INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN BUSINESS & SOCIAL SCIENCES

Vol 9, Issue 12, (2019) E-ISSN: 2222-6990

Exploring and Developing Items Measuring Goal Setting In the Context of Jordan Telecommunication Sector

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To Link this Article: http://dx.doi.org/10.6007/IJARBSS/v9-i12/6805 DOI:10.6007/IJARBSS/v9-i12/6805

Published Date: 31 December 2019

Abstract

In This research, the researcher intended to develop a reliable instrument in order to measure Goal Setting (GS) through Exploratory Factor Analysis (EFA), particularly in the context of the Jordan Telecommunication Sector (JTS). This study examined EFA as it differs from other studies in terms of cultural and social status. More importantly, many previous studies examined Goal Setting. However, a few researchers focused on the projected considerable attributes of (GS). This study examined Goal Setting components to measure (GS) and presented a reliable instrument. This research implemented the cross-sectional study design, and randomly collected data from 100 participants working in three leading telecommunication companies in Jordan, that exclusively provide mobile telephone and internet services using a structured survey. This study concluded a reliable instrument with ten (10) items representing goal setting. It also calculated the internal reliability value (Cronbach Alpha value) for the current GS instrument and found it reliable.

Keywords: Exploratory Factor Analysis (EFA), Jordan Telecommunication Sector (JTS), Goal Setting (GS).

Introduction

Goal-Setting Theory

The history of goal setting theory is rooted in the psychological theories of behaviorism originated in the mid-twentieth century (Locke & Latham, 2015). Behaviorism suggests that human behavior is predictable and can be best understood through the analysis of observable behavior, with the primary focus of observation revolving around the interaction between environmental stimuli and the participant's response (Skinner, 2011). Behaviorism ignored internal cognitive processes and the role of free will in favor of emphasizing that observable behavior was a product of an external stimulus. Consciousness and internal motivations were overlooked due to the inability of researchers to observe these constructs directly.

In the 1960s, Edwin Locke proposed that intentions to work towards a goal are a significant source of work motivation. This theory has been supported in more than one thousand studies with all types and levels of employees. Goals must have specificity, commitment, challenge, and feedback to motivate others (Locke, 2009).

Locke and Latham (1990) said "What gets measured about goals gets done." A goal, according to Locke and Latham (2002) is "an object or aim of an action." What gets done, according to Drucker (2001), should be the result of management leveraging the collective efforts of each organization member in the "same direction, and their contributions must fit together in order to produce a whole – without gaps, friction, and unnecessary duplication of effort."

Studies by Locke and Latham (2015) about goals and performance began with comparisons of nebulous goals in which employees were told to do their best, versus goals with particular requirements and deadlines. Besides, these studies examined how goal difficulty could influence productivity. Initial studies by Locke and Latham revealed that, as long as a goal remained within the limits of an employee's ability to reasonably complete, variability was minimized as the specificity of the goal was increased. Conversely, the goals of a certain degree of difficulty exceeding the competence of the employee increased variability and reduced the impact of specificity. Locke and Latham's conclusion suggested that organizations that set reasonable and specific goals would produce higher performance and superior results when contrasted to vague or no goals. This idea formed the core of goal-setting theory (Locke & Latham, 2015).

The goal-setting theory was refined over time in subsequent experiments (Locke & Latham, 2015). The behaviorist concept of feedback as a reinforcement of behavior was modified in the goal-setting theory context. The behavioral perspective revealed that feedback automatically reinforced behavior in a causal relationship. Studies revealed that, while feedback influenced behavior, cognitive processes mediated the relationship. Reduced optimal results in attempting to achieve a goal did not automatically lead participants to abandon a task, but did inform future behavior and attempts to complete these tasks. Concerning the goal-performance relationship, feedback can act as a moderator. People received feedback, so as to assess their progress, revise their strategies as necessary, and change both the amount and type of effort they exerted toward the completion of a goal. Measures of self-efficacy were found to influence performance in relation to the influence of difficulty on the goal-performance relationship (Locke & Latham, 2015). Self-rated measurements of confidence in one's ability to accomplish a goal found out that the performance was maximized when goals fall within the range that participants felt confident in completing them.

