



LiFE*sports*
LEARNING IN FITNESS AND EDUCATION

Technical Report: *LiFEsports* Survey Tools

The *LiFEsports* Initiative
College of Social Work
The Ohio State University

LiFEsports Survey Tools
Perceived Effort Scale



THE OHIO STATE UNIVERSITY
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Perceived Effort Scale

I. Definition of Construct

The construct of effort refers to self-directed behavior and initiative and is closely linked to self-control (Anderson-Butcher, Riley, Amorose, Iachini, & Wade-Mdivanian, 2014). Putting forth effort demonstrates the willingness to participate, try new things, and accept challenges (Hellison, 2003). More specifically, effort can be defined as how hard one is willing to work and the extent of their exertion.

II. Relevance for Practice

Research has indicated that effort is positively correlated with feelings of support, belonging, usefulness, and enjoyment (Wright & Li, 2009). As such, many youth programs aim to increase youths' effort and their intrinsic willingness to work hard (Hellison, 2003; Margolis & McCabe, 2006). The development of effort is important because once an individual learns to control their own actions and behaviors those actions and behaviors – through maintained and intentional effort – can become more goal directed and purposeful (Anderson-Butcher et al., 2014; Larson, 2000).

III. Scale Description and Instructions

A. Items

1. I try hard on everything I do.
2. I try hard even when nobody (or no adult) tells me to.
3. Even if it gets tough, I give it my all.
4. I do not quit, even when I face a challenge.
5. I give my best effort, even after I mess up.
6. I try hard even if I think I might fail.
7. When faced with a problem, I think about ways to deal with it.

B. Response Options

- 1.= Not at all true
- 2.= A little true
- 3.= Somewhat true
- 4.= Pretty true
- 5.= Really true

C. Instructions for Respondents

Please read each statement and decide if the statement is “not at all true” for you, “a little true” for you, “somewhat true” for you, “pretty true” for you, or “really true” for you. Fill in the circle that best shows your answer.

D. Instructions for Scale Administrators

Once each student has a survey, explain that the purpose of the survey is to learn more about their level of effort. They should mark one answer per statement, selecting the choice that best reflects how they feel.

IV. Scoring Procedures

An average of the response scores from the seven (7) items should be calculated and used as an indicator of effort, with higher scores reflecting greater levels of effort.

V. Psychometric Properties of the Scale

The Perceived Effort Scale (PES) was originally developed for use in a sport-based positive youth development program to assess youths' perceptions of exerting effort and trying hard across situations.

The factor structure of the scale was tested using data from 295 LiFE Sports camp participants. Overall, the results of the confirmatory factor analysis suggest that the 7-item version of the PES possesses reasonable factorial validity. Specifically, results show that a model specifying that each of the 7 items loads on a single latent variable fits the data fairly well based on common criteria used to evaluate model fit. Further, all items significantly ($p < .05$) load on the latent effort factor, with completely standardized coefficients ranging from .66 - .76 and squared multiple correlations ranging from .43-.57. The internal consistency of the scale is strong ($\alpha = .88$), suggesting the PES is reliable.

Positive and significant bivariate correlations between the PES and other variables, such as commitment to sport ($r = .65$), physical activity self-efficacy ($r = .39$), and cardiovascular fitness assessed as VO_2 max. ($r = .18$), support the predictive validity of the scale.

VI. Summary

The results of the psychometric testing indicate support for the PES to measure effort for practice and research youth development initiatives.

VII. Recommended Citation of Scale

When using the Perceived Effort Scale for program evaluation or research purposes, please use the following citation:

Anderson-Butcher, D., A. Amorose, Lower, L., & Newman, T. (2016). *Perceived effort scale*. LiFEsports Initiative, Community and Youth Collaborative Institute, The Ohio State University, Columbus, OH.

References

- Anderson-Butcher, D., Riley, A., Amorose, A., Iachini, A., & Wade-Mdivanian, R. (2014). Maximizing youth experiences in community sport settings: The design and impact of the LiFE Sports camp. *Journal of Sport Management, 28*(2), 236-249.
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- Larson, R. (2000). Toward a psychology of positive youth development. *American Psychologist, 55*(1), 170-183.
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- Wright, P. & Li, W. (2009). Exploring the relevance of positive youth development in urban physical education. *Physical Education and Sport Pedagogy, 14*(3), 241-251.

LiFE*sports* is a university-wide Initiative at The Ohio State University focused on promoting quality youth development experiences through sport, recreation, and play. For more information, please visit our website at: www.osulifesports.org or contact us at LiFESports@buckeyes.ath.ohio-state.edu.