

CONSTRUCTION AND VALIDATION OF GOAL-RELATED ACHIEVEMENT EXPECTATIONS SCALE IN SPORT ENVIRONMENT

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Abstract

The purpose of this study was to develop an inventory that measures general expectation of goal achievement in sport specific environment. In this manuscript we presented a 33-item scale measuring expectations of goal achievement in sport. The scale was applied on 459 kinesiology students of Faculty of Kinesiology, University of Zagreb, Croatia. The results showed good metric properties of the scale with the high internal consistency ($\alpha = 0,92$). The scale can be used as unidimensional measure. The results further indicated that scale could be shortened to 20 items with Cronbach's alpha coefficient of reliability 0,92. In summary, this scale can be used to assess general goal-related expectations in sport environment, specifically to evaluate if problem in motivation or low achievement lies in inappropriate expectations concerning goal achievement in sport.

Key words: *goal achievement, achievement expectation, sport*

Introduction

In sport, like in other areas of life, our performance is usually evaluated by our achievement. To be able to evaluate achievement, first we have to know the criteria. Besides objective factors (e.g., resources, characteristics of situation etc.), individual's perception of situation is important factor that may influence our judgments. Based on meta analysis, Burnette, O'Boyle, VanEpps, Pollack and Finkel (2013) developed SOMA (Setting / Operating / Monitoring / Achievement) model to explain how implicit theories (individual laypersons theories) predict goal achievement through three basic processes underlying self-regulation (i.e., goal setting, goal operating, goal monitoring). This is the first model which integrates research on implicit theories and Carver and Scheier's (1998) self-control theory. Schwartz & Sagiv (1995) define achievement as «personal success through demonstrating competence according to social standards». To be able to evaluate our achievement, we have to know what our goal is.

The first basic self-regulation process that may explain the relation between implicit theories and goal achievement is goal setting. Goal setting includes determination of specific achievement targets (Moskowitz & Grant, 2009). It helps athletes to focus on their goal, increase motivation and effort (Locke & Latham, 1985). Grassi, Di Giano and Moe (2016) revealed that group of swimmers with personalized targets (goals) had the biggest improvement in performance. Goal setting also showed positive impact on self-confidence, competitive anxiety, and motivation (McCarthy,

Jones, Harwood, & Devenport, 2010; O'Brien, Mellalieu, & Hanton, 2009; Vidic & Burton, 2010), and decrease of fear of failure (Wikman, Stelter, Melzer, Hauge, & Elbe, 2014). Bargh, Gollwitzer and Oettingen (2010) stated that learning goals guide toward better achievement in comparison with performance goals.

Second basic process is goal operating which refers to activities oriented toward goal achievement, that is, which action and strategies a person has to conduct to increase the likelihood for goal achievement. Some of these strategies that can be used in those situations are: problem solving and other self-regulatory strategies, self-handicapping strategies, emotional-focused coping strategies etc. It has been found that during confronting achievement-related stress emotional-focused coping leads to higher level of behavioral disengagement (Compas, Connor-Smith, Saltzman, Thomsen, & Wadsworth, 2001). A wide variety of reserach has showed negative effects of claimed self-handicapping strategies such as lack of performance on physical tests (Elliot, Cury, Fryer, & Huguet, 2006), and long-term negative consequences on emotions, self-esteem, performance and well-being (Martin, Marsh, & Debus, 2001; Zuckerman & Tsai, 2005).

Finally, the third basic self-regulation process is goal monitoring. Goal monitoring is defined as a perception of potential limitation and available resources required to assure our success (Carver & Scheier, 1982). After setting goals and taking actions to achieve those goals, an individual has to monitor his/her progress on the path toward set

goals. Individuals evaluate if the operation helped them to get closer to the goal and make progress, if there is an additional action needed, what has been or has not been done, the velocity and rate of discrepancy that has been reduced over time, and which strategy they should apply to gain maximum profit.

