

# CONTENTS

Contributors xiii

## Introduction . . . . . 1

### 1 Introduction to Measurement in Sport and Exercise Psychology 3

*Gershon Tenenbaum, PhD, Robert C. Eklund, PhD, and Akihito Kamata, PhD*

Concepts, Items, and Responses . . . . .	4
Steps in Designing Measures . . . . .	4
Assigning Meaning to Measures . . . . .	5
Introspection and Measurement: Reliability and Validity . . . . .	5
Conclusion . . . . .	6

### 2 Measurement Practice in Sport and Exercise Psychology: A Historical, Comparative, and Psychometric View 9

*Weimo Zhu, PhD*

Key Developments in Educational and Psychological Measurement . . . . .	12
Progress and Status of Measurement in Sport and Exercise Psychology . . . . .	16
Conclusion and Recommendations . . . . .	19
Acknowledgments . . . . .	21

## PART I Measurement Basics, Methods, and Issues . . . . . 23

### MEASUREMENT BASICS

### 3 Reliability 25

*Brandon K. Vaughn, PhD, Hwa-Young Lee, and Akihito Kamata, PhD*

The Theory of Reliability . . . . .	25
Estimating the Reliability Coefficient . . . . .	26
Standard Error of Measurement . . . . .	29
Evaluating the Magnitudes of Reliability Coefficients . . . . .	29
Improving Reliability . . . . .	30
Relationship to Validity . . . . .	30
Reliability for Multidimensional Instruments . . . . .	31
Misconceptions and Misuses of Reliability . . . . .	32
Conclusion . . . . .	32

## 4

**Conceptualizing Validity****33***Brandon K. Vaughn, PhD, and Sarah R. Daniel*

Validity in the Premodern Era .....	33
Collecting Evidence of Validity .....	35
Validity in the Modern Era .....	36
Issues of Validity in Research Designs .....	38
Conclusion .....	39

## 5

**Validating Scores From New Assessments: A Comparison of Classical Test Theory and Item Response Theory****41***Yaacov Petscher, PhD, and Christopher Schatschneider, PhD*

Level of Analysis .....	42
Item Difficulty .....	43
Item Discrimination .....	45
Item Response Theory Parameter Invariance .....	46
Constructing the Assessment .....	48
Sample Size .....	50
Conclusion .....	51

## 6

**Factorial Invariance: Tools and Concepts for Strengthening Research****53***Ryne Estabrook, PhD*

Factorial Invariance .....	54
Configural Invariance .....	55
Metric Invariance .....	56
Alternative Approaches .....	57
Fitting Invariance Models .....	58
Ordinal Data .....	61
Conclusion .....	61
Acknowledgments .....	62
Appendix A: Coding Example for Mplus .....	62
Appendix B: Coding Example for OpenMx .....	63

## 7

**Modeling Change Over Time****65***Kevin J. Grimm, PhD, and Nilam Ram, PhD*

Sample Data .....	65
Analysis .....	66
Latent Growth Curve Modeling .....	66
Conclusion .....	72
Acknowledgements .....	72
Appendix .....	73

## 8

**Rasch Modeling in Sports****75***Bernd Strauss, PhD, Dirk Büsch, PhD, and Gershon Tenenbaum, PhD*

The Basic Idea of the Rasch Model .....	75
An Example Using the Ordinal Rasch Model .....	76

Extensions and Generalizations of Rasch Modeling .....	77
An Example Using the Mixed Rasch Model. ....	79
Probabilistic Test Models in Sport Psychology and Exercise Sports .....	79
Conclusion. ....	80

