

Adaptation of Capability, Opportunity, and Motivation to deliver Physical Activity in School Scale into Turkish: Validity and Reliability Study

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ABSTRACT

In the present study, the Capability, Opportunity, and Motivation to Deliver Physical Activity in School Scale (COM-PASS) was adapted into Turkish and its psychometric properties were examined among physical education and sports teachers. The adaptation process followed a forward-backward translation procedure. Two independent translations were combined into a consensus version, expert review was conducted to ensure semantic and conceptual equivalence, and back-translation was used to check consistency with the original form. Before the main application, the Turkish form was evaluated for comprehensibility with 30 participants. Data were collected from physical education and sports teachers working in different institutions and educational levels in Istanbul during the 2024–2025 academic year. Exploratory Factor Analysis (EFA) was conducted with data from 145 teachers, and Confirmatory Factor Analysis (CFA) was conducted with a second dataset of 101 teachers from the same target population. EFA was performed on the final 14-item form without adding or removing any items. The results supported a three-factor structure consistent with the original scale, explaining 61.839% of the total variance, with factor loadings ranging from 0.575 to 0.840. CFA results indicated acceptable model fit ($\chi^2/df = 2.07$; RMSEA = 0.066; SRMR = 0.045; CFI = 0.908; IFI = 0.910; RNI = 0.908; TLI = 0.887). Cronbach's alpha coefficients were 0.868 for the total scale and ranged from 0.781 to 0.867 for the subscales. Composite reliability values ranged from 0.761 to 0.868, while AVE values ranged from 0.373 to 0.625. Discriminant validity was supported based on the Fornell–Larcker criterion. Overall, the findings indicate that the Turkish COM-PASS provides acceptable evidence of construct validity, internal consistency, composite reliability, convergent validity, and discriminant validity for assessing physical education and sports teachers' perceived capability, perceived school-level opportunity, and motivation for delivering physical activity in schools.



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Okulda Fiziksel Aktivite Sağlamak İçin Yeterlik Fırsat ve Motivasyon Ölçeği'nin Türkçeye Uyarlanması: Geçerlik ve Güvenirlik Çalışması

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ÖZET

Bu çalışmada, Okulda Fiziksel Aktivite Sağlamaya Yönelik Yeterlik, Fırsat ve Motivasyon Ölçeği'nin (OFASYFMÖ) Türkçeye uyarlanması ve psikometrik özelliklerinin beden eğitimi ve spor öğretmenleri üzerinde incelenmesi amaçlanmıştır. Uyarlama sürecinde ileri-geri çeviri yöntemi izlenmiş, iki bağımsız çeviri uzlaşısı formunda birleştirilmiş, uzman değerlendirmesiyle anlamsal ve kavramsal eşdeğerlik kontrol edilmiş ve geri çeviri yoluyla özgün form ile tutarlılık değerlendirilmiştir. Ana uygulama öncesinde Türkçe formun anlaşılabilirliği 30 katılımcı ile sınanmıştır. Veriler, 2024–2025 akademik yılında İstanbul ilinde farklı kurum ve eğitim kademelerinde görev yapan beden eğitimi ve spor öğretmenlerinden toplanmıştır. Açıklayıcı Faktör Analizi (AFA) 145 öğretmenden elde edilen veri setiyle, Doğrulayıcı Faktör Analizi (DFA) ise aynı hedef popülasyondan 101 öğretmenden elde edilen ikinci veri setiyle yürütülmüştür. AFA, özgün ölçeğin nihai 14 maddelik formu üzerinde herhangi bir madde ekleme ya da çıkarma yapılmadan gerçekleştirilmiştir. Bulgular, özgün ölçekle tutarlı üç faktörlü yapıyı desteklemiş, bu yapı toplam varyansın %61,839'unu açıklamış ve faktör yükleri 0,575 ile 0,840 arasında değişmiştir. DFA sonuçları model uyumunun kabul edilebilir düzeyde olduğunu göstermiştir ($\chi^2/sd = 2,07$; RMSEA = 0,066; SRMR = 0,045; CFI = 0,908; IFI = 0,910; RNI = 0,908; TLI = 0,887). Cronbach alfa katsayıları toplam ölçek için 0,868, alt boyutlar için 0,781–0,867 aralığında bulunmuştur. Bileşik güvenirlik değerleri 0,761–0,868, AVE değerleri ise 0,373–0,625 arasında değişmiştir. Fornell–Larcker kriterine göre ayırt edici geçerlik desteklenmiştir. Bu bulgu, alt boyutların birbirinden ayrıştığını göstermektedir. Sonuç olarak, Türkçe COM-PASS'ın beden eğitimi ve spor öğretmenlerinin okulda fiziksel aktivite sunumuna yönelik algılanan yeterlik, algılanan okul düzeyi fırsat ve motivasyon düzeylerini değerlendirmede kullanılabilecek geçerli ve güvenilir bir ölçme aracı olduğu belirlenmiştir.

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INTRODUCTION

Physical education (PE) aims to promote physical literacy, a holistic concept encompassing physical, cognitive, affective, and social development that supports lifelong engagement in physical activity. Therefore, physical education is a structured educational process that uses physical activity, movement and exercise to support the holistic development of individuals. Physical education aims to improve physical fitness, motor skills, health knowledge and social-emotional development (Moroz & Havryshko, 2024). With these characteristics, it can be said that physical education plays an important role in the physical development, cognitive and social skills of students in all educational processes.