Goal-setting research centered on how different goals influenced employee performance (Locke & Latham, 2015). Multiple goals were studied concerning their impact on employee performance. Goals ranged from vague dates and objectives to highly specific standards set for the employees. Initial Research by Ryan and Smith (1954), revealed that when objectives were concrete, including the completion of specific tasks by certain days, employee productivity and performance increased evidently.

Supported by intense research, Miner (2005) evaluated goal setting theory as a "very important, practical, highly institutionalized, and valid." Researchers identified over 1,000 goal-setting theory studies (Locke, 2009). The goal-setting theory studies involved over 40,000 subjects in countries worldwide and numerous occupations in the field and laboratory settings (Locke & Latham, 2006). The studies had consistently shown that goal-setting theory could predict, influence, and explain human behavior (Latham, 2007). Over 160 studies demonstrated significant or contingently significant differences between specific and challenging or difficult goals and do your best or no goal conditions (Locke & Latham, 1990). Studies found out that specific and challenging goals led to higher performance.

The essential propositional components of the goal-setting theory were established in Locke's research and remain consistent nowadays (Latham & Arshoff, 2015). These components of the theory have been studied in various countries, within numerous contexts, and throughout approximately one thousand studies. Individuals who set specific, challenging goals are more likely to achieve a higher degree of performance than those who are tasked with vague or easy goals. A positive relationship between the difficulty of the goal and the individual's performance existed. (Latham & Arshoff, 2015).

Four moderating variables set conditions upon which the goal-setting theory relies (Latham & Arshoff, 2015). The goal-performance relationship can be negatively impacted when the difficulty of the task exceeds the abilities of an individual, or when the resources required to complete a specific task are not available. Feedback and commitment to achieve a goal are regarded essential. The theory consists of (a) the goal remains within the ability of an individual to complete, (b) the goal can be completed with the resources available to an individual, (c) an individual is provided with feedback concerning his performance, and (d) an individual is committed to the completion of a goal (Latham & Arshoff, 2015). These four variables can be summarized as ability, resources, feedback, and commitment. Therefore, performance is maximized when an individual is tasked with specific challenging goals.

In addition to the four moderators that exist in goal-setting theory, four mediators govern the goal-performance relationship (Latham & Arshoff, 2015). The first can be categorized as specificity which refers to the degree to when an individual can attenuate to a task or goal. The higher refined and discrete an action being targeted, the higher the degree to which an individual can increase their effort in completing that task. The second one is effort in which productivity and performance can be increased as an individual's effort increases. Tasks that might typically require several days can be accomplished in a shorter period. The third one is persistence, which refers to the length of duration in which an individual is willing to work towards achieving a goal. Persistence has been seen to increase with challenging, specific goals. Finally, planning is the last mediator of the goal-performance relationship. Planning to attempt to achieve a goal is associated with increased performance (Latham & Arshoff, 2015).

Goal-setting theory, while describing the relationship between specific, challenging goals and performance, is moderated by the four variables: ability, resources, feedback, and commitment, and mediated by the four variables, which are specificity, effort, persistence, and planning. Together, they help to explain variations in performance observed within the workforce (Kramer & Thayer, 2013).

Extensive, empirical, and systematic research on goal setting was conducted for over 50 years, making it researched in organizational behavior topics thoroughly (Miller & Weiss, 2015). Researchers showed the positive effects of goal setting on business outcomes, including sales generation, management, manufacturing workers, logging, scientists and engineers, assembly workers, call-center employees, and clerical workers (Cascio, 2014; Van Dierendonck, Stam, Boersma, De Windt, & Alkema, 2014). The strength and consistency of the findings in meta-analytic literature reviews left little doubt as to the importance of goal setting for an individual and group performance (Miller & Weiss, 2015).

