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**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.

OPSOMMING

VALIDERING VAN 'N TAAK-SPEFIEKE METING VAN OERSKAP 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, daarstelling/fasilitering van roetines, daarstelling 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 prestasie 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-bevoegdheidinstrumente 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-bevoegheid 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 toepaslike teoretiese konstruksie 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, konstruksie, 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 groepe moeders; moeders van kinders met gestremdhede en moeders van tipies ontwikkelende 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, konstruk en differensiële geldigheid bepaal. Twee bekende meetinstrumente is gebruik om konvergerende geldigheid te bepaal. Die algemeen self-bevoegdheidsmeetinstrument ('n globale self-bevoegdheidsmeetinstrument) en die ouerse oordeel van bekwaamheidsmeetinstrument ('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 uitwys. 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.

Sleutel terme

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

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