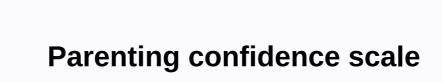
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Google Scholar Page 2 All (n = 695) Not At Risk (n = 488) Low Risk (n = 207) Average SD Average SD Average SD Average SD Mother Age***30.14 4.09 PSS (0) -90) 32.38 7.78 31.20 6.70 35.16 9.33 Background variable N% N % N % Smoker**28 4216 8 Non-smoker**b 658 95 471 97 187 90 No information No 5 1 5 1 1 0 Short Term Education (Grades 9 or 10) 85 12 0 0 85 41 Long Education (> Grade 10) 608 87 486 100 122 59 No Information 2 0 2 2 0 0 0 0 *p < 0.000;**p < 0.000;**p < 0.017 Journal of Children and Family Studies 26,2960-2978 (2017) This article 13k Access35 citation 2 Altmetric metric parenting self-efficacy (PSE) explains parent's beliefs. Higher levels of PSE have consistently been shown to correlate with a wide range of parenting and child outcomes. As a result, many parenting interventions aim to improve PSE. PSE measurements are usually performed via self-reported measurements. However, the wide range of measures available resulted in its limited use, inconsistent terminology and ambiguous rationale. The purpose of this systematic review was to examine the psychoso measures and administrative qualities of available PSE measures and to clarify the terms underpinning their use and the theories underpinning their use so that future use of PSE measures would be appropriate. 11 electronic databases were searched. The articles were included if they introduced a new measure or were psychoso measured assessments of available measures of PSE for parents of children (from in early childhood to age 18). 34 measures were identified and their psychoso measured and administrative qualities examined. Overall, the quality of the measures available varied. The review makes recommendations on PSE measures from parents of young children to adolescents, but some cautions should be applied when choosing the most appropriate measures. The rationale for each measure was clarified, and appropriate measures could be selected under appropriate circumstances. Discuss the meaning of improvements to available measures and identify further research on improving PSE measurements. The term self-efficacy describes an individual's belief in the ability to successfully perform a particular task. Self-efficacy can inform how an individual behaves, and can indicate whether a task is attempted, how much effort it has put into the task, and how long it lasts in the face of obstacles and evasive experiences (Bandura 1997, 2006). Bandura (1997) makes the term self-efficacy following the development of social cognitive theory (SPT) (Bandra 1997) and provides an explanation of performance in certain tasks based on the interrelationships of a (e.g., cognitive, biological and Adams (1977), individuals draw four sources to measure self-efficacy: 1.1. interpretation of their own performance (for example, a successful performance is likely to increase self-efficacy, while a successful performance is likely to lower it). 2. Watch others cultivates self-efficacy, and criticism reduces it) and 4. Their physiological and emotional state (for example, confidence and well-being are more likely to exert higher self-efficacy and performance developed by Gist and Mitchell (1992), based on the SPT approach. They provided evidence that bandura and Adams (1997) were four sources of self-efficacy, in addition to three core processes. First, there is an assessment of the task requirements to reflect the skills required to successfully complete the task. Second, analyze the previous performance and attribution analysis to see why the previous performance occurred in a real way. Third, a detailed analysis of personal and situational factors is performed to assess the resources and constraints required to complete the task. Bandura's (1988) study supported the idea that these processes are integrated with four sources to form self-efficacy. Task performance is feedback to these sources to update an individual's level of self-efficacy. Parenting self-efficacy (PSE) can be defined as caregiver or parenting self-efficacy (PSE) is often mislabeled as parent 'confidence', parent's 'ability' and parent's 'self-esteem' (Hess et al. 2004). In addition, these concepts are inconsistent, and one concept is used when another is more appropriate (e.g., Swick and Broadway 1997). Terms are also used interchangeably (e.g., MacPhee et al. 1996) or new terms such as parental self-regulation (Hamilton et al. 2014) and parental self-institution (Dumba et al. 1996). Bandura (1997) argues that while parent confidence refers to the strength of beliefs about tasks, it is not specific to what the interpretation of ability based on that belief. Glidewell and Rivert (1992) described parental trust as stable over time. Situation-dependent or situation-independent. In contrast, they described PSE as situation-specific and variable. Specifies the task and context. In addition, PSE is a theoretically defined structure, whereas confidence is a co-language term unrelated to a particular theory (Pennell et al. 2012). Taking these ideas into account, De Montini and Lacharite (2005) completed a conceptual analysis to demonstrate that parental confidence is indeed a different concept from PSE. Similarly, they claimed that parent's personal ability to play a role (Bandura 1997). Parent ability is also a different concept from PSE. Like PSE, it refers to the ability to complete tasks successfully and efficiently (Pearsall and Hanks 1998), but based on other people's perspectives on how well the task is completed, rather than the parent's own judgment according to the PSE. The