Outside the traditional workspace, goal-setting can assist entrepreneurs by driving increased fundraising when the entrepreneur relies upon crowdsourcing (Li & Jarvenpaa, 2015). The establishment of challenging to achieve goals was found to be associated with better funding. However, this effect was amplified when a substantial amount of community engagement was associated during the crowd funding period. As members of the community were more actively engaged in the project and its fundraiser, it led to more funding. However, the effect of a goal on fundraising was limited if the goal appeared unoriginal. The results of the study suggested that goals could motivate individuals to commit even more money to a project if the goal was novel (Li & Jarvenpaa, 2015).

Employee's attitudes and behavioral changes can be accomplished through goal-setting (Madera, King, & Hebl, 2012; Taylor, 2013). Sometimes goal-setting requires time before new behaviors or attitudes are adopted, perhaps reflecting the need for subordinates to integrate these new attitudes (Madera et al., 2012). Additionally, general organizational citizenship behavior can also be encouraged through the establishment of goals (Taylor, 2013). Such behavior consists of employees voluntarily committing to behaviors and tasks within an organization that is not required from them, which can benefit the organization in establishing goals among employees that are specific and intricate leads to psychological empowerment. In turn, this is associated with an increase in organizational citizenship behavior, mainly when goals are specific and intricate (Taylor, 2013).

Behavioral changes were also observed among leaders when goals were set (Johnson, Garrison, Hernez-Broome, Fleenor, & Steed, 2012). A study of leaders and their behavioral changes was conducted using data collected for over three months. Leaders who underwent a 5-day leadership development program were surveyed over the next three months. Those who underwent the training were also challenged to meet goals along with several competencies of leadership. When survey scores were rated and compared over the assigned period, improvements in the competencies of (a) developing others, and (b) building and maintaining relationships, were noted by the researchers. The improvements among these competencies were superior to the improvements among those who did not undergo the training. The findings implied that leadership skills could be achieved by training, and the speed of acquisition is maximized through goal setting as part of a leadership development program set (Johnson et al., 2012)

Employee performance improved among those in the civil sector through the use of goal setting (Reemts, Hirsch, & Nitzl, 2016). A study of civil servants in Germany revealed that the use of specific goals improved individual work performance. Critical to increasing performance was participation by employees in the goal-setting process. Allowing employees to participate in setting goals resulted in a higher level of engagement that influenced the degree to which performance increased. The research found out that not only individual performance improved, but also did group performance (Curşeu, Janssen, & Meeus, 2014). Thirty-seven groups were studied to determine the effect of goal-setting and found out that setting goals had a positive impact on group performance. However, with an increase in difficulty, the performance began to decrease in a U-shaped distribution. The findings implied that goal-setting improved performance to a degree, after which the difficulty level resulted in a slow decline in performance (Curşeu et al., 2014).

A study of employees performing a data entry task was conducted to determine the impact of setting high goals versus low goals (Tammemagi, O'Hora, & Maglieri, 2013). Employees tasked with achieving higher goals outperformed peers who were grouped in the low goal conditions consistently. Although there was a variation concerning persistence while attempting to accomplish goals, the findings of the study supported the concept that challenging goals drive increased performance (Tammemagi et al., 2013).

Within an employment context, goal-setting was also partly linked with unethical behavior (Niven & Healy, 2015). Researchers theorized that the setting of goals could motivate individuals to act unethically in order to achieve those goals. The study used two different groups, as each group was required to meet certain conditions to complete their goal. The findings suggested that in the group in which specific goal conditions and targets were assigned, members were more likely to advocate for unethical behavior in order to complete the task against those members of the group in which vague conditions and tasks were assigned. The results of the study suggested that administrators should be cautious about specific goal setting and that goal setting should be paired with other instructions reinforcing the need for ethical behavior. The study also revealed that some tasks might generate more advocacy for unethical behavior than others (Niven & Healy, 2015).