PE aims to promote physical literacy, which is essential for all individuals throughout life by encouraging lifelong participation in physical activity (Whitehead, 2020; Öztürk & Yüce, 2025). According to Kuspanova et al. (2020), physical education in schools should follow certain rules, promote motor development and involve students in extra-curricular activities to maintain a healthy lifestyle. Based on this, it can be said that physical education in schools should also vary according to the age and disability status of the students. While it can aim to improve the child's life skills with a needs-based approach for children with special needs (Maher & Fitzgerald, 2022), effective physical education curriculum for primary school level should include a holistic approach that includes physical, cognitive, social and emotional aspects (Mustafa et al., 2024). On the other hand, according to Rikard and Banville (2006), high school students may prefer a wider variety of sports and fitness activities and more difficulty in physical education classes.

Physical education classes are usually taught by physical education teachers who have graduated from relevant university departments (Németh et al., 2024). In addition, in some countries and regions, especially at the primary level, classroom teachers without specialised physical education training may also be responsible for teaching physical education (Tsangaridou, 2012). It can be said that this situation may cause significant differences in terms of the quality of physical education lessons and their contribution to students. Therefore, it can be said that physical education teachers should have certain competences. Competence measurement generally covers pedagogical, professional, personal and social areas. The process for a physical education teacher in Turkey is typically to obtain a Physical Education and Sports Teaching diploma from a university and then meet the national requirements for teacher appointment (Yeşilyurt & Göral, 2022). This process ensures that teachers are equipped with both subject expertise and pedagogical skills for effective teaching in schools. In addition, generally, the process of physical education teachers becoming more successful in their field increases with age and experience (Hazar, 2022).

It can be said that the efficiency and effectiveness of physical education lessons can be significantly increased by the presence, quality and management of certain school facilities (Savaş & İsaoglu, 2025; Ural, 2024). Various sports facilities and areas, modern equipment and innovative technologies and their effective use can support the quality of teaching. According to Fernandes and Sturm (2010), the availability of a sports hall is strongly associated with increased PE class time and more opportunities for structured physical activity, especially in challenging climates. Rosete et al. (2022) reported that the availability and usability of sports facilities and equipment are associated with students' satisfaction in physical education classes and recommended regular upgrading of facilities and equipment to better meet students' needs.

Although the efficiency of physical education lessons can be increased by the competences of physical education teachers and the opportunities offered by schools, it can be said that the motivation of the physical education teacher towards the lesson can also directly affect the efficiency of the lesson. Physical education teachers need a mixture of intrinsic and extrinsic motivation to teach effectively. Research emphasises that the most effective and sustained motivation comes from meeting basic

psychological needs (autonomy, competence and relatedness) as well as having supportive work resources and a positive work environment (Garn et al., 2025; Zhang, 2021).

School-based physical activity delivery represents a high-leverage implementation domain because it sits at the intersection of curriculum intent, teacher execution capacity, and institutional resource governance, meaning that even well-designed physical education programs can underperform when schools lack the operational opportunity structure (time, facilities, equipment, administrative support) or when teachers experience constraints in perceived capability and sustained motivation to enact physically active pedagogies at scale. Robust measurement of these implementation determinants is therefore strategically important for evidence-informed decision-making, enabling stakeholders to move beyond generic “more PE” prescriptions toward targeted quality-improvement actions (e.g., workforce development, resource allocation, and school-level enabling conditions) and to monitor whether investments translate into measurable changes in delivery readiness and day-to-day practice. A validated Turkish instrument that captures capability, opportunity, and motivation as distinct but complementary levers would support program evaluation, needs assessment, and policy alignment across diverse school contexts, while also improving comparability across studies and strengthening the methodological infrastructure for intervention research in Türkiye.

The aim of this study is to adapt the School Physical Activity Provision Capacity, Opportunity, and Motivation Scale (COM-PASS) developed by Verdonchot and al. (2024) into Turkish and to conduct validity and reliability analyses to measure physical education teachers' capability in providing physical activity at school, the opportunities provided by their schools, and their motivation for teaching physical education.

METHOD

In this study, a measurement tool for measuring the capability, opportunity and motivation levels of physical education and sports teachers to provide physical activity in their schools was obtained by adapting the Capability, Opportunity, and Motivation to deliver Physical Activity in School Scale (COM-PASS) developed by Verdonchot et al. (2024). For this adaptation study, firstly language validity was ensured and then its validity was tested by applying EFA and CFA analyses. For reliability analysis, Cronbach's Alpha and AVE, CR values were analysed.

Research Group

The research group consisted of physical education and sports teachers working in public and private schools at different educational levels in Istanbul. Data were collected in two stages. In the first stage, EFA was conducted using data obtained from 145 teachers. In the second stage, CFA was conducted using a 101-participant dataset obtained from the same target group of physical education and sports teachers. The demographic characteristics of the EFA and CFA samples are presented in Table 1.

