .......................................................................................................................... 16  
2.5. Development and Validation Challenges Related to Describing Parenting Self-Efficacy ............................................................................................................................................ 18  
2.5.1. Issues relating to conceptual clarity within the parent self-efficacy domain ....................... 19  
2.5.2. Issues relating to the construction and development of parenting self-efficacy measures ............................................................................................................................ 26  
2.6. Conclusion .................................................................................................................................. 31  
CHAPTER 3 .......................................................................................................................................... 32  
RESEARCH METHODOLOGY .......................................................................................................... 32  
3.1. Introduction .................................................................................................................................. 32  
3.2. Aims of the Study ....................................................................................................................... 32  
3.2.1. Main aim .................................................................................................................................. 32  
3.2.2. Sub-aims .................................................................................................................................. 32  
3.3. Research Design ....................................................................................................................... 33  
3.4. Research Phases ....................................................................................................................... 33  
3.5. Phase 1: Establishing Validity in the Conceptual Domain....................................................... 35  
3.5.1. Development of the parenting self-efficacy measuring instrument (P-SEMI) ..................... 35
LIST OF TABLES

Table 2.1. Classification of existing parenting self-efficacy measures. ........................................25
Table 2.2. Reliability and validity information of parenting self-efficacy measures.........................28
Table 3.1. Parenting sub-domains highlighted in the literature. ......................................................36
Table 3.2. Conceptualization and format of items in the self-efficacy measuring instrument
(based on Bandura, 1995; Maddux, 2002). .................................................................................37
Table 3.3. Results and recommendations from the panel of mothers. .............................................41
Table 3.4. Description of the measuring instruments used during data collection. .........................43
Table 3.5. Results and recommendations from the pilot study. ......................................................45
Table 3.6. Demographic information for the mothers who participated in the study. .......................48
Table 3.7. Diagnoses of the children with disabilities. ......................................................................49
Table 4.1. Items with acceptable and unacceptable item-total correlation values. .......................56
Table 4.2. Item-total correlations and Cronbach alpha reliability coefficients for P-SEMI
subscales .........................................................................................................................................57
Table 4.3. Pearson correlation coefficients between the P-SEMI, GSE and the PSOC. .................59
Table 4.4. Results of the t-test for the P-SEMI measure. ..................................................................62
Table 4.5. Results of the t-tests for each of the self-efficacy measures. .........................................64
LIST OF FIGURES

Figure 2.1. Sub-processes involved in the self-generation of behaviour by internal standards and incentives (Bandura, 1986). ..............................................................11

Figure 2.2. Operationalization of the self-efficacy construct within the parenting domain. ......21

Figure 3.1. Schematic representation of the research process. ........................................34

Figure 4.1. Schematic representation of the presentation of the results of the study. ..........53

Figure 5.1. Proposed classification of self-efficacy measures according to construction of the measure........................................................................................................69
LIST OF APPENDICES

Appendix A: The provisional instrument used for parent justification.................................89
Appendix B: Composite questionnaire used during the pilot study......................................95
Appendix C: The composite questionnaire used during data collection ............................102
Appendix D: University of Pretoria’s ethics committee approval letter and official title
registration. ......................................................................................................................109