Smith et al. (1990) conducted a study of the effects of goal setting and planning on performance between sixteen simulated organizations. Goal setting consisted of the specific and challenging or difficult goals or do your best goals construct. Planning was measured in terms of time and quality. Specific and challenging or difficult goals were positively correlated to macro-level organizational performance and high planning quality. If the time spent did not produce higher quality planning, then researchers found the time spent was not beneficial.

Dossett et al. (1979) conducted a study of the effects of assigned, participative set, and do your best goals for 60 female clerical workers on a clerical test. The researchers found out that specific goals led to higher performance than do your best goals. They also found out if goal difficulty was held constant, there was no significant difference between assigned and participative set goals on performance or acceptance of those goals. Goal attainment was higher in the assigned goal condition than the participative set condition. The researchers also found out that individuals with high esteem who received knowledge of results in the participative set goal condition attained their goals more often than those with low esteem.

Latham and Yukl (1975) reviewed twenty-seven published and unpublished field studies of goal-setting theory. Findings revealed that specific and challenging or difficult goals led to higher performance than do your best types of goals or not having a goal. However, the studies did not provide significant evidence that goal setting mediated the effects of participation, monetary incentive, and performance feedback. Further, Latham and Yukl identified the need for further research into the determinants of goal acceptance and commitment, and the consequences of subordinate participation in goal setting and on variables moderating the effects of goal setting.
In experimental studies of participative set goals, participation was found to affect performance only to the extent it led to setting more specific and challenging or difficult goals than those that were assigned (Latham & Steele, 1983). However, they identified the need for more research on the cognitive effect of participation in goal setting. Before exploring goal-setting theory further, it was appropriate to discuss how it evolved from the motivation theory.
Goal setting has been applied in the field of education and has revealed that establishing target scores led to improved performance among students (Martin & Elliot, 2016). Students at the collegiate level were aided through goal-setting as well, which helped them decide on their future careers (Antonio & Tuffley, 2015). Clearly defined goals involving the use of the latest digital technology were established. The lessons were related to career goal setting by clarifying how such devices could be used to achieve those goals. This association led to a higher degree of engagement among students, including, (a) increases in usage frequency of the devices involved, (b) increases in the rate with which students logged into their academic accounts to consult learning materials, and (c) an increased rate in sharing the learned information over social networks. Findings recommended that students could be encouraged to remain highly engaged in their learning by making it relevant to setting career goals (Antonio & Tuffley, 2015).
The goal-setting theory has been applied in the health field for weight loss and demonstrated that positive health changes could be achieved through the creation of concrete goals (Ries et al., 2014). The study suggested that while goal-setting can impact behavior, in some contexts, its influence can be moderated by ethnicity and culture (Ries et al., 2014). In a separate study ignoring ethnicity and focusing on general weight loss, researchers found out that those who set goals for weight management increased their physical activity and achieved better weight loss results (O'Hara et al., 2016). In a comparison of groups in which one group established weight goals while the other did not, superior results were achieved among members of the goal-setting group. The study did not find out any changes in diet habits. The findings of Ries et al. (2014), which did find out dietary changes, indicated that both overall physical activity and diet could be altered through goal-setting interventions (O'Hara et al., 2016).
Concerning health, goal-setting also helped the rehabilitation of individuals with brain injury through the increase of social competence (Hawley & Newman, 2015). Social competence includes cognitive, emotional, and communication skills that people rely upon to interact with. Goal setting was found to increase social competence through the establishment of brief goals.
A study was conducted about nurse absenteeism, which was unusually high and associated with the rigors of the health field. The study suggested that setting goals for nurses, alongside absenteeism feedback, helped retain deep feelings of discomfort while simultaneously reducing the total number of days of absenteeism (Gaudine et al., 2013).
Goal-setting was also noticed to have limited efficacy when the established goal was not

consistent with a participant's goal orientation (Gardner, Diesen, Hogg, & Huerta, 2016). Establishing goals was associated with increased performance among the trainees when goal types and personal goal orientations were aligned; performance increases were maximized (Gardner et al., 2016).