According to SOMA model (Burnette et al., 2013) there are three monitoring variants of progress: perception of distance from the goal, individual's emotions and individual's expectation of achievement. According to Carver and Scheier's (2012), expectation of future goal achievement is affected by rate of progress toward goal (velocity) and not by the magnitude of a discrepancy (distance from the goal). Furthermore, an affect indicates whether an individual is satisfied with the speed of progress (velocity). Negative emotions such as vulnerability, anxiety, or helplessness (Brunette et al., 2013) may signal us when we fail on this path and produce negative self-defeating state, which may ultimately undermine our goal achievement (Pekrun, Goetz, Titz, & Perry, 2002). On the opposite, decreasing a level of anxiety may positively influence our goal achievement (Porath & Bateman, 2006). Another important goal monitoring variant, along emotions and perception of distance, is expectation of achievement. Expectation of achievement is an indicator whether an individual is satisfied with the rate of progress, and whether an individual believes that she/he can succeed on the path toward appointed goal in future. The goal-related expectations emphasize probability of expected future success. Wigfield (1944) stated that Atkinson (1957) defined expectancies as «individuals' anticipations that their performance will be followed by either success or failure». According to Atkinson's Expectancy-value theory (Atkinson, 1957) important determinants of individual's motivation beside individual's values (i.e., how important a specific success is for them), are also individual's expectancies for success (e.g., individual's belief how good his/her performance is or beliefs about ability). Beliefs about ability could be defined as our belief how competent we are to succeed at some task (Grasten, 2016). Those two factors determine the level of persistence and performance in general.

Considering Carver and Schier (2012) comprehension while constructing our questionnaire, our task was to include items which would directly or indirectly focus mostly on velocity (i.e., rate of progress toward goal and not magnitude of discrepancy). Taking into consideration the velocity, general expectation of goal achievement and individual expectancies for success, we consulted General Self-Efficacy Scale (GSE) by Schwarzer and Jerusalem (1995) to assess goal-related achievement expectation in sport specific environment. Based on Social cognitive theory (Bandura, 1997) perceived self-efficacy is the most important factor influencing behavior. Self-efficacy can be defined as individual's beliefs about ability to execute actions required to

achieve set goals. High self-efficacy improves goal-setting and leads to more persistence goal achievement behavior (Luszczynska, Scholz & Schwarzer, 2005). Those beliefs may have strong influence on individual's cognition and behavior. Besides influencing what we do, self-efficacy may also influence how we estimate situation. For example, people high in self-efficacy are willing to put more effort into task (Hutchinson, Sherman, Martinovic, & Tenenbaum, 2008), are more persistent when facing difficulties (Feltz, Short, & Sullivan, 2008), are better in endurance performance (Anstiss, Meijen, Madigan, & Marcora, 2018), and have better pain tolerance (Johnson, Stewart, Humphries, & Chamove, 2012). In general, meta-analysis of Moritz, Feltz, Fahrback and Mack (2000) reveal positive correlation between self-efficacy and sport performance.

General self-efficacy is more generalized competence (trait-like), situation-independent belief (Scherbaum, Cohen-Charash, & Kern, 2006), and can not be a substitute for specific self-efficacy (e.g. endurance specific self-efficacy). Schwarzer and Jerusalem's (1995) general self-efficacy refers to sense of a broad competence to deal with different stressful situations. Carver and Sheier (1998) stated that repeated experience can cause strengthening of expectations in our memory, and in estimation what will happen, rely on their own memories, even more than they do on current experience. Based on this notion, we can conclude that general, trait-focused measure is useful tool to assess someone's expectations.

The purpose of this study was to develop an inventory to measure general expectation of goal achievement in sport by modifying a General Self-efficacy scale of Schwarzer and Jerusalem (1995) and adapting it to a sport environment. Although there is variety of expectations scales (usually containing just few situational specific questions) used in variety of interventions and situation, there is no validated sport specific general scale of goal-related achievement expectations.

Methods

Participants and procedures

This research study was conducted on a sample of 459 kinesiology students (317 male, 142 female) of Faculty of Kinesiology, University of Zagreb, Croatia. The mean age was 20,45 years (SD = 2,31). The study was ethically approved by the Committee for Scientific Research and Ethics at Faculty of Kinesiology, University of Zagreb. Research study was conducted from November 2015 to January 2016 at the Faculty of Kinesiology during theoretical lectures. Respondents were completing a set of questionnaires. Their participation was voluntarily and they were allowed to withdraw before, during or after completing the questionnaire.