Table 1

Demographic Characteristics of the EFA and CFA Samples

Variable	Category/statistic	EFA sample (n = 145)	CFA sample (n = 101)
Gender	Female	58 (40.0)	41 (40.6)
	Male	87 (60.0)	60 (59.4)
Age	M ± SD (range)	36.72 ± 9.06 (22–60)	35.42 ± 8.86 (22–56)
Professional experience, years	M ± SD (range)	11.28 ± 9.06 (0–40)	10.21 ± 8.44 (0–32)
School type	Public school	94 (64.8)	63 (62.4)
	Private school	51 (35.2)	38 (37.6)
School level	Primary school	29 (20.0)	18 (17.8)
	Middle school	65 (44.8)	42 (41.6)
	High school	43 (29.7)	33 (32.7)
	Mixed	8 (5.5)	8 (7.9)

As shown in Table 1, both the EFA and CFA samples consisted predominantly of male teachers and teachers working in public schools. The mean age was 36.72 years in the EFA sample and 35.42 years in the CFA sample, while the mean professional experience was 11.28 and 10.21 years, respectively. In both samples, middle school teachers represented the largest group in terms of school level. Overall, the demographic characteristics indicate that the two datasets were broadly comparable in terms of gender distribution, age, professional experience, school type, and school level.

Data Collection Tool

In the data collection process, data were collected through questionnaires using face-to-face method. In the questionnaires used in data collection, in addition to the demographic information section such as gender, age, duration of physical education and sports teaching, there is the Capability, Opportunity, and Motivation to deliver Physical Activity in School Scale (COM-PASS), which consists of questions related to capability, opportunity and motivation to carry out physical education and sports lessons in the schools where physical education teachers work.

Capability, Opportunity, and Motivation to deliver Physical Activity in School Scale (COM-PASS)

The Capability, Opportunity, and Motivation to deliver Physical Activity in School Scale (COM-PASS) developed by Verdonschot et al. (2024) consists of 14 items and 3 sub-dimensions in the original study. The scale has a 5-point Likert-type structure, and the internal consistency coefficient value for the capability dimension of the scale was found to be .75, the internal consistency coefficient value for the opportunity dimension was also .75, and the internal consistency coefficient value for the motivation dimension was found to be .81. After the EFA and CFA analyses conducted in the current study, the scale retained its structure of 14 items and 3 dimensions. According to the reliability analyses, Cronbach's Alpha value for the total mean scores was found to be .86, and for the sub-dimensions it was found to be .86, .78 and .81, respectively.

Language Validity

For language validity, the translation-back translation and cultural adaptation steps of the scale were carried out taking into account the context of the target application group, namely physical education and sports teachers: In the first stage, the scale items were translated by two independent experts who were proficient in the target language at a native level and had experience in the field of physical education/school-based physical activity. The translated versions were then compared under the moderation of a researcher with experience in scale adaptation and measurement-evaluation, and a

consensus form prioritising conceptual equivalence was created. In the second stage, two independent experts who were fluent in the source language and were not involved in the initial translation process performed a back-translation, which was then compared with the original form in terms of semantic consistency at the item level. Subsequently, an evaluation panel consisting of academics specialising in physical education and sports teaching and an expert experienced in measurement and evaluation reviewed the items in terms of linguistic clarity, suitability for the target audience, cultural equivalence, and alignment with theoretical dimensions. After making the necessary limited corrections, the final Turkish form was established. At this stage, the instrument was tested with a sample group of 30 participants. After it was determined that the participants clearly understood the questions, data were collected with the measurement tool created.

Data Analysis

Within the scope of validity and reliability analyses, evidence for construct validity, internal consistency, and convergent validity was examined. Before the factor analyses, the datasets were screened for missing values, univariate distributional characteristics, and outliers. The suitability of the data for factor analysis was evaluated using the Kaiser–Meyer–Olkin coefficient and Bartlett’s test of sphericity. Exploratory Factor Analysis (EFA) was first conducted to examine whether the latent structure of the original COM-PASS was preserved in the Turkish language and cultural context. In the EFA stage, the final 14-item form of the original COM-PASS was analyzed without adding or removing any items. Since the original scale was theoretically structured around three dimensions, namely capability, opportunity, and motivation, a three-factor solution was examined. Principal Axis Factoring was used as the extraction method, and oblique rotation was applied because the sub-dimensions of the scale were theoretically expected to be correlated. Confirmatory Factor Analysis (CFA) was then conducted to test the hypothesized three-factor measurement model, which is a sequential strategy commonly recommended and frequently implemented in scale development and adaptation studies (Orçan, 2018). Prior to CFA, the dataset was examined in terms of skewness and kurtosis values, multivariate outliers using Mahalanobis distance, and multivariate normality to evaluate the suitability of maximum likelihood (ML) estimation (Kline, 2023). Since the scale items were measured using a five-point Likert-type response format, the items were treated as approximately continuous under appropriate distributional conditions, in line with methodological guidance on ordinal indicators (Rhemtulla et al., 2012). Model fit was evaluated using multiple fit indices, including χ^2/df , RMSEA, SRMR, CFI, TLI, IFI, and RNI. Internal consistency evidence was assessed using Cronbach’s alpha and Composite Reliability (CR) values (DeVellis & Thorpe, 2022). Convergent validity was examined using Average Variance Extracted (AVE). Discriminant validity was evaluated using the Fornell–Larcker criterion by comparing the square root of AVE values with inter-factor correlations. EFA was conducted using SPSS 27.0, and CFA was conducted using JASP 0.19.3.