Background

Jordan sectors of Information and communications technology (ICT) achieved plenty of full of pride activities. The ICT system in Jordan becomes one of the most advanced and robust systems in the Arab region. In addition to the development of new technologies, ICT is recorded between the highest priorities in the government and is anticipated to carry on a high contribution to the Jordanian economy. Despite the growing regional competition and economic contraction added to the regional instability, this sector remains to be one of Jordan's most considerable significant powers by demonstrating the sector's development related to numbers defining the market size increase, investments, employment, and exports (Jordan, 2017).

Three major players are dominating the Jordan telecoms sector; Jordan Telecom Group (JTG), Mobile Telecommunications Company K.S.C.P. (Zain), and Umniah Mobile Company (Umniah). Obligatory carrier JTG was privatized in the year 2000 and made an initial public offering in 2002. In 2006 France Telecom acquired a significant share. Nowadays, the company is majority-owned by France Telecom, operating as Orange Jordan, while the Jordanian government maintains a 30% stake. The leading mobile provider is Zain Jordan, with a 40% market share and nationwide coverage, according to Zain Group's 2014 annual report, Orange Jordan holds a 31% share of the market, while Umniah holds 29%. This study targeted these three leading telecommunication companies in Jordan that exclusively provide mobile phone and internet service (Al-edenat, 2018; Oxford, 2017).

Objectives of the Study

The main objective is to explore the suitable elements to include in the developed instrument. This research intended to test the reliability of an instrument to measure Goal Setting through Exploratory Factor Analysis (EFA).

Scope of the Study

The researcher conducted this study on the leading telecommunication companies in Jordan that are exclusively providing mobile phone and internet service (Al-edenat, 2018). The Sector Includes Orange, Zain, and Umniah. The study will target all permanent full-time middle managers of Jordan Telecommunication Companies, who hold supervisory positions, heads of departments, directors of the divisions, or directors who are supervising three or more subordinates at their company.

Methods

Pre-test

The pre-test is a prerequisite for research that adopts survey questionnaire as a method of data collection (Presser & Blair, 1994; Presser et al., 2004), to assess any worries associated with the questionnaire in advance, such as annoying ideas or unsuitable wording of questions (Presser et

al., 2004). The researcher included Experts and Practitioners' views in the questions throughout the pre-test (Zikmund, Carr, Babin, & Griffin, 2013). Expert's opinions are considered necessary to scrutinize and decide mysterious objects while computing the variables (Forsyth, Rothgeb, & Willis, 2004), whereas the opinions of practitioners are essential to the sensitivity of the elements. The current research assumes experts as people working in the academic field, while practitioners are individual managers working in the field industry.

This study managed to gather data in three phases: a pre-test, followed by instrument validity, and then apply the pilot study, to ensure that the questions are sensitive to the language and the culture of the respondents, especially concerning the attitudinal and behavior measures (U Sekaran & Bougie, 2010).

In the pre-test phase, the questionnaire was reviewed and examined by ten external experts and practitioners to check the veracity of the questionnaire and to ensure that it measured what it was designed to measure. Pre-testing is carried out by ten academics in the management field in Malaysia and Jordan universities, and managers who work in Jordan telecom sector to improve the competency level of the survey. The researcher selected the experts and practitioners by a judgment sampling method, taking their Arabic and English language abilities into consideration. Judgment sampling refers to the procedure in which the researcher is involved in the selection of subjects who are most useful or in an above point to convey the required information (U Sekaran & Bougie, 2010).

The researcher sent an email inviting the experts and practitioners to participate in the research, asking them to give feedback and identify any ambiguous and challenging questions in the survey. The researcher followed the guidelines of the back-to-back translation procedure, as suggested by Brislin (1980), and worked with an official translator. The researcher made the survey available to the reviewers in both languages, English and Arabic, to make sure that the selected words of the translated survey were appropriate and to provide the reviewers with the ability to compare the items with the original English survey (Arham, 2014). The researcher modified the survey according to the reviewer's comments and feedback, and improved it accordingly, then introduced a new version of the questionnaire.