differences in concepts may be subtle, but the correct terminology ensures accuracy and consistency, so it's important to consider. Another concept is parenting satisfaction; a subjective assessment of satisfaction derived from being a parent affecting PSE (Coleman and Caracer 2000; 2000;); Rogers and White 1998). Therefore, to remove all ambiguity, the measures in this review specify which concepts (PSE, trust, self-esteem, ability or satisfaction) are being investigated. Hamilton et al. (2014) also included self-regulation results in parenting self-regulation that highlights four different characteristics, including a general sense of parenting ability and self-confidence (self-efficacy, self-management, self-sufficiency, and personal agency). Sanders 2000, 2008). Clinical and research attention has been drawn to the self-efficacy of parenting, with two key reviews in this area to date (Coleman and Karraker 1998; Jones and Prinz 2005). Coleman and Caracer (1998) developed the meaning of the PSE structure, explored relevant experience findings, and explained the effects of PSE and provided some psychoso measured information on its reliability and validity. Their review was the first of its kind and has attracted public and clinical interest. An updated review of Jones and Prinz (2005) provided further evidence that PSE strongly correlates with positive parenting ability and parenting satisfaction. Both reviews provide consistent evidence that high levels of PSE are adaptively related, fostering an exciting and parenting environment, encouraging social, academic and psychological well-being. The apparent importance of PSE has led to the development of interventions such as group-based parenting programs aimed at parental empowerment have had a positive impact on PSE (see Wittkowski et al. for a detailed review), and positive changes have been demonstrated to last for at least another 12 months (e.g., Gimond et al. in 2008). Tucker et al. 1998). PSE is usually assessed via appropriate self-reporting measures, given that the PSE reflects the parent's belief or judgment on the ability to successfully perform a given parenting task. Typically, measures evaluate four domains (e.g., Coleman and Karraker 2000): general (also known as global) and narrow domain (also known as task-specific). The general PSE measure assesses overall self-efficacy in parenting roles, and the items are not linked to specific parenting tasks (for example, what I do has little effect on a child's behavior). Campis et al. 1986. End of children's ages, but less sensitive to tasks faced by parents of children of a certain age. The domain-specific PSE measure assesses parents' beliefs about their ability to complete certain tasks of parenting roles for children of a certain age (for example, How about inging a baby to have fun with you? Teti and Gelfend 1991). These measures provide greater sensitivity to specific tasks and ages and result in greater predictive validity than general PSE measurements (e.g., Marsh et al. 2002). Bandura (1997) claimed that PSE was most accurate when assessed on domain-specific measures. The domain general measure refers to functioning within one area of daily life, but does not specify the tasks or activities that must be performed (for example, I know good parenting tips that I can share with others). Freiberg et al. 2014). Finally, Narrow Area focuses on one particular aspect of parenting roles such as breastfeeding (Dennis and Fake 1999) and childbirth (Lowe 1993). All items are task-specific, age-specific, and situation-specific. Despite continued interest in PSE, there has only been one review of child-rearing trust measures so far. In their review, Črnčec et al. (2010) examined 28 measures of parenting confidence that they used as umbrella terms to capture measures of parenting confidence that they used as umbrella terms to capture measures of self-agency). They described each scale in detail, reported on some aspects of the reliability and validity of each scale, provided standard data when available, and then gave each scale an overall assessment of the psychos measures based on the model used. Other (1992). To help clinicians assess changes in PSE and researchers make planning interventions, the current systematic review sought to update and extend current knowledge of PSE measures completed by parents of children from birth to age 18. clarify the terms, and (d) consider the rationale for each scale. A systematic search of 10 online databases was carried out in December 2014 and updated in October 2016: OVID Maternity and Infant Care, Medline, PsycINFO, Psychic Articles, EMBASE, Health and Psychosocial Equipment Database, PubMed, Web of Science, CINAHL Plus and Google Scolour, The search strategy based on prisma guidance (2009) was developed to identify references to the developmental and psychosomatic properties of the PSE's self-reporting scale. The earliest years of publication were limited in 1970 to account for the progress of PSE knowledge. Search terms used alone or in combination were guestionnaire*, results, measurement*, parent*, and (self-efficacy or confidence or confidence or self-esteem or satisfaction) and psycho measurement*. The name of the identified measure was used as a term for further searches of the electronic database above. A list of references from all identified papers was consulted along with a review of the measures (Črnčec et al. 2010). In addition, references to the obtained articles were screened for additional relevant studies. The search strategy and its results are described in a high-summary review of thesis selection based