Measures

A 33-item Goal-related achievement expectation scale in sport environment questionnaire has been developed in this study (Table 1). The items were constructed to describe general expectation of goal achievement which can be specifically used in sport environment. Respondents evaluated questionnaire items on a five point Lickert type scale (from 1- Completely disagree, to 5 – Completely agree). Items 2, 6, 10, 12, 14, 20, 24, 28, 30, 31, and 33 are reverse scored.

Statements were constructed based on a General Self-Efficacy Scale (GSE) by Schwarzer and Jerusalem (1995), Atkinson's Expectancy-value theory (1957), and Carver and Schier's (2012) view point about goal monitoring process. The examples of the items include the areas of self-belief (e.g. I believe in my competences in most sports situations), self-confidence (e.g. I usually disagree when someone says I will fail. I am sure I will achieve my goal at the end), positive/negative

reaction after failure (e.g. After a failure I start to believe this is a real representation of my abilities), reaction to critique (e.g. Sports experts can say whatever they want but at the end I will achieve my goal), optimism/pessimism that the goal will be achieved (Speaking of sports context I must admit I am often not quite sure that I am able to fight every obstacle and achieve my goal in the end) etc.

Data analysis

We conducted data analysis using software package Statistica 64. Descriptive statistics has been calculated for each item separately, as well as the total scale. Reliability has been determined using Cronbach's alpha coefficient. Values on the first principle component and item-total correlations of the items of the scale have been calculated. We calculated metric properties of the total result of the scale with the full set of 33 items and the reduced set of 20 items. Kolmogorov-Smirnov test has been used to test normality of distribution.

Results and discussion

Table 1. Descriptive statistics, values on first principle component and item-total correlations of the items of the Goal-related achievement expectations scale

	Item	Mean	SD	K1	Rit	Amin
1.	I believe in my competences in most sports situations.	4,04	0,831	-0,557	0,512	0,915
2.	The first thing that crosses my mind after sports failure is that this was too big for me.	3,68	0,988	-0,443	0,406	0,917
3.	I usually disagree when someone says I will fail. I am sure I will achieve my goal at the end.	3,96	0,985	-0,555	0,510	0,915
4.	After some personal sports failure I usually conclude that it isn't as bad as I thought it was at first.	3,56	0,921	-0,279	0,247	0,918
5.	When it comes to sport, I can say I believe in myself.	4,23	0,809	-0,639	0,588	0,914
6.	I often doubt my qualities, therefore after negative feedback from the coach I don't believe I can achieve the goal.	3,60	1,142	-0,573	0,533	0,915
7.	I am not afraid of sports failure even after negative feedback.	3,80	0,987	-0,591	0,547	0,915
8.	I believe nothing is final in sport, you just need to work harder after the failure.	4,44	0,782	-0,632	0,592	0,914
9.	I will achieve every outlined goal with the help of my friends, no matter the obstacles.	3,97	0,944	-0,405	0,368	0,917
10.	When it comes to sport, it's easy to shake my self-esteem.	3,66	1,163	-0,657	0,607	0,914
11.	Obstacles that appear in sport encourage me to be more persistent to achieve my goal.	4,12	0,829	-0,578	0,529	0,915
12.	I often think I will never achieve my goals.	3,74	1,041	-0,644	0,610	0,914
13.	Despite being in a bad mood after a failure, when I calm down I realize every goal is achievable.	4,11	0,818	-0,458	0,419	0,916
14.	After a failure I start to believe this is a real representation of my abilities.	3,67	1,085	-0,584	0,548	0,915
15.	There is no such difficult situation that I cannot manage.	3,71	0,927	-0,585	0,538	0,915
16.	No matter what, I will never give up my sports goals.	4,06	0,941	-0,620	0,569	0,914
17.	I believe that I will eventually achieve my sports goals.	4,04	0,893	-0,596	0,543	0,915

