

# Psychometric Properties of the Self-Efficacy for Parenting Adolescents (SEPA) Scale: Validation in a French-Speaking Population

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## 1. Introduction

- **Parental self-efficacy (PSE)** refers to parents' **beliefs** in their ability to effectively carry out **parenting tasks** (de Montigny & Lacharité, 2005)
- During **adolescence**, it often declines as youths gain autonomy, requiring parents to adjust their practices (**autonomy vs. monitoring**) (Nicolas et al., 2020; Remondi et al., 2023)
- Because PSE is closely linked to **parent-adolescent relationships**, parental **well-being**, and adolescent **adjustment**, its assessment during adolescence is **crucial** (Wittkowski et al., 2017)

**Problem Statement:** Few validated tools specifically target this developmental period → McDougall and Scott (2021) developed the *Self-Efficacy for Parenting Adolescents (SEPA) Scale*.

## 2. Objectives

To **adapt and translate** the SEPA Scale for a **French-speaking population**

To examine its **factor structure** using **Exploratory and Confirmatory Factor Analyses (EFA / CFA)**

To assess its **convergent, discriminant, and concurrent** validity with external variables (Parental Satisfaction, Parental Stress, Adolescent Functioning)

**Target population:**

Parents of at least **one adolescent (12-18y)**

## 3. Methodology

**1. Translation - Back-translation** → Resolution of discrepancies

**2. Pretest** → Pilot study (n= 8) → Check clarity and wording of items

**3. Recruitment** → Parents of adolescents **aged 12-18** (n= 657)

**4. Exploratory** (n= 329) and **Confirmatory** (n= 328) Factor Analysis (Tables 1-2)

**5. Reliability** assessment → **Cronbach's  $\alpha$**  and **McDonald's  $\omega$**  (Table 3)

**6. Validity** assessment → **Convergent, Discriminant, Concurrent** (Table 4)

## 4. Results and Discussion

**Table 1. Pattern Loadings of the Retained Four-Factor EFA Solution:**

Item	Physical And Sexual Development (Factor 1)	Emotional Responsivity and Communication (Factor 2)	Academic And Life Skills (Factor 3)	Discipline and Behavior Management (Factor 4)
SEPA16	1.00			
SEPA17	0.97			
SEPA15	0.78			
SEPA13	0.77			
SEPA14	0.70			
SEPA19	0.60			
SEPA18	0.58			
SEPA20	0.52			
SEPA22		0.94		
SEPA21		0.90		
SEPA1		0.84		
SEPA3		0.77		
SEPA2		0.73		
SEPA8			0.88	
SEPA7			0.75	
SEPA4			0.73	
SEPA5			0.65	
SEPA6			0.43	
SEPA10				0.97
SEPA12				0.90
SEPA9				0.77
SEPA11				0.40

**EFA identified** a four-factor structure (**60.2%** of the variance); SEPA23 was removed for **low loadings (<.30)**, yielding a theoretically coherent structure.

**Convergent:** Parental Sense of Competence Scale (PSOC) → *Self-Efficacy Subscale*

**Discriminant:** PSOC → *Satisfaction Subscale*

**Concurrent:** Parental Stress Scale (PSS) and Strengths and Difficulties Questionnaire (SDQ)

**Table 3. Reliability Indices of the Final Four-Factor Model (n= 328):**

Factor	Items	Alpha	Omega
Factor 1	8	0.91	0.91
Factor 2	5	0.93	0.92
Factor 3	5	0.85	0.86
Factor 4	4	0.88	0.89

**Internal consistency** was **strong** → Cronbach's alpha and McDonald's omega values ranged from **.85 to .93** across the four subscales.

**Table 4. Spearman Correlations Between SEPA and External Measures:**

Measure	Physical and Sexual Development (F1)	Emotional Responsivity and Communication (F2)	Academic and Life Skills (F3)	Discipline and Behavior Management (F4)
PSOC Self-Efficacy	—	0.38***	0.24***	0.25***
PSOC Satisfaction	0.26***	0.51***	0.36***	0.42***
PSS	-0.15***	-0.46***	-0.32***	-0.40***
SDQ Emotional Symptoms	—	-0.11*	-0.17**	-0.20***
SDQ Conduct Problems	—	-0.28***	-0.14**	-0.14*
SDQ Prosocial Behavior	0.13*	0.14*	0.15**	0.13**

**Note.** Values are Spearman rho. \*  $p < .05$ . \*\*  $p < .01$ . \*\*\*  $p < .001$ .

↑ SEPA → ↑ PSOC (**self-efficacy**) → supports convergent validity  
**Moderate correlation** with PSOC (**satisfaction**) → supports discriminant validity  
 ↓ SEPA → ↓ PSS & ↓ SDQ → Higher PSE = lower **stress**, fewer difficulties in adolescents, and higher **prosocial** behaviors (Bodalski et al., 2023; Fang et al., 2021)

**Table 2. CFA Model Fit Indices for the Final Solution (MLM Estimator):**

CFI	TLI	RMSEA	RMSEA LL	RMSEA UL	SRMR
0.93	0.92	0.06	0.05	0.07	0.06

**CFA confirmed** the four-factor structure from the EFA; all items **loaded significantly** ( $p < .001$ ), supporting a well-defined and **coherent** model.

## 5. Conclusion

The SEPA scale demonstrates **good psychometric properties** among French-speaking parents and is a **valuable tool** for assessing PSE. Future research may examine its **predictive validity** and **test-retest reliability** to further support its use in research and clinical settings.