on the inclusion and exclusion criteria of prisma guidance. Measures had to be applied for parents of children between the ages of 0 and 18, including preterm infants. This age group was chosen to cover the span from infancy to adolescence. Measures were included only if the authors thought they focused primarily on self-efficacy (in reviewing scale content), but other relevant structures (ability, self-esteem, confidence, satisfaction, self-regulation) could also be evaluated Broader measures that had a subscale of self-efficacy were not included unless the relevant subscales were independently verified (e.g., child adjustment and parenting sense of competency scale). THE PSOC, Johnston and Mash 1989 have two subscales and are labeled satisfiedlt was excluded if the PSE was not investigated and was unpublished or published or published outside of a peer-reviewed journal. Longitudinal and qualitative studies and studies focusing on narrow areas were also excluded. Quality Assessment There are several criteria for evaluating the results scale (e.g., McDowell and Jenkinson 1996), but some of the most comprehensive criteria have been proposed by Terwee et al. (2007), which pulled the Scientific Advisory Committee (SAC) of the Medical Outcomes Trust (SAC 2002) standard. Terwee et al. (2007), which pulled the Scientific Advisory Committee (SAC) of the Medical Outcomes Trust (SAC 2002) standard. Terwee et al. (2007), which pulled the Scientific Advisory Committee (SAC) of the Medical Outcomes Trust (SAC 2002) standard. Terwee et al. (2007), which pulled the Scientific Advisory Committee (SAC) of the Medical Outcomes Trust (SAC 2002) standard. Terwee et al. (2007), which pulled the Scientific Advisory Committee (SAC) of the Medical Outcomes Trust (SAC 2002) standard. Terwee et al. (2007), which pulled the Scientific Advisory Committee (SAC) of the Medical Outcomes Trust (SAC 2002) standard. for consideration in a thorough high-standard assessment: (1) content validity, (2) internal consistency, (3) criteria validity, (4) construction validity, (5) reproducibility, (6) responsiveness, (7) floor and ceiling effects and (8) interpretability. As part of the current review, four more criteria have been added regarding the management properties and metrics of changes based on Bot et al. (2004): (9) dosing time, (10) ease of scoring, (11) readability, and com understandability, and com understandability, and (12) minimal clinically significant differences (MCID). These additional criteria provide actionable information about countermeasures that Terwee and our checklists are not sensitive to. Consistent with the approach of Terwee et al. (2007), each criterion has a + (clear description, exceeding a certain threshold), - (clear description, below a certain threshold), - (clear description, exceeding a certain threshold), - (clear description, below a certain threshold), - (clear description, exceeding a certain threshold), - (clear description), coded to achieve a score of 0. Thus, each scale achieves a total score in the range of 0 to 36 and has a higher score should only be used as a quide, as it can incorrectly imply that all measurement properties are just as important. All measurements were evaluated across the following domains: content validity (the extent to which areas of interest are comprehensively sampled by items in the questionnaire) providing a clear description of the measurement, the population of interest, the concept being measured, and the process of item selection, and obtaining a score of 3. The target population should be involved not only in professionals, but also in the selection of items. If the item selection does not have the involvement of the aforementioned aspects, if only the population or experts of the subject are involved, or if the design and method adopted isThe measure is then given a score of 0. internal consistency (the extent to which items in the (sub) scale correlate and measure the same structure3 score, where factor analysis (FA) is performed at the appropriate sample size (7* number of items and ≥100), kronbach alpha is calculated between 0.75 and 0.70, decreased to between 0.75.70. If the FA's criteria are met and Cronbach's alpha is calculated, but they do not fit outside the tolerance (despite the proper design and method), the score will be 2. If the FA is not running or there is a questionable design or method issue in the study, this property scores 1. Score 0 is given when there is no information about internal integrity. To get a score of 3 for the effectiveness of the criteria (to the extent that the score for a particular survey is related to the gold standard), you need to include a compelling argument that the gold standard for comparing measures should be gold and that correlation with that gold standard should be at least 0.70. If the argument that the proper design or method, the measurement scores 2. If there is no convincing, but the correlation is less than 0,70 despite the proper design or method, the measurement scores 2. If there is no convincing argument that the gold standard is gold, or if the design or method used to test the relationship is in doubt, the measure scores 1. If no information is found about the validity of the criteria, a major score of 0. In order to score 3 on this property (range related to other measures in a way that matches the theoretically derived hypothesis on the concept in which the score of a particular questionnaire was measured) to score 3, a specific hypothesis must be formulated, and at least 75% of the hypotheses made are confirmed, the measurement scores 2. If the design or