## MEASUREMENT METHODS

<b>9</b>	<b>Idiosyncratic Measures in Sport</b>	<b>81</b>
	<i>W. Alex Edmonds, PhD, Michael B. Johnson, PhD, Gershon Tenenbaum, PhD, and Akihito Kamata, PhD</i>	
	Theoretical and Conceptual Framework .....	82
	Eight-Step Idiosyncratic Approach .....	84
	Conclusion. ....	90
<b>10</b>	<b>Dynamic Assessment in Sport</b>	<b>91</b>
	<i>Thomas Schack, PhD</i>	
	Dynamic Assessment .....	91
	Dynamic Assessment Concept and Procedures .....	92
	Dynamic Assessment of Motor Learning Potential .....	94
	Further Areas for Applying Dynamic Assessment in Sport Psychology .....	100
	Conclusion. ....	100
	Acknowledgments .....	101
<b>11</b>	<b>Verbal Reports of Cognitive Processes</b>	<b>103</b>
	<i>David W. Eccles, PhD</i>	
	Validity of Verbal Reports of Cognitive Processes .....	103
	Methods Used in Studies of Psychological Skill Use With Regard to the Verbal Report Framework	
	Proposed by Ericsson and Simon (1980) .....	108
	Summary of Methods Used in Studies of Psychological Skill Use With Regard to the Verbal Report Framework .....	113
	Enhancing the Validity of Verbal Reports of Cognitive Processes by Using Concurrent and Immediate and Delayed Retrospective Report Methods .....	114
	Concerns Over Using Verbal Report Methods. ....	115
	Conclusion. ....	117
	Acknowledgments .....	117
<b>12</b>	<b>Making Sense of Words and Stories in Qualitative Research: Strategies for Consideration</b>	<b>119</b>
	<i>Brett Smith, PhD, and Andrew C. Sparkes, PhD</i>	
	Analyzing the <i>Whats</i> : Content .....	120
	Analyzing the <i>Hows</i> : Performative Narrative Analysis .....	125
	Showing the <i>Whats</i> and <i>Hows</i> : Creative Analytical Practices .....	127
	Conclusion. ....	129
	Acknowledgments .....	129

<b>13</b>	<b>Developmentally Informed Measurement in Sport and Exercise Psychology Research</b>	<b>131</b>
	<i>Alan L. Smith, PhD, Travis E. Dorsch, MS, and Eva V. Monsma, PhD</i>	
	Cognitive Abilities and Structures . . . . .	132
	Social Development . . . . .	135
	Biological Maturation . . . . .	137
	Change in Multiple Domains . . . . .	139
	Conclusion . . . . .	140
<b>14</b>	<b>Cultural Sport Psychology: Special Measurement Considerations</b>	<b>143</b>
	<i>Tatiana V. Ryba, PhD, Robert J. Schinke, EdD, and Natalia B. Stambulova, PhD</i>	
	Assumptions and Principles of Cultural Sport Psychology . . . . .	144
	Measuring Culture . . . . .	147
	Conclusion . . . . .	152
<b>15</b>	<b>Synthesizing Measurement Outcomes Through Meta-Analysis</b>	<b>153</b>
	<i>Betsy Jane Becker, PhD, and Soyeon Ahn, PhD</i>	
	What Is Meta-Analysis? . . . . .	154
	Meta-Analysis in Sport and Exercise Psychology . . . . .	156
	Measurement Issues in Meta-Analysis . . . . .	157
	Conclusion . . . . .	167
<b>16</b>	<b>Ethics: Assessment and Measurement in Sport and Exercise Psychology</b>	<b>169</b>
	<i>Jack C. Watson II, PhD, Edward F. Etzel, EdD, and Justine Vosloo, PhD</i>	
	Ethics and Ethics Codes . . . . .	169
	Ethics Codes: Their Nature, Purposes, and Application . . . . .	170
	Use of Technology . . . . .	173
	Billing for Services . . . . .	175
	Cultural Issues . . . . .	175
	Conclusion . . . . .	175
	Appendix: Codes of Ethics for Related Organizations . . . . .	176

**PART II Cognition, Perception, and Motivation Measurement . . 177**

**COGNITION MEASUREMENT**

<b>17</b>	<b>Cognitive Measures Related to Exercise and Physical Activity</b>	<b>179</b>
	<i>Jennifer L. Etnier, PhD</i>	
	Theoretical Framework . . . . .	180
	Limitations and Sources of Confusion . . . . .	182

Primary Measurement Tools . . . . .	184
Example Studies . . . . .	187
Recommendations for Researchers and Practitioners . . . . .	188

## **18 Anticipation and Decision Making: Skills, Methods, and Measures 191**

*Andrew Mark Williams, PhD, and Bruce Abernethy, PhD*

Anticipation in Sport: Capturing Performance. . . . .	191
Decision Making in Sport: Capturing Performance. . . . .	198
Anticipation and Decision Making: Identifying Causal Mechanisms Using Process Measures of Performance . . .	198
Recommendations for Researchers and Practitioners . . . . .	200

## **19 Measuring Mental Representations 203**

*Thomas Schack, PhD*

Mental Representations. . . . .	203
Cognitive Representation and Performance: Perspectives and Methods . . . . .	204
Mental Representations: A Theoretical Framework. . . . .	205
Measurement of Mental Representations . . . . .	205
Measuring Mental Representations in Sport. . . . .	209
Measuring Mental Representations in Sport: Insight From Empirical Studies . . . . .	211
Recommendations for Researchers and Practitioners . . . . .	214