FINDINGS

Table 2

Kaiser-Meyer-Olkin and Bartlett test results of COM-PASS

Kaiser-Meyer-Olkin (KMO)		.862
Bartlett's	χ^2	821,616
	sd	78
	p	.000*

As seen in Table 2, the Kaiser-Meyer-Olkin value .862 and Bartlett's test value was 821,616 ($p < .001$). Since the KMO value is above 0.80, it can be said that the data obtained from the sample is sufficient (Field, 2013). The Bartlett's test result being less than .05 indicates that the relationship

between the scale items is suitable for factor analysis (Tabachnick & Fidell, 2013).

Table 3

Eigenvalues and variance explained by the sub-dimensions of the Capability, Opportunity, and Motivation to deliver Physical Activity in School Scale

Factor	Eigenvalue	Variance	Cumulative
1	5,257	37,547	37,547
2	1,973	14,095	51,643
3	1,427	10,196	61,839

According to Table 3, three factors explain 61,839% of the total variance. The first factor explains 37.547% of the total variance, the second factor explains 14.095% and the third factor explains 10.196%. These results show that the scale exhibits a three-factor model in accordance with its original structure and that the factors are sufficiently explanatory. It was determined that the three-factor structure of the scale explained 61.839% of the total variance. Since this rate is a value above 50%, which is generally accepted in scale development studies in social sciences, it can be said that the explanatory power of the scale structure is sufficient (Tabachnick & Fidell, 2013).

Table 4

Load values of the items in the sub-dimensions of the Capability, Opportunity, and Motivation to deliver Physical Activity in School Scale

Item	Factor 1	Factor 2	Factor 3
Item 3: Okulumda beden eğitimi ve spor derslerini uygulama konusunda kendime güvenirim.	,840		
Item 1: Okulumda beden eğitimi ve spor derslerini uygulamak için fiziksel yeteneğe sahibim.	,825		
Item 2: Okulumda beden eğitimi ve spor derslerini uygulamak için psikolojik becerilere sahibim.	,790		
Item 4: Beden eğitimi ve spor derslerinin nasıl planlanması ve uygulanması gerektiğini bilirim.	,772		
Item 5: Okulumda beden eğitimi ve spor derslerini uygulamak için gerekli ekipmanlara sahibim.		,771	
Item 6: Okulumda beden eğitimi ve spor derslerini uygulamak için uygun tesisler var.		,709	
Item 8: Okul yönetimim, beden eğitimi ve spor derslerinin uygulanması konusunda destekçi olur.		,701	
Item 10: Okulumda beden eğitimi ve spor dersleri için yeterli zaman ayrılır.		,634	
Item 9: Öğrencilerin ebeveynleri, beden eğitimi ve spor derslerinin uygulanmasını destekler.		,619	
Item 7: Meslektaşlarım, okulumuzda beden eğitimi ve spor derslerinin uygulanması konusunda destekçi olurlar.		,575	
Item 14: Okulumda beden eğitimi ve spor dersleri fırsatlarımı geliştirmeye kararlıyım.			,807
Item 13: Okulumda beden eğitimi ve spor derslerini uygulamaktan keyif alırım.			,800
Item 12: Okulumda beden eğitimi ve spor derslerini uygulamak için motive hissedirim.			,766
Item 11: Beden eğitimi ve spor derslerinin öğrencilerin iyi oluşu için önemli olduğuna inanırım.			,660

The factor loadings in Table 4 show that the three-factor structure of the scale is clearly revealed. The first factor represents the “Capability” sub-dimension and items 1, 2, 3 and 4 in this dimension have high factor loadings. This strongly expresses teachers' physical and psychological capability in

implementing physical education and sports lessons. In particular, Item 3 “I am confident about implementing physical education and sports lessons in my school” has the highest factor loading in this dimension (0.840) and shows that self-efficacy perception is a determining factor in this sub-dimension. The second factor represents the “Opportunity” sub-dimension and Items 5, 6, 7, 8, 9 and 10 are included in this dimension. This sub-dimension, with factor loadings ranging from 0.575 to 0.771, reflects the physical, social and environmental opportunities necessary for the implementation of physical education and sports lessons. In particular, Item 5 “I have the necessary equipment to implement physical education and sports lessons in my school” has the highest factor loading in this dimension (0.771) and reveals that physical resources have a critical role in this sub-dimension. The third factor represents the “Motivation” sub-dimension and Items 11, 12, 13 and 14 have high factor loadings in this dimension. This sub-dimension, with factor loadings ranging from 0.660 to 0.807, reflects teachers' intrinsic motivation and enjoyment levels towards the implementation of physical education and sports lessons. Item 14 “I am committed to improving opportunities for physical education and sports lessons in my school” has the highest factor loading in this dimension (0.807) and shows the importance of motivation on teachers' commitment to the lessons. Overall, the three-factor structure of the scale is consistently in line with the original structure in terms of both factor loadings and the content of the items. Factor loadings above 0.5 support that the items load strongly on the relevant factors and the construct validity of the scale is high (Hair et al., 2019).