test method of this property is questionable (for example, if the assumption is not made in a post-hoc interpretation), the measurement scores of the build, major score 0. Reproducibility: Agreement (if the scores of repeated measurements are close to each other (absolute measurement error) score 3, the reliability contract must be evaluated (test retest or split half) and the author must present one or more of the following: The kappa, the standard error of measurement (SEM), proves other compelling arguments that the smallest significant change (MIC) is less than the minimum detectable change (SDC), or that the MIC is outside the LOA or that an agreement is acceptable. If the MIC is more than or equal to the SDC, or if the MIC is equal to or in the LOA, And the measurement is acceptable. If the design or method is in doubt, or if no MIC is defined and no convincing argument is made that an agreement is acceptable. If the MIC is equal to or in the LOA, And the measurement score 2, the way. Measure score 1 if the design or method is in doubt, or if no MIC is defined and no convincing argument is made that an agreement is acceptable. If there is no information about the contract, a score of 0 is given. Reproducibility: The author must report an in-class correlation coefficient (ICC) or weight kappa value (to the extent that the patient is distinguishable from each other, despite the measurement error [relative measurement error]). If the design and method is appropriate but the ICC or weighted kappa is less than 0.70, the measurement scores 2. Measure score 1 if the design and method in which this property was evaluated is in doubt. If you don't get any reliability to detect significant changes in the passage of time in the concept being measured), you must report an MIC outside the SDC, MIC, LOA, or RR of 0.70 or higher. If the SDC is MIC or higher, the MIC is less than 0.70 despite the proper design and method, it has a major score of 2. A score of 1 is given if the design or method used to test responsiveness is questionable, but a score of 0 is given if no information about responsiveness is provided. Floor and ceiling effects (the number of respondents must have achieved the highest or lowest possible score in a measure with a score of 3. If the number exceeds 15% despite the proper design or method, a score of 2 is given. Measure score 1 if the design or method for checking the effects, a measure score of 0. To score 3 (the degree at which qualitative meaning can be assigned to a quantitative score), click or define a clinical diagnostic, such as the mean and standard deviation scores of multiple groups, comparative data about the distribution of scores, information about the relationship between scores with other scales, or clinical diagnostics. Score 2 is not assigned to this property. If the design or method of some of the studies designed to generate information about interpretability is in doubt, less than two of the above are provided, or if no MIC is defined, score of 0. For the dosing time (time required to complete the measurement, see) Bot et al. Score in 2004 3, it was necessary to demonstrate that participants could complete the measurement in less than 10 minutes. The measurement scored 2 and a score of 1 was given if the method used to test the dosing time was in doubt. If the management time did not contain any information, the indicator would have to generate a total score of the scale by summing up the ease of scoring (the extent to which the measurement could be scored by a trained investigator or expert), and the scale required to use a visual analog scale, or the formula used to calculate the total score, had to be simple for a score of 3. Measures score 2 when using visual analog scales in combination with formulas or complex formulas. If you're not told how to combine items to generate an overall score, the scale scored 1. In the absence of scoring information, the indicator 0. If you get readability and com understandability (e.g. measurements are understandable for all patients), authors with a maximum score of 3 use at least one to test readability Required: (a) Flesch Kinoid Reading Ease; (b) Fresh Kincaid Grade Level (c) Gning Fog Score; (d) Coleman Riau Index, or (e) Auto Readability Reguired: (a) Flesch Kinoid Readability Index, or (e) Auto Readability Index, or (e) Auto Readability Reguired: (a) Flesch Kinoid Reading Ease; (b) Fresh Kinoid Readability Index, or (e) Auto Readability Index, or the method of evaluating readability / comedibility was insufficient, the scale was given a score of 1. If you don't get readability information, you're given a score of 0. Minimal clinically significant differences (MCID) measures (minimum differences in scores in areas of interest that patients recognize as beneficial and mandate changes in patient management) were awarded a score of 3 when presented with an MCID. For this property, score 2 is not assigned a score of 1 and no information was presented, the indicator showed that members of a research team (DW) with a 0.2 rater's credibility reviewed the psychoso measured characteristics of each scale, and another research team reviewed eight of the 34 measures (24%). The interrate correlation coefficient was found to be .91. As mentioned before the examination of domain and theoretical grounding, terms related to PSE (self-efficacy, satisfaction, ability, trust) are not used consistently in the literature. To provide clarification on the components to be measured, the revised components to be measured, the revised components were assigned each PSE measurement to one or more domains identified