The reviewers were requested to assess (1) word appropriateness, (2) items clarity, (3) items adequacy to measure the constructs, and (4) the questionnaire arrangement. In addition to that, the respondents recorded the completion time required to complete the survey. They were requested to return their feedback within two weeks. Two weeks later, because the researcher had only received seven responses, an email reminder was sent to increase the response rate. The researcher then received three more of the missing responses. The reviewers provided feedback and comments on the instrument. The instrument showed acceptable reliability and good validity in collecting the primary data.

Validity

Validity is the level of portrayal precision of the idea of enthusiasm on a scale or group of assessments (Hair, Gabriel, & Patel, 2014). It alludes to how we can quantify what is required to be precisely measured, or how the exploration results are substantial and reasonable to have the research prevail concerning accomplishing what it is planned to evaluate (Uma Sekaran & Bougie, 2016)according to the researcher's conviction to judge precisely.

For this research, the face, content, and construct validity classifications are applied (Alanazi, 2014). Face validity shows the degree to which the instrument things address and evaluates the significant parts of the examination area. Content validity indicates the point to which the information gathered utilizing a specific instrument speaks to the ideal substance to be estimated (Mugenda, 1999). The validity of a construct is the degree to which the practical variable identification reflects the real theoretical meaning.

The researcher scrutinized a few specialists on management and leadership to check the poll's face validity. Likewise, the researcher requested a few scholastic teachers at Malaysia and Jordan universities for checking content validity. The substance of all instrument components was semantically and thoughtfully checked depending on the idea of leadership in Jordan as it identifies the examined issues. Therefore, the face and substance legitimacy of the underlying poll was improved. These techniques helped upgrade the poll's adequacy as far as its structure, substance, and objectives.

Factor Analysis

Riedl, Kainz, and Elmes (2006) explained the pilot study as a purposefully led to enhance the materials, systems, and parameters connected in the real research. It likewise kills methodological blemishes in commonsense research. Besides, the pilot study enables analysts to work on leading the investigation, survive and diminish blunders in the genuine examination and guarantee the member's degree of comprehension of the guidelines enclosed in the exploration tool (Bordens & Abbott, 2008). As indicated by Church and Waclawski (1998), the goal of a pilot study is to evaluate the substance of the inquiries and their pertinence to the examination topic and to quantify the lucidity and simplicity of comprehension. Reynolds, Diamantopoulos, and Schlegelmilch (1993) contended that the pilot test improves the poll plan and recognize regions of shortcoming in the survey for the objective example.

Additionally, a pilot test may improve the validity and quality of the instrument (Hair Jr, Wolfinbarger, Money, Samouel, & Page, 2015; Nunnally, 1994). As per Polit, Beck, and Hungler (2001), the pilot study is like a feasibility study; performed at light stages for the planning of a precise core study. The pilot study guarantees (a) the review directions are justifiable, (b) the study is exhaustive and straightforward to finish, and (c) the vital information is gathered by the instruments. The researcher applied a pilot test on the objective contributors to advance the quality and validity of the instrument (Jr et al., 2015; Nunnally, 1994).

After the pre-testing process completed, the researcher amended the item statement based on the comments made by the reviewers. The researcher applied a cross-sectional study design and randomly collected data from 100 participants out of 318 middle managers working in three leading telecommunication companies in Jordan (Ali, 2018), that are exclusively providing mobile telephone and internet services using structured survey (Al-edenat, 2018). The researcher employed the Exploratory Factor Analysis (EFA) to explore and evaluate items and its dimensionality (if any) in measuring the particular construct (Al-edenat, 2018; Ali, 2018).

Factor analysis was applied to create construct validity. This technique confirms the concept of components defined as practical. It indicates the best suitable elements for every component (Sekaran, 2009). The researcher used Bartlett's test to guess the possibility of factor analysis stability, while the KMO test was used to determine the adequacy of sample size for analysis

(KMO value close to unity is preferred). Then, the construct validity and the suitability of the instrument within the Jordan Telecommunication Sector context were determined.