Table 5

Minimum, maximum, mean, standard deviation, skewness, kurtosis and internal reliability values for the total and subscale scores of the Capability, Opportunity, and Motivation to deliver Physical Activity in School Scale

Sub-dimensions	Min.	Max.	$\bar{x}$	S.	Skewness	Kurtosis	α
Capability	2,25	5,00	4,60	0,57	-1,612	2,270	,867
Opportunity	1,83	5,00	3,81	0,74	-0,268	-0,290	,781
Motivation	3,00	5,00	4,50	0,56	-0,905	-0,335	,816
Total	2,79	5,00	4,23	0,51	-0,464	-0,312	,868

Table 5 shows the minimum, maximum, mean, average, standard deviation, skewness, kurtosis and internal reliability values of the sub-dimensions and total scores of the “Capability, Opportunity, and Motivation to deliver Physical Activity in School Scale”. For the confirmatory factor analysis of the scale, it was checked that the data met the assumptions. Accordingly, no significant outlier was detected in the data and skewness and kurtosis values were examined to test the assumption of normal distribution. According to the ranges suggested by Tabachnick and Fidell (2013), it can be said that the data are within the normal distribution values. When the mean scores of the participants from the measurement tool are examined, it is seen that the averages are high for all dimensions. The highest mean score was found in the “Capability” sub-dimension ($\bar{x}=4.60$), which indicates that the participants felt themselves quite capable in physical education and sports activities. The mean scores of the participants indicate that there are some differences between the dimensions. The highest mean score was found in the Capability sub-dimension ($\bar{x}=4.60$), which indicates that the participants felt quite capable in physical education and sports activities. The mean score in the Opportunity sub-dimension ($\bar{x}=3.81$) indicates that the participants generally felt that they had appropriate environmental and social opportunities, but this feeling was lower than in the Capability sub-dimension. The mean score in the Motivation sub-dimension was ($\bar{x}=4.50$), indicating that the participants were intrinsically motivated in these areas.

Table 6

Tolerance and VIF values of the sub-dimensions of the Capability, Opportunity, and Motivation to deliver Physical Activity in School Scale

Sub-dimensions	Tolerance	VIF
Capability	0,747	1,339
Opportunity	0,799	1,251
Motivation	0,689	1,451

In table 6, whether there is multicollinearity among the sub-dimensions was checked with VIF and tolerance values. A VIF value less than 10 and a tolerance value greater than 0.1 indicate that there is no multicollinearity (Hair et al., 2019). Accordingly, it was determined that all sub-dimensions of the scale complied with these parameters. These results show that there is no multicollinearity between the sub-dimensions. According to the table 6, the tolerance value of the capability sub-dimension was 0.747 and the VIF value was 1.339, the tolerance value of the opportunity sub-dimension was 0.799 and the VIF value was 1.251, and the tolerance value of the motivation sub-dimension was 0.689 and the VIF value was 1.451. These findings indicate that there was no multicollinearity concern among the sub-dimensions. Therefore, these data support the validity and reliability of the scale.

Table 7

Pearson Correlation test findings to determine the relationship between the sub-dimensions of the Capability, Opportunity, and Motivation to deliver Physical Activity in School Scale

	Capability	Opportunity	Motivation
Capability	1		
Opportunity	,332**	1	
Motivation	,483**	,424**	1

**p<0.001

Table 7 presents the results of the Pearson correlation test. The findings show that there is a positive and significant relationship between Capability and Opportunity ($r=0.332$; $p<0.001$), indicating that teachers' perceptions of Efficacy are compatible with their perceptions of environmental and social opportunity. The relationship between Capability and Motivation was stronger ($r=0.483$; $p<0.001$), indicating that teachers' feeling of capability increases their motivation. There was also a positive and significant relationship between Opportunity and Motivation ($r=0.424$; $p<0.001$), indicating that environmental and social conditions can influence teachers' motivation levels. In general, these findings reveal that the sub-dimensions of the scale are complementary constructs and that each dimension is individually important when evaluating teachers' attitudes towards physical education and sports lessons. The moderate level of relationship levels supports that the sub-dimensions can be evaluated as independent constructs (Stapleton et al., 2016).

Table 8

Fit index values of the CFA model

Compliance Index	Obtained Value	Status
χ^2/sd	153.445 / 74 $\approx$ 2.07	Good fit (< 3)
CFI	0.908	Good fit (≥ 0.90)
TLI	0.887	Marginal fit (≥ 0.90)
RMSEA	0.066	Good fit (≤ 0.08)
SRMR	0.045	Good fit (≤ 0.08)
IFI	0.910	Good fit (≥ 0.90)
RNI	0.908	Good fit (≥ 0.90)

Table 8 shows the fit index results of the model related to the scale as a result of CFA analysis. Accordingly, it can be said that the fit indices of the tested model have quite high values. According to the values obtained, it is possible to mention that the fit indices of the tested model are good according to Chi-square/sd (2.07), good according to RMSEA (.066), good and acceptable in terms of IFI (.910), RNI (.908), CFI (.908), TLI (.887) values. According to these results, it can be said that the hypothesized

model is compatible with the data.