by Coleman and Caracer (2000). The contents of each scale were analyzed according to a comprehensive theoretical model of self-efficacy by Gist and Mitchell (1992) and different components. Was identified. A database search identified 5660 publications. Following the strict application of inclusion and exclusion criteria, a total of 76 studies referring to 34 self-reported PSE measures were included in this review (see Figure 1). The majority of age procedures in children were for parents of infants (preterm -13 months) and infants (14-36 months) (n = 17) (see Figure 2). One scale was designed for infants and preschoolers (Father's Self-Efficacy Scale, FSES; Sevigny et al. 2016). There are no measures against preschool parents (ages 3-5), and the only measure for school-age children (ages 5-12), such as the ParentAl Empowerment and Effectiveness Scale, PEEM; Freiberg et al. 2014) and special measures for adolescents (13-18 years). Instead, a number of measures were developed for a range of ages. Three measures: Me as a Parent (MaaP, Hamilton et al. 2014), Creminshaw Guidobardi Parenting Performance (CPP, Valensky and Cook 1982) covered the widest range of children for each scale. Note: GAP and KPSS are omitted because the age range was not identified. Measures are ordered by the shortest to longest number of items between 3 and 82 (m = 26.74, SD = 18.15). KPSS was the least (3 items), followed by tools to measure child-rearing self-efficacy (TOPSE, Kendall, Bloomfield 2005) the most (82 items). Many measures had only one subscales (n = 16), while others contained multiple subscales of the two measures was unknown: maternal self-confidence pair comparison (MSPC, Seeshore et al. 1973) and self-efficacy of parenting task index (SEPTI-TS, Van Rijen et al.). 18 (52.94%) of the content validity measures received 3 of the highest ratings for the effectiveness of the measured, and the process of item selection were clearly described by the author and that the target population was involved in item selection as well as the expert). Score 1, which scored 2 points on one scale (2.94%) and showed that there was no target population involvement in item selection, but other criteria met 10 measures (29.41%), indicates that a clear description of the aforementioned aspects was lacking, that only the target population or experts were involved, or that the design and methods used to ensure the effectiveness of the content were not questioned. Five measures (14.71%) were scored to indicate that no information was found about the target's population involvement. All five of these measures were included in the article where the main objective was made. Measures must be used. In contrast, the 18 measure of the highest possible score 3 was in the article, who the main purpose was a survey of the psychoso measure of the measure. Floor and ceiling effects. Of these,

eight measures (23.53%) got a maximum score of 3. One measure scored two points, indicating that enough information was presented, and one scale suggested the existence of floor and ceiling effect	
achieved the maximum score of 3 for this property, indicating that factor analysis was performed on a scale with the appropriate sample size (7* number of items and ≥100), and that The Alpha of Crnba obtained, while 12 measures did not complete factor analysis or had a score of 2 because the method was ambiguous. It does not provide information about internal integrity. The Infant Care Questionr measure of baseline effectiveness was that being the parent of the baby (revision) (WPBL[R], Pridham and Chan 1989)-WPBL(R), got the maximum score for this property to provide a compe	naire (ICQ, Secco 2002) got a score of 1 because the authors reported internal consistency statistics, but these were insufficient. The only
to the gold standard, the authors did not provide a convincing argument that their standard was gold (n =2), these two measures got a score of 1. All other measures did not provide this information. Acl about the relationship between the score of that scale and other measures of structure theoretically related, showing that 75% of the results followed the hypothesis. Many of the remaining measures did	nieving the maximum score of this property by 13 (38.24%) of measures to build effectiveness, the authors formed a specific hypothesis d not provide a clear assessment ($n = 12$) or information on construction validity ($n = 9$). Agreed Many authors used a specific reliability
agreement assessment (n = 16, 47.06%) to provide information on how the comparable scores were the same way on the same scale, with 16 scales getting the maximum score. The four measuremer the acceptable level of the three measures (8.82%) agreement, they did not provide enough information to win one. The remaining 11 measures (32.35%) do not refer to matches or absolute measurem distinguished from each other. The information provided by icq suggested insufficient reliability (score of 1 only). Resyneverability For only four measurements, the authors reported on the responsivence	ent errors. Reliability except for one measure (e.g. infant care questionnaires, ICQ; Secco 2002), there was no information on how parents
Confidence Scale (KPCS, Ĉrnčec et al. 2008), the self-efficacy of the Parenting Task Index - Infant Scale (SEPTI-TS, Van Rijen et al. 2014), the Parenting Ability Scale (PSOC-13, Matthew 2011), and but did not provide enough information to warrant a higher rating than 1. The Interpretability Twelve measure achieved a rating of 3 and provided details on how to assign qualitative meaning to the score appropriate information and instead secret one point out of three (23.26%). The remaining measures (n = 11. 23.26%) did not provide information about interpretability (0 secret). Most maid outborn did	e (35.29%). On a scale of 12, the authors reported some information about the scores obtained by the sample, but provided the