### **SELF-PERCEPTION MEASUREMENT**

## **20 Physical Self-Concept 215**

*Herbert W. Marsh, PhD, and Jacqueline H.S. Cheng, PhD*

Construct Definition of Physical Self-Concept. . . . .	215
Dimensions and Sources of Confusion: Self-Esteem Versus Self-Concept and Self-Efficacy. . . . .	216
Tools to Measure the Physical Self . . . . .	218
Examples From the Literature . . . . .	222
Recommendations for Researchers and Practitioners . . . . .	224

## **21 Exercise and Self-Perception Constructs 227**

*Catherine Sabiston, PhD, James R. Whitehead, EdD, and Robert C. Eklund, PhD*

Self-Esteem and Self-Concept. . . . .	227
Exercise Identity . . . . .	229
Physical Activity Self-Definitions . . . . .	231
Exerciser Self-Schemata . . . . .	231
Possible Selves . . . . .	233
Dimensions and Sources of Confusion. . . . .	234
Recommendations for Researchers and Practitioners . . . . .	235

## **22 Exercise-Related Self-Efficacy 239**

*Edward McAuley, PhD, Siobhan M. White, PhD, Emily L. Mailey, MS, and Thomas R. Wójcicki, BS*

Self-Efficacy and Social Cognitive Theory . . . . .	239
Primary Self-Efficacy Measures . . . . .	240

Evidence for Support: Examples From the Literature . . . . .	243
Further Issues . . . . .	245
Recommendations for Researchers and Practitioners . . . . .	246
Acknowledgments . . . . .	247

## **23 Self-Efficacy and Collective Efficacy 251**

*Lori Dithurbide, PhD, and Deborah L. Feltz, PhD*

Definitions . . . . .	251
Theoretical and Conceptual Framework . . . . .	252
Sources of Collective Efficacy Information . . . . .	253
Dimensions and Sources of Confusion in Self-Efficacy and Collective Efficacy . . . . .	254
Guidelines for Constructing Self-Efficacy and Collective Efficacy Scales . . . . .	257
Examples From the Literature . . . . .	260
Recommendations for Researchers and Practitioners . . . . .	262

## **24 Effort Perception 265**

*Selen Razon, MS, Jasmin Hutchinson, PhD, and Gershon Tenenbaum, PhD*

Historical Perspective on Perceived Exertion . . . . .	265
Modern Psychophysics . . . . .	267
Models of Psychobiological Responses to Exercise . . . . .	269
Measurement of Perceived Effort . . . . .	271
Recommendations for Researchers and Practitioners . . . . .	275

### **MOTIVATION MEASUREMENT**

## **25 Intrinsic and Extrinsic Motivation in Sport and Exercise 279**

*Robert J. Vallerand, PhD, Eric G. Donahue, BSc, and Marc-André K. Lafrenière, BS*

Defining Intrinsic and Extrinsic Motivation . . . . .	279
Nature of Intrinsic and Extrinsic Motivation . . . . .	279
Multidimensional View of Intrinsic and Extrinsic Motivation . . . . .	280
Intrinsic and Extrinsic Motivation at Different Levels of Generality . . . . .	281
Evaluation of Measures of Intrinsic and Extrinsic Motivation in Sport and Exercise . . . . .	282
Recommendations for Researchers and Practitioners . . . . .	290

## **26 Exercise Motivation 293**

*Philip M. Wilson, PhD*

Key Concepts and Theoretical Frameworks . . . . .	293
Theory and Measurement . . . . .	295
Exercise Motivation Instruments . . . . .	296
Recommendations for Researchers and Practitioners . . . . .	300
Acknowledgments . . . . .	301

## **27 Achievement Motivation Processes 303**

*David E. Conroy, PhD, and Amanda L. Hyde, MS*

History of Achievement Motivation Theories . . . . .	303
Review of Achievement Motive Measures . . . . .	306

Review of Achievement Goal Measures . . . . .	308
Other Measures . . . . .	312
Recommendations for Researchers and Practitioners . . . . .	315
Acknowledgments . . . . .	316

## **PART III Emotion, Affect, and Coping Measurement . . . . . 319**

### **28 Affect, Mood, and Emotion 321**

*Panteleimon Ekkekakis, PhD*

Choosing a Measure: A Three-Step Process . . . . .	321
Understanding the Differences Between Affect, Emotion, and Mood . . . . .	321
Hierarchical Structure of the Affective Domain: An Integrative Framework . . . . .	324
Review of Specific Measures . . . . .	325
Recommendations for Researchers and Practitioners . . . . .	330

### **29 Emotional Reactivity 333**

*Christopher M. Janelle, PhD, and Kelly M. Naugle, PhD*

Definitions and Dimensions of the Variable Construct . . . . .	333
Dimensions and Sources of Confusion . . . . .	334
Theoretical and Conceptual Frameworks . . . . .	335
Overview of Emotion Measures . . . . .	338
Recommendations for Researchers and Practitioners . . . . .	345
Acknowledgments . . . . .	347