18.	Sports experts can say whatever they want but at the end I will achieve my goal.	3,70	0,872	-0,492	0,442	0,916
19.	I believe I will achieve every goal with the help of the coach.	3,95	0,869	-0,440	0,397	0,917
20.	Speaking of sports context I must admit I am often not quite sure that I am able to fight every obstacle and achieve my goal in the end.	3,29	0,993	-0,469	0,430	0,916
21.	After a failure I speak to myself that I have been in worse situations in my life but I have succeeded anyways.	3,98	0,838	-0,597	0,555	0,915
22.	No matter of the critiques, the achievement of the goal depends on me.	4,22	0,840	-0,469	0,426	0,916
23.	I am self-confident and I believe in my sports abilities.	4,21	0,774	-0,674	0,623	0,914
24.	After a negative feedback, the first thing that crosses my mind is: "this is so typical for me and I will never achieve anything in sport".	4,07	0,987	-0,683	0,651	0,913
25.	I disagree with the coach's evaluation when he says I am not able to do something.	3,08	1,083	-0,109	0,090	0,921
26.	Although I sometimes sense certain pressure in sport, I always believe in my abilities.	3,96	0,820	-0,665	0,619	0,914
27.	I am resourceful person, so in the end I will achieve my goal this way or another.	4,04	0,848	-0,615	0,565	0,915
28.	When it comes to sport, when they tell me that I didn't achieve some goal I start to doubt myself.	3,59	0,984	-0,684	0,647	0,913
29.	After a negative feedback regarding my achievement, I immediately ask my coach for explanation.	3,66	1,048	-0,298	0,265	0,919
30.	I often must give up my goals in sport due to unexpected situations.	3,57	0,947	-0,517	0,473	0,916
31.	I will complain to my friend because that is the only thing I can do after they tell me I have failed to achieve my goal.	3,54	1,189	-0,399	0,363	0,918
32.	I never give up, so I will not do that even after a failure.	4,16	0,870	-0,613	0,570	0,914
33.	After a negative feedback I cannot wait to go home without thinking about it anymore.	3,82	1,147	-0,419	0,388	0,917

Legend: SD = Standard deviation; K1=value on the first standardized principle component; Rit=item-total correlation; A_{min}=value of Cronbach's alpha coefficient if item is deleted from the total result.

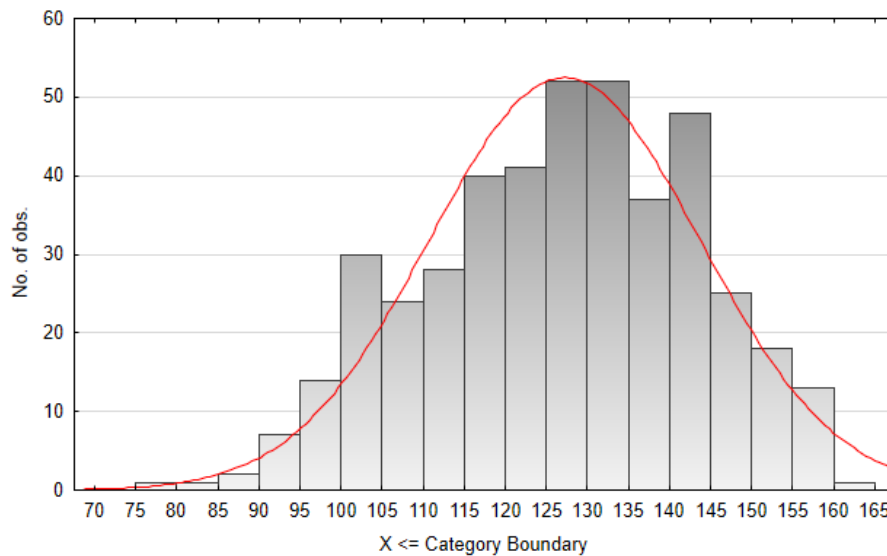
Table 2. The eigenvalues greater than one of 33-item and 20-item inter-correlation matrices of the Goal-related achievement expectations scale

Value number	Eigenvalue (33 items)	Percentage of total variance (33 items)	Eigenvalue (20 items)	Percentage of total variance (20 items)
1	9,875113	29,924	7,789853	38,949
2	2,140819	6,487	1,531847	7,659
3	1,443615	4,375	1,087501	5,438
4	1,224509	3,711		
5	1,177963	3,570		
6	1,095744	3,320		
7	1,010441	3,062		
8	1,005664	3,047		

Table 3. Metric properties of the total result of the Goal-related achievement expectations scale with the full set of 33 items and the reduced set of 20 items

Number of items	33	20
Number of valid cases	434	441
Mean	127,21	79,06
Standard deviation	16,495	11,550
Minimum value	80	42
Maximum value	161	100
First eigenvalue of correlation matrix and percentage of total variance	9,875 (29,92%)	7,790 (38,95%)
Average inter-item correlation	0,265	0,358
Cronbach's alpha coefficient of reliability	0,918	0,915
Standardized Cronbach's alpha coefficient	0,921	0,917

Figure 1. Histogram of frequencies of total results of the Goal-related achievement expectations scale (33 items); full line denotes expected normal distribution.