Table 9

Sub-Factor Loadings of Capability, Opportunity, and Motivation to deliver Physical Activity in School Scale Items after CFA

	Item	Factor Load Value	p
Capability	M1	0.724	<.001
	M2	0.837	<.001
	M3	0.882	<.001
	M4	0.720	<.001
Opportunity	M5	0.648	<.001
	M6	0.620	<.001
	M7	0.669	<.001
	M8	0.552	<.001
	M9	0.558	<.001
	M10	0.689	<.001
Motivation	M11	0.547	<.001
	M12	0.701	<.001
	M13	0.882	<.001
	M14	0.749	<.001

Table 9 shows the results of the factor loadings of the scale items after CFA analysis. According to these values, it was concluded that the factor loadings of all items in the three sub-dimensions were above the lower limit of .50. Although some item loadings are below .60, the fact that these values are above .50 and significant and that the composite reliability values of the sub-dimensions are at an acceptable level support construct validity (Hair et al., 2019).

Table 10

Average Variance Extracted (AVE) and Composite Reliability (CR) Values of the Capability, Opportunity, and Motivation Dimensions

Factor	AVE	CR
Capability	0.625	0.868
Opportunity	0.373	0.761
Motivation	0.571	0.831

Table 10 presents the Average Variance Extracted (AVE) and Composite Reliability (CR) values of the scale dimensions. The AVE values were above .50 for the Capability and Motivation dimensions, whereas the AVE value for the Opportunity dimension was below the recommended threshold of .50. However, the CR values of all dimensions were above .70, indicating acceptable composite reliability. Therefore, convergent validity was supported for the Capability and Motivation dimensions, while the Opportunity dimension showed partial support for convergent validity due to its lower AVE value (Hair et al., 2019).

Table 11

Discriminant Validity Based on the Fornell–Larcker Criterion

Factor	Capability	Opportunity	Motivation
Capability	0.791		
Opportunity	0.332	0.611	
Motivation	0.483	0.424	0.756

Table 11 presents the discriminant validity results based on the Fornell–Larcker criterion. The square root of AVE for each dimension was higher than its correlations with the other dimensions. Accordingly, the Capability, Opportunity, and Motivation dimensions demonstrated acceptable

discriminant validity.

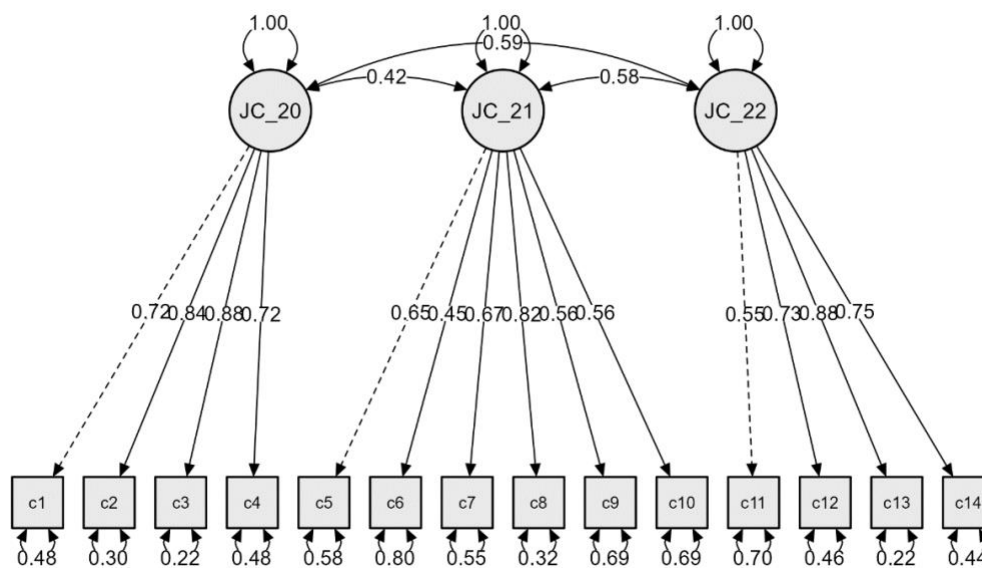


Figure 1.

Loadings of the items of the of the Capability, Opportunity, and Motivation to deliver Physical Activity in School Scale and correlation values between sub-dimensions

DISCUSSION

The present study was conducted to adapt the Capability, Opportunity, and Motivation to deliver Physical Activity in School Scale developed by Verdonchot et al. (2024) into Turkish to obtain a measurement tool for measuring physical education and sports teachers' capability, opportunity and motivation levels to provide physical activity at school. The instrument was found to be a valid and reliable tool for assessing physical education and sport teachers' efficacy to provide physical activity in their schools, opportunities provided by their schools, and motivation to perform the lessons.

The Kaiser-Meyer-Olkin value=.862 and Bartlett's test value $\chi^2=913,955$ ($p<.001$) of the Efficacy, Opportunity and Motivation to Provide Physical Activity at School Scale and Cronbach's Alpha value was found to be .86 for total mean scores and .86, .78 and .81 for sub-dimensions, respectively. These values are consistent with levels commonly reported as evidence of internal consistency in the scaling and psychometric evaluation literature (Akaras et al., 2025; Beavers et al., 2013). According to the Confirmatory Factor Analysis (CFA) results, the model of the scale shows good fit ($\chi^2/sd=(2.07)$, RMSEA=(.066), IFI=(.910), RNI=(.908), CFI=(.908), TLI (.887). In the original study, CFI = 0.945, TLI = 0.924, RMSEA value was .066. When compared to the fit indices reported in the original COM-PASS study (CFI=.945; TLI=.924; RMSEA=.066), this adaptation shows that the RMSEA level is identical; however, the CFI and TLI are lower. this pattern can be positioned in the literature as a finding consistent with methodological discussions regarding the fact that incremental fit indices may fluctuate depending on the sample and context, despite the preservation of RMSEA, one of the model's absolute fit indicators (Chen et al., 2008). Although the results in the current study are quite close to the results in the original study, more positive results were obtained in terms of some results. In the scale adaptation literature, it is not unusual for some fit indices to be reported as higher or lower compared to the original study, and this can be explained by factors such as sample composition, measurement context, and modelling preferences. indeed, in the Turkish adaptation of another teacher scale related to providing/promoting physical activity in a school context, much higher fit indices (CFI=.98; TLI=.97; RMSEA=.008) were reported, whereas in the original development study of the same scale, lower fit