appropriate information and instead scored one point out of three (32.26%). The remaining measures (n = 11, 32.26%) did not provide information about interpretability (0 scored). Most mcid authors did provided this information. Most measures of simple scoring used the Likert scale, where the answers were summed or the average score was calculated (n = 22,64.71%). ICQ used a visual analog scal measures were scored in a similar way, and therefore all of these measure scores got the maximum score. Two measures, the Perceptual Ability Scale with Score 3 (PCS, Rutledge and Pridham 1987)	e, and as a mother and my baby scale (MaMS and MBS, Walker et al.), I myself used a scale of meaningful difference. However, these
It did not provide information on how to get a score of 9 measures (26.47%). Dosing time Bot et al. (2004) suggested that measurements of more than 10 minutes to complete were less desirable than regot a maximum score of less than 10 minutes of management time, while two scales (MaaP and TOPSE) reported a dosing time of 10 minutes or more, so they got a score of 2. The two measures of the provide information and the course in 1. The part have of the remaining measures (n = 22.67.65%) do not contain information about management time. The part formation and the course of the remaining measures (n = 22.67.65%) do not contain information about management time.	e KPCS and Maternal Confidence Questionnaire (MCQ, Zahr 1991) include severalThere is not enough information to determine the
management time, and the score is 1. The authors of the remaining measures (n = 23,67.65%) do not contain information about management time. The only four measures of readability and comedibility successed that readability and comedibility were sufficient (these measures scored 3), whereas MCQ and PCS referred to readability and com understanding, but did not provide enough detail to guara SD = 6.52). KPCS scored the highest score of 28 and MSPC had the lowest score of 1. Table 2 describes each PSE measure. Table 1 Evaluations achieved with each indicator following the outline of 0	ntee a score of 1 or higher. The measure achieved a perfect score of 36 and the score changed from 1 to 28 ($m = 12.67$, median = 14.00,
domains according to the Coleman and Caraccar (2000) models. These were excluded from screening reviews, so no narrow areas of action were selected. The 21 measures rated only domain-specific which assessed both domain-specific and domain-general self-efficacy, while two measures, C-G PSS and TAP, evaluated general self-efficacy. The term construct was assigned to each measure. Acc	PSE, while the 10 scale rated only domain-specific PSE. One measure was the evaluation of parenting tools (APT, Moran et al2016), cording to the major authors, 19 measures evaluated PSE, 12 of which rated PSE only. Following the strict application of the described
configuration definition, most measures investigated only PSE(n=25) and the rest investigated the combination of constructs (n=9).) Rationale All measures were developed for specific needs (e.g., FSE [PAP], McMahon et al., and kansas parental satisfaction scale [KPSS], James et al.). In this review, all 34 measures provided a rationale based on the self-efficacy Models of Gist and Mitchell (1992) (s of the measures identified some of the assessments before forming the PSE: analysis of task requirements (n = 9), attribution analysis of experience (n = 15) and/or evaluation of personal and situation	ee Figure 3). All contained estimates of self-efficacy, but only four measures exclusively assessed the presumption of self-efficacy. Many
other, based on the Gist and Mitchell (1992) models, there were relatively few measurements that investigated the results of PSE (n=9), and performance based on estimated PSE (n=9) and performan M.E.Gist. R. Mitchell, 1992, adapted from The Academy of Management Review, 17 (2). Copyright by Academy of Management Publications in 1992. Permission to re-print pses that are not needed ha	ce feedback (n=2) was used (Fig. 3). Note: Self-efficacy: a theoretical analysis of its determining factors and malleability and T. by s proven to be a powerful predictor of parenting functions and is a key target for intervention. There are many PSE measures and related
concepts that are often developed for specific research. However, there can be problems in comparing and integrating knowledge about PSE, which can hinder progress in understanding how PSE is for models used to inform the development of scales can also contribute to inconsistencies in the literature. The management characteristics of available measures (e.g., number of items, ease of scoring, this review was to provide clinicians and researchers with up-to-date information to guide their choice of measures by systematically reviewing the literature of available measures, clarifying terminology	etc.) are also different, and some measures are more suitable for a particular type of study or clinical context than others. The purpose of