### **30 Flow 349**

*Susan A. Jackson, PhD, and Robert C. Eklund, PhD*

Theoretical Framework . . . . .	349
Flow Dimensions . . . . .	350
Sources of Confusion in the Flow Construct . . . . .	352
Measurement Tools . . . . .	352
Examples From the Literature . . . . .	354
Recommendations for Researchers and Practitioners . . . . .	355

### **31 Burnout 359**

*Robert C. Eklund, PhD, Alan L. Smith, PhD, Thomas D. Raedeke, PhD, and Scott Cresswell, PhD*

Conceptualizing Athlete Burnout as a Syndrome . . . . .	359
Sources of Confusion About Athlete Burnout . . . . .	360
Burnout Measurement Tools for Athletes . . . . .	362
Sample Studies Using the ABQ From the Literature . . . . .	364
Recommendations for Researchers and Practitioners . . . . .	365

### **32 Bayesian Approach of Measuring Competitive Crisis 367**

*Michael Bar-Eli, PhD, and Gershon Tenenbaum, PhD*

Bayesian Notions in Psychology: An Approach to Judgment and Decision Making . . . . .	368
Theory of Psychological Performance Crisis . . . . .	369

Bayes' Theorem: A Measurement Tool for Developing the Individual Performance Psychological Crisis . . . . .	369
Recommendations for Researchers and Practitioners . . . . .	379

**33 Psychological Skills 381**

*Robert Weinberg, PhD, and Samuel Forlenza, MS*

History and Theoretical Foundations . . . . .	381
Issues and Limitations in the Measurement and Assessment of Psychological Skills . . . . .	383
Psychological Skill Assessment and Measurement . . . . .	384
Individual Assessments of Psychological Skills . . . . .	387
Recommendations for Researchers and Practitioners . . . . .	390

**34 Coping in Sport and Exercise 393**

*Ronnie Lidor, PhD, Peter R.E. Crocker, PhD, and Amber D. Mosewich, MSc*

Coping Concept and Definition . . . . .	393
Instruments and Questionnaires Assessing Coping Skills . . . . .	395
Preperformance Coping Strategies: The Case of Self-Paced Tasks . . . . .	401
Recommendations for Researchers and Practitioners . . . . .	407

**PART IV Social and Behavioral Measurement . . . . . 409**

**35 Cohesion 411**

*Albert V. Carron, PhD, Mark A. Eys, PhD, and Luc J. Martin, MA*

Definitions of Cohesion . . . . .	411
Conceptual Framework for Cohesion . . . . .	411
Sources of Confusion . . . . .	412
Questionnaires for Assessing Cohesion . . . . .	413
Overview of Questionnaire Use . . . . .	418
Recommendations for Researchers and Practitioners . . . . .	420

**36 Sequential Analysis of Team Communications and Effects on Team Performance 423**

*Allan Jeong, PhD*

Introduction to Team Communications . . . . .	423
Seven-Step Procedure for Sequentially Analyzing Team Communications . . . . .	424
Recommendations for Researchers and Practitioners . . . . .	432

**37 Models and Measurement of Leadership in Sport 433**

*Packianathan Chelladurai, PhD*

Theoretical Frameworks of Leadership in Sport . . . . .	433
Sources of Confusion . . . . .	435
Measures of Leadership . . . . .	435
Measures of Decision Style . . . . .	439
Measurement of Autonomy-Supportive Behavior . . . . .	439

Confusion in Purposes of Sport Participation . . . . .	439
Recommendations for Researchers and Practitioners . . . . .	440
<b>38 Moral Behavior</b> . . . . .	<b>443</b>
<i>Maria Kavussanu, PhD, and Ian D. Boardley, PhD</i>	
Definitions of the Construct . . . . .	443
Theoretical and Conceptual Framework . . . . .	444
Dimensions and Sources of Confusion . . . . .	445
Main Tools for Measuring the Variables . . . . .	446
Examples From the Literature . . . . .	449
Recommendations for Researchers and Practitioners . . . . .	452
Acknowledgments . . . . .	453
<b>39 Behavioral Measurement in Exercise Psychology</b> . . . . .	<b>455</b>
<i>Claudio R. Nigg, PhD, Patricia J. Jordan, PhD, and Angela Atkins, MPH</i>	
Concept Definitions . . . . .	455
Conceptual Issues . . . . .	456
Tools for Measuring Physical Activity . . . . .	458
Recommendations for Researchers and Practitioners . . . . .	462