values (CFI=.91; TLI=.87; RMSEA=.081) in the original development study of the same scale, provides a direct example of how adaptations may exhibit stronger or weaker fit patterns than the original (Karakaya, 2025).

Reliability evidence was examined using internal consistency (Cronbach's alpha) alongside construct-level indices (CR) and convergent validity evidence (AVE). Cronbach's alpha coefficients for the Turkish form ranged from .78 to .86, exceeding the corresponding subscale values reported in the original COM-PASS development study ($\alpha=.75-.81$), which supports strong internal consistency for the adapted version (Verdonschot et al., 2024). In this case, it can be said that Cronbach's Alpha values are higher in the current adaptation study. Variations in alpha across studies are expected because alpha is sensitive to item inter-relatedness, dimensionality, and sample characteristics, meaning that cross-cultural adaptations may yield higher (or lower) coefficients without implying a substantive change in the construct being measured (Tavakol and Dennick, 2011). Comparable patterns have also been documented in Turkish adaptation literature, such as the Turkish adaptation of the Reflective Learning Scale, where the total alpha increased from .81 in the original study to .83 in the Turkish validation (Elaldı and Semerci, 2018). AVE and CR were not reported in the original COM-PASS article, so reporting these indices in the present study extends the psychometric evidence base beyond the internal consistency metrics provided in the development paper. Although these values were not included in the original study, according to the values obtained in the current study, it was found that the AVE value was above .50 in the capability and motivation dimensions and .37 in the opportunity dimension. When the CR values were analysed, it was seen that the values were greater than 0.6. Since the CR values are greater than 0.6, it can be said that the scale has composite reliability. Composite reliability values above .70 are generally interpreted as indicating adequate internal consistency at the construct level, whereas values below .60 suggest insufficient reliability, and AVE values $\geq .50$ are commonly used to support convergent validity (Hair et al., 2021). The AVE and CR values in the Capability and Motivation sub-dimensions are above the limits recommended for convergent validity. Although the AVE value in the Opportunity dimension is below .50, the CR value is above .70, indicating that the validity of this dimension is at an acceptable level (Hair et al., 2019). Methodological guidance in applied validation work notes that convergent validity can remain acceptable when CR exceeds .60 even if AVE falls below .50, which is consistent with interpreting the Opportunity dimension as psychometrically usable at an acceptable level in the current dataset (Filiz, 2023). These findings indicate that the reliability of the Turkish version of the scale is strong, while its convergent validity is generally adequate.

Item-level evidence also supports the construct validity of the Turkish form. Standardized factor loadings in the original COM-PASS development study ranged from .43 to .80, whereas all item loadings in the current adaptation exceeded the commonly used practical lower bound of .50 and were statistically significant, indicating that each indicator contributes meaningfully to its intended latent dimension (Verdonschot et al., 2024). Although some item loadings are below .60, the fact that these values are above .50 and significant, and that the composite reliability values of the sub-dimensions are at an acceptable level support construct validity (Hair et al., 2019). Methodological guidance for reflective measurement models emphasizes that higher loadings (e.g., $\geq .70$) are preferable for indicator reliability, while weaker—but not “very low”—loadings may be retained to protect content validity; in this framework, loadings below .40 are typically treated as a clear removal signal, whereas values above this region can be defensible when the overall reliability evidence (e.g., CR) remains acceptable (Hair et al., 2021). Turkish adaptation studies also report that item loadings below .60 can still be judged adequate when supported by complementary evidence (e.g., significant item statistics and acceptable reliability), as illustrated in the Turkish adaptation of the Compassion Scale, where item-level coefficients as low as .32–.57 were reported and interpreted as sufficient representation (Akdeniz ve Deniz, 2016). Items 8, 9, and 11 displaying comparatively lower loadings is consistent with the original

COM-PASS pattern and can therefore be reported as a cross-sample stability point at the indicator level, rather than as an anomaly specific to the Turkish dataset. These findings indicate that the reliability of the Turkish version of the scale is strong, while its convergent validity is generally adequate.

CONCLUSION

The findings obtained indicate that the Kaiser–Meyer–Olkin value of .862 and the significance of Bartlett's sphericity test ($\chi^2=821.616$, $p<.001$) demonstrate that the data is suitable for factor analysis. In reliability analyses, Cronbach's alpha was found to be .86 for the total score and .86, .78, and .81 for the subscales, respectively. Confirmatory factor analysis results indicate that the model provides acceptable/good fit ($\chi^2/df=2.07$, RMSEA=.066, IFI=.910, RNI=.908, CFI=.908, TLI=.887). Within the scope of convergent validity indicators, AVE values were found to be above .50 in the Capability and Motivation dimensions and .37 in the Opportunity dimension. Although CR values above .60 in all dimensions support composite reliability, all factor loadings at the item level were above .50 and found to be significant, providing evidence for the scale's proposed three-dimensional structure. The Fornell–Larcker results also supported discriminant validity, as the square root of AVE for each dimension was higher than its correlations with the other dimensions.