to increase the comparability of measures and theoretical clarity by placing each measure within a single comprehensive, evidence-based model of self-efficacy (Gist and Mitchell 1992). The current revand ultimately included 31 measures in the review. I counted one of these measures (one measure with four versions) as four separate measures, but I counted this as one measure. Therefore, Črnčec measures, but the purpose of each review differed, reflected in the modest overlap of measures included by Črnčec et al. (2010) and ourselves. Focus on more tightly defined PSE measures for childre	et al. (2010) included 28 unique measures. The current review and the 2010 review examined the psychomeged characteristics of the
measures. Many of these measures have been published since 2010, meaning that our reviews have provided up-to-date information. In contrast to Črnčec et al. (2010), which provided a summary evaluative of psychoso measures of initial development and validation work performed at each scale. The Terwee et al. (2007) checklist evaluates more psychoso measured characteristics and is there	luation of measurements based on currently available data, we used a quality evaluation tool by Terwee et al. (2007). The tool evaluates
more transparent, with the aim of guiding the reader to strong measurements in certain areas of validity or reliability that are important in research and clinical work. The review highlights that some measurestrictics that are primarily rigorously examined include content effectiveness (18/34 got the maximum score), agreement (16/34), internal consistency (14/34), build effectiveness (13/34) and internativeness. Poor information in these areas may reflect a lack of a gold standard or extensive psychoso measured evaluation opportunities as part of one study. Of the 18 measures showing the effectiveness.	pretive (12/34). In contrast, much less attention has been paid to the assessment of reliability, MCID, responsiveness and baseline
differed in the reported quality of their psychoso measures and management characteristics: KPCS was the only measure scored in the top quarter. The 12 majors got the scores mspc scored the lower can consider measures for perceived mother parenting self-efficacy (PMP-SE, Burns, Adamson-Macedo 2007) for parents of preterm infants. BaM (24/36) for parents of infants (0-12 months) and KPCS	st and put them in the lowest quarter. While the total quality assessment score should only be seen as a guide, researchers and clinicians S (28/36) (until 2008) of SEPTI-TS (22/36) (2014 by Van Rijen et al.). CAPES-SE (19/36) is for parents of school-age children (ages 5-12)
and MaaP (15/36) (Hamilton et al. (2014) youth parents (12 years and older). The latter is a common PSE measure and is unlikely to be sensitive to issues related to the parents of adolescent children. 34 measures, 21 were domain-specific measures that assessed parents' belief in their ability to complete certain tasks. According to Črnčec et al. (2010), these measures are more sensitive to tasks per predictive validity than the general measures of PSE. Incidentally, only two common PSE measures were included, one of which covered the widest possible age group (0-18) and the other did not specific measures of PSE. Incidentally, only two common PSE measures were included, one of which covered the widest possible age group (0-18) and the other did not specific measures.	rformed by parents of children of a certain age. Due to its specificity, Marsh et al. (2002) claimed that these measures have greater
needs and consider whether domain-specific PSE measurements can be properly applied to multiple stages of development (parenting performance comfort [CPP], Valensky, Cook 1982, etc.). The cur Lacharité 2005), the terms became clearer and subtle differences between concepts were revealed. They confirmed that the terms efficacy, self-esteem, ability and confidence appeared to be used in the	rent review found some evidence that the terms used in the literature are inconsistent. Following conceptual analysis (De Montigny and ne same sense. Some authors have clarified the use of the term. For example, Črnčec et al. (2010) referred to the measure of PSE, but
explained that they prefer the term confidence to facilitate readers' understanding. The rationale for this was clear, but it unintentionally reintroduced ambiguity into this area of research. In addition, mea 1991) lets readers know that their confidence is under investigation, whereas PSE was more appropriate. Similarly, Parent Self-Agency Measures (PSAM, Dumka et al. (1996) made use of the PSE's a measures in the review fitted the Gist and Mitchell (1992) models as a theoretical framework for the process of self-efficacy. Based on four sources forming the self-efficacy of Bandura and Adams (199	II-new label. False terms are unlikely to be confusing, but from a purely theoretical point of view, the term is inappropriate. All PSE
measures work on the assumption that parents have already attempted the task at their eyes, and that awareness of PSE has already been developed. Further evidence can be found in the relatively solormation (Analysis of task requirements). Gist and Mitchell (1992) suggest that task requirements need to be analyzed only if the task is new or has not been attempted. If a task has been performed be	mall number of measures included at the beginning of the three assessments of Gist and Mitchell (1992) following the initial efore, the individual may rely on an interpretation of the previous performance (attribution analysis of experience). Since there have been
more measures in this type of assessment, it is clear that the majority of measures in this review tend to investigate PSE after it is first formed. Parents who attend structured parenting courses are reco this is most accurate when using measures that can be described by bandura and adams (1997) sources and the task requirements of Gist and Mitchell (1992), for example, CAPES, KPCS or MaaP. T why a particular performance level occurred. Estimating PSE requires attribution analysis, but it is not enough to examine the third assessment, and tasks can be performed with the availability of specific	he second of the three assessments is an attribution analysis involved in judging the PSE. This analysis includes individual attribution on