The reliability of the Goal-related achievement expectations scale assessed by Cronbach's coefficient of internal consistency is high and alpha value is 0,92 (Table 3). The first eigenvalue of 33-item intercorrelation matrix of the Goal-related achievement expectations scale is 4,6 times larger than the second and explains 30% of the total variance. Although the eight eigenvalues are greater than 1, it is evident that the scale can be used as unidimensional measure (Table 2). Evaluating the factor structure of the General Self-Efficacy scale, Nel and Boshoff (2015) have also concluded that general self-efficacy may be treated as a unidimensional construct. In the current study, the projections of the items on the first principal

component are dominantly high, and only 3 of 33 do not exceed 0,3 (Table 1). Average correlation among items is 0,265 (Table 3); highest observed inter-item correlation is 0,60 and only 11 correlations are higher than 0,5, showing that average correlation is not a product of few highly correlated items. Figure 1 shows the distribution of the total results of the 33-item Goal-related achievement expectations scale; Kolmogorov-Smirnov test have values of $d=0,050$ and $p>0,20$ and it can be concluded that distribution of measured results do not differ significantly from expected normal. The results indicate that scale can be shortened; to tryout the scale reduced to 20 items, 13 items with lowest values on the first

principal component were excluded from the set (number 2, 4, 9, 13, 18, 19, 20, 22, 25, 29, 30, 31, 33). Cronbach's alpha coefficient of reliability is 0,92 which is similar to 33-item scale value (Table 3). The first eigenvalue is five times larger than second and again shows unidimensionality of the scale (Table 2). According to presented results scale can be used both for research and in practice to assess general goal-related expectations specifically in sport environment. Specifically, scale can be used to assess if problem in motivation/approach might lie in inappropriate expectations concerning goal achievement in sport. According to that assessment, specific psychological interventions can be determined.

Conclusion

The results of analysis of metric properties of Goal-related achievement expectation scale in sport environment show that all 33 items are good

measure of general expectation of goal achievement specifically used in sport environment. Total results show high value of reliability and distribution of measured results do not differ significantly from normal. The results show that the scale can be shortened; reduced to 20 items with coefficient of reliability 0,92 which is similar to 33-item scale values. According to our results, we can conclude that the scale can be recommended for practical use and also for the research.

Although goal setting, goal operating and perception of distance from goal are significant factors on the path toward achievement, goal-related expectations can not be neglected in those processes. Our scale can help to assess general goal-related expectations specifically in sport environment, and according to that assessment determine if problem in motivation and non optimal approach maybe lies in inappropriate expectations concerning goal achievement in sport.

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KONSTRUKCIJA I VALIDACIJA UPITNIKA OČEKIVANJA USPJEHA U POSTIZANJU SPORTSKIH CILJEVA

Sažetak

Cilj ovog istraživanja bio je razvoj upitnika koji bi mjerio opće postignuće, odnosno očekivanje uspjeha u postizanju sportskih ciljeva. U ovom radu predstavili smo skalu od 33 čestice koja mjeri očekivanje uspjeha u postizanju ciljeva u sportskom okruženju. Mjerenje je provedeno na uzorku od 459 studenata Kineziološkog fakulteta Sveučilišta u Zagrebu. Analiza je pokazala dobre metrijske karakteristike skale s visokom unutarnjom pouzdanošću ($\alpha = 0,92$). Skala se može koristiti kao unidimenzionalna mjera. Nadalje, rezultati ukazuju na to da se skala može skratiti na 20 čestica sa Cronbach's alpha koeficijentom pouzdanosti 0,92. Zaključno, skala se generalno može koristiti za procjenu očekivanja uspjeha u postizanju sportskih rezultata, te specifično kako bi se utvrdilo postoji li problem u motivaciji ili lošem postignuću upravo u neprilagođenim očekivanjima potignuća sportskih ciljeva.

Ključne riječi: *postignuće ciljeva, očekivanje uspjeha, očekivanje postignuća, sport*

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