The findings should be interpreted in light of several methodological limitations. First, the data were collected only from physical education and sports teachers working in Istanbul; therefore, the results should not be generalized to all physical education and sports teachers in Türkiye without further evidence from broader samples. Second, although EFA and CFA provided evidence supporting the three-factor structure of the Turkish COM-PASS, future studies should cross-validate this structure with larger and more heterogeneous samples from different regions, school types, and educational levels. Third, test–retest reliability was not examined in the present study; therefore, the temporal stability of the Turkish form should be evaluated in future research. Finally, measurement invariance analyses were not conducted across demographic or institutional groups such as gender, school type, and school level. Future studies should test whether the Turkish COM-PASS operates equivalently across these groups using multi-group confirmatory factor analysis.

SUGGESTIONS

Based on the findings, the Turkish COM-PASS can be used in descriptive and assessment-focused studies to evaluate physical education and sports teachers' perceived capability, perceived school-level opportunity, and motivation for delivering physical activity in schools. At the institutional level, the scale may help identify whether limitations in school-based physical activity delivery are primarily related to teacher capability, environmental and organizational opportunities, or motivational factors. Therefore, the instrument may support targeted professional development, resource planning, and school-level improvement strategies. Future studies should examine the scale in broader samples, test its temporal stability, and evaluate measurement invariance across gender, school type, and school level.

Ethics Committee Approval

It was given by the ethics committee of Istanbul Aydın University, Social and Human Ethics Commission, dated 20/03/2025 and numbered 2025/03.

Author Contributions

The contribution rate of the authors is equal.

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Conflict of Interest

There is no conflict of interest between the authors.

Sustainable Development Goals (SDG)

Sustainable Development Goals: 4 Quality Education

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Appendix A.

Original COM-PASS Items and Context-Adapted Turkish Version

COM-PASS items	Strongly disagree				Strongly agree
1. I have the physical fitness (e.g., aerobic and muscular fitness, flexibility) to deliver the Resistance Training for Teens program					
2. I have the physical skills (e.g., I can demonstrate the activities) to deliver the Resistance Training for Teens program					
3. I know how to deliver the Resistance Training for Teens program					
4. I can deliver the Resistance Training for Teens program even when barriers emerge (e.g., lack of student engagement or lack of time)					
5. My school has the physical facilities (e.g., access to a gym or appropriate					

indoor or outdoor space) to deliver the Resistance Training for Teens program					
6. My school has the equipment (e.g., resistance bands, balls, activity cards) to deliver the Resistance Training for Teens program					
7. I have enough time to plan the delivery of the Resistance Training for Teens program					
8. I have the necessary support from school executives (e.g., principal or head of department) to deliver the Resistance Training for Teens program					
9. I have the necessary support from my colleagues to deliver the Resistance Training for Teens program					
10. I have the necessary support from parents and guardians to deliver the Resistance Training for Teens program					
11. I can see the benefits (e.g., improvements in students' classroom behavior) of delivering the Resistance Training for Teens program					
12. I am motivated to deliver the Resistance Training for Teens program					
13. I enjoy delivering the Resistance Training for Teens program					
14. Delivering the Resistance Training for Teens program can become part of my school routine					

Turkish Version	Kesinlikle Katılmıyorum				Kesinlikle Katılıyorum
1. Okulumda beden eğitimi ve spor derslerini uygulamak için fiziksel yeteneğe sahibim.					
2. Okulumda beden eğitimi ve spor derslerini uygulamak için psikolojik becerilere sahibim.					
3. Okulumda beden eğitimi ve spor derslerini uygulama konusunda kendime güvenirim.					
4. Beden eğitimi ve spor derslerinin nasıl planlanması ve uygulanması gerektiğini bilirim.					
5. Okulumda beden eğitimi ve spor derslerini uygulamak için gerekli ekipmanlara sahibim.					
6. Okulumda beden eğitimi ve spor derslerini uygulamak için uygun tesisler var.					
7. Meslektaşlarım, okulumuzda beden eğitimi ve spor derslerinin uygulanması konusunda destekçi olurlar.					
8. Okul yönetimim, beden eğitimi ve spor derslerinin uygulanması konusunda destekçi olur.					
9. Öğrencilerin ebeveynleri, beden eğitimi ve spor derslerinin uygulanmasını destekler.					
10. Okulumda beden eğitimi ve spor dersleri için yeterli zaman ayrılır.					
11. Beden eğitimi ve spor derslerinin öğrencilerin iyi oluşu için önemli olduğuna inanırım.					
12. Okulumda beden eğitimi ve spor derslerini uygulamak için motive hissederim.					
13. Okulumda beden eğitimi ve spor derslerini uygulamaktan keyif alırım.					
14. Okulumda beden eğitimi ve spor dersleri fırsatlarını geliştirmeye kararlıyım.					