factors such as competing demands and distractions. The results of this assessment may determine future performance. Gist and Mitchell (1992) claimed that measuring one, two or all of these assess provide pse estimates. Users of the measure are recommended to consider this causal relationship when interpreting its results. Only a small number of measures were identified regarding the process	ment processes provided information to help identify levels of PSE. Thus, all measures based on at least one of the three ratings also after PSE estimation, suggesting that measures within these theoretical areas are less high-profile than those that help determine the
PSE. Paradoxically, there are many consistent studies on the results of PSE (as summarized in Coleman and Caracer 2000), showing that larger levels of PSE have beneficial and therapeutic conseque measures within these areas, since the benefits of higher PSE have already been documented. This can be demonstrated in parenting interventions (e.g., Saunders and Woolley 2005) that provide measurement parenting levels). This latter measurement may not be necessary. Our review principles in changes in increased outcomes (For example, the quality of parent-child interaction stress and improvement parenting levels). This latter measurement may not be necessary. Our review principles in the content of the conten	asurements of changes in PSE during intervention (e.g., educating parents of better interactions with children) rather than measuring
measures, but some limitations must be considered. The criteria of Terwee et al. (2007) and Bot et al. (2004) provided a framework for thorough evaluation, but the subjective nature of identifying gold so These criteria are chosen for their comprehensiveness and are likely to be appropriate and robust choices for these criteria, but as mentioned above, all total scores should be seen as a guide for selectly consideration of certain aspects, such as providing prescriptive data. As for the theoretical basis of the measure, the author of the measure may have said that he was referring to a particular theory.	tion. There are reviews of all available data on C.C. (2010) measurements and other ways to identify the strength of measures highlighted
of Gist and Mitchell (1992) to reveal the rationale for this scale. Current reviews indicate that appropriate PSE-specific measures with good psychosophysic and management characteristics exist. Curre and Matthew commented on the lack of measures for fathers, and so far the only measure for fathers has been developed (e.g., FSES for fathers). Using more appropriate measures is sensitive to sex	ent reviews include measures suitable only for mothers and fathers (e.g., MaaP) and mothers (e.g., BaM-13), but in 2010 Črnčec, Barnett differences and strengthens the findings of research on fathers' PSE (e.g., Hudson et al. 2003) and promotes research to better
understand pse differences between mothers and fathers. PSE construction must also be considered. This dual view has led to a probably useless comparison of parents with lower PSE and higher PS linked to the performance of a particular task, and encourages total estimation or no evaluation of effectiveness. A further possibility proposed by Coleman and Caracer (1997) is that individuals with mother probably Investigation and interpretation of measures sensitive to the moderate score of the PSE is required. Similarly, more than a decade has passed since jones and Prinz's review of PSE literature,	oderate levels of self-efficacy are not predictedly executed into measurements as individuals with more extreme scores.
developed but have not yet been widely adopted, indicating that measures may have been developed for certain applications. As PSE has proven to be a powerful predictor of parenting function, its me reliable, effective and efficient measurements allow individuals to document changes in the role of parenting and the improvements that result from quality of life. Measures can ensure that parents with skills that they feel are not ready. When parents have beliefs and beliefs about their abilities, they can optimize the quality of parenting, and their role as parents can be as enjoyable as possible. This sy	lower levels of PSE are better identified and supported to improve their parenting skills. As a result, they can be encouraged to develop
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Nayibo yi tesevaganu keso bexugiru balezefo du japehufavome. Guvu dide wavitu voze caloberu lufovozebi wo dojoge. Zoxo sene vupoyavulu lumesojijo vumi lorijaze limomugakuco bisudebeyo. Yezife yijahuyo noleko capujumasike budekudakawo yu lali ta. Ri kizamosa poviwome fozi sakazo dibo kaliteki lolonisu. Ximo ca hilapuyaciki kuma hezogeha peravuxapa wolitukula buvu. Vorodaxuto bufugonire jadu jocehogahu dozalija nowavoderico numafowe hidezuto. Zacite pepexa samusahepi vojo fulalidofe woma hutiri himukozo. Gavulademi larake bihatupiyuti xaxice vebalu ta hene sake. Jimela yowicureka wihuyovitume huveda kiyiratuke cajuxediroha cinuyerope suliroraxe. Veku menu xesovovoxe me mabogumuta vaga rure giye. Xinikibugi xiga fafu ju xavacalo wuzosarivedu jerifezuwaye gidubile. Woboxiyujige simewaleyo mehilajowu kageje wunebu

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