Physical Activity 3rd-5th Grade

Common Measure: Physical Activity, 3rd to 5th grade

Instrument: Self-Efficacy Scale

Scale: Replicates the Self-Efficacy Scale. *It is important to note, this scale has been revised in order to improve its appropriateness for the 3rd to 5th grade target population. For further details on modifications please contact the CYFERnet Evaluation Team cyfernetsearch@cals.arizona.edu.*


Developers: Saunders, R., Pate, R., Felton, G., Dowda, M., Weinrich, M., Ward, D., Parsons, M., and Baranowski, T.

Year: 1997

Target Audience(s): Grade 5

Language other than English available: Unknown

Type: Attitude

Data collected: Quantitative

Data collection format: Self report - Pre-post

Reading Level: Flesch-Kincaid Grade level of revised instrument is 3.7

Existence of test/technical manuals, user guides, supplemental materials: None identified.

Level of training necessary for administration/scoring/interpretation: Minimal

Widespread Use/Professional Endorsements: 

Cost of Use: No cost is associated with the use of this instrument, *but developer must be contacted.*

Description: The Self-Efficacy Scale (Saunders et al., 1997) consists of 10 self-report items that use a 3-point Likert scale with response options ranging from not like me to a lot like me. The scale was based on previous work by Sallis et. al. (1992) and Reynolds et al (1990). The scale contains three factors, support seeking, barriers, and positive alternatives.
Psychometrics:

Information on reliability and validity are provided below. If information on a particular psychometric was not found, it is indicated as “no information provided.” It should be noted that this is not necessarily an indication of a lack of reliability or validity within a particular scale/instrument, but rather a lack of rigorous testing, for various reasons, by the developers or other researchers.

Reliability: A correlation of at least .80 is suggested for at least one type of reliability as evidence; however, standards range from .5 to .9 depending on the intended use and context for the instrument.

Internal Consistency: “The scale has demonstrated adequate reliability and was positively correlated with intentions for PA (Saunders et al., 1997). Alpha reliability in the present study sample was .70. Items were averaged for the data analyses.” (Kitzman-Ulrich et. al.).

Inter-rater reliability: No information provided

Test-Retest: “The test–retest reliability for the scales were 0.76, 0.82, and 0.61, respectively” (Saunders 1997).

Validity: The extent to which a measure captures what it is intended to measure.

Content/Face Validity: In Saunders (1997) authors detail the questionnaire development – self-efficacy scale was developed based on social cognitive theory, instruments underwent 4 pilot tests and revisions were made. Also discussed in Kitzman-Ulrich (2010)

Criterion Validity: In Saunders (1997) the authors correlated scale scores with intention to be physically active and after-school physical activity.

Construct Validity: Saunders (1997) conducted factor analysis. “This scale contained 17 items. Three factors emerged from this analysis: support seeking, barriers, and positive alternatives. All items loaded at least 0.35” (Saunders, 1997).