Results / Discussion

The dimensionality of items may change when the current study is different from other studies in terms of differences in the field of study, the socio-economic status, and the culture of the population. The other factor is the time duration between the current study and the previous studies. The results obtained by other studies may not hold due to the differences mentioned above (Awang, 2012, 2014).

EFA Procedure

This study applied the interval scale between 1 (strongly disagree) and 10 (strongly agree) with the given element statement to measure this construct with it's ten elements in the instrument (Awang, 2014, 2015; Awang, Afthanorhan, & Mamat, 2016; A. S. M. M. Hoque, Siddiqui, Awang, & Baharu, 2018). Measurement of every element in Goal Setting is shown in The descriptive statistical Table 1 and is presenting the mean and standard deviation score for every element.

Table 1:
Descriptive Analysis for Items Measuring Goal Setting

Code	Item Statement	Mean	Std. Deviation
GS1	I am willing to include subordinates in the goal-setting process.	8.39	1.983
GS2	I have the stress associated with the difficulty of meetings for goal setting.	8.51	1.705
GS3	I have enough resources available (action plans, tactics, training, people, and feedback) to achieve goals	8.46	1.653
GS4	Goals are clearly defined	8.50	1.897
GS5	Goals are included in the performance appraisal process	8.41	1.905
GS6	Job security, compensation, and promotions are linked to goals	8.58	1.870
GS7	Goals created too many sub-goals.	8.44	1.881
GS8	Goals are related to company policies and supervisory efforts, to goal accomplishment	8.54	1.623
GS9	I have a fear of consequences for failure to meet goals	8.51	1.682
GS10	Goals are clearly prioritized	8.55	1.710

Bartlett's Test and KMO Value

Applying the extraction method of Principal Component with Varimax (Variation Maximization) Rotation, the researcher implemented the EFA procedure on construct elements. Table 2 demonstrates that the Bartletts' Test of Sphericity is highly significant (sig. 000). Furthermore, the sufficiency of sampling by Kaiser-Meyer-Olkin (KMO=0. 940) is excellent while it is beyond the necessary value of 0.6 (Awang, 2012; Bahkia, Awang, Afthanorhan, Ghazali, & Foziah, 2019;

A. Hoque, Awang, Jusoff, Salleh, & Muda, 2017; A. S. M. M. Hoque et al., 2018). These two results specify that the data is acceptable to continue further with the data reduction process in EFA (Awang, 2012; A. Hoque et al., 2017; A. S. M. M. Hoque et al., 2018; Noor, Aziz, Mostapa, & Awang, 2015; Yahaya, Idris, Suandi, & Ismail, 2018).

Table 2**:**
Bartlett's Test and KMO Value

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Test for Sample Sufficiency.		. 940
Bartlett's Test of Sphericity	Approx. Chi-Square	1117.789
	df	45
	Sig.	.000

Figure 1 demonstrates the construct components caused by the EFA procedure for goal setting. This procedure clustered 10 elements into one dimension with its measurement. The matrix for the rotated component shall indicate every element with it is exact belonging to every component (Awang, 2012, 2014, 2015; Bahkia et al., 2019; A. Hoque et al., 2017; A. S. M. M. Hoque et al., 2018).

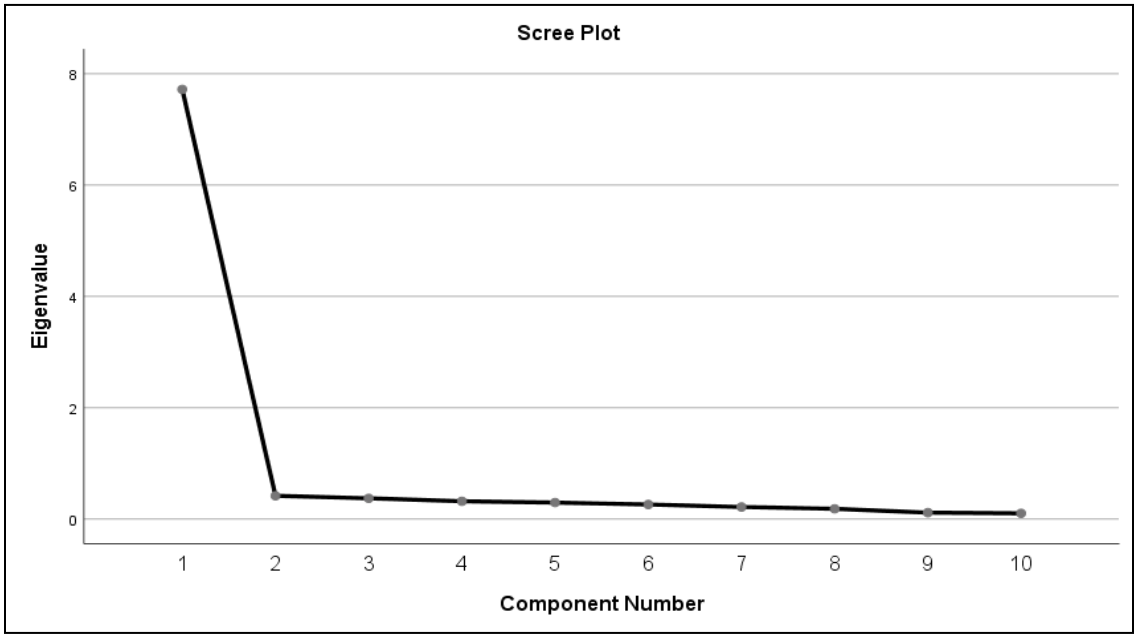

Figure 1: Components Extraction

Table 3 shows the one dimension resulted from the EFA procedure built on the computed Eigenvalue; The eigenvalue is 7.718. The explained total variance for measuring the Goal Setting construct is 77.183%. The total variance explained is acceptable since it exceeded the minimum 60% (Awang, 2012; Bahkia et al., 2019; A. Hoque et al., 2017; A. S. M. M. Hoque et al., 2018; Yahaya et al., 2018).

Table 3
Explained Total Variance for Goal Setting Construct

Total Variance Explained			
Component	Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %
1	7.718	77.183	77.183
Extraction Method: Principal Component Analysis.			

Table 4 demonstrates the one dimension with its elements resulted from the EFA procedure. In order to retain any item, the factor loading for each element should be more than 0.6 (Awang, 2012, 2014, 2015; Bahkia et al., 2019; Yahaya et al., 2018).

Table 4:
Number of elements for Goal Setting

Component Matrix [a]	
	Component 1
GS1	.883
GS2	.871
GS3	.874
GS4	.899
GS5	.828
GS6	.916
GS7	.912
GS8	.877
GS9	.838
GS10	.882
Extraction Method: Principal Component Analysis.	
a. 1 component extracted.	

Internal Reliability

Finally, the study needs to figure Cronbach's Alpha, which indicates the retained item's reliability in measuring this construct. The internal consistency or reliability indicates the strength of items holding together in measuring specific constructs. Cronbach Alpha test must be greater than 0.7 to achieve elements of internal reliability (Awang, 2012). Table 5 presenting Goal Setting, with it is respective Cronbach Alpha value.

Table 5:
The Cronbach' Alpha for Internal Reliability

Reliability Statistics		
Component	**N of Items**	**Cronbach's Alpha**
1	10	0.967

Goal setting elements have Cronbach's alpha values with more than 0.7. Furthermore, Cronbach's Alpha value for all ten items is 0. 967, which also exceeded the threshold value of 0.7. Therefore, the study conclude that the instrument measuring the Goal Setting has adequate internal reliability (Awang, 2012, 2014, 2015; Bahkia et al., 2019; A. Hoque et al., 2017; A. S. M. M. Hoque et al., 2018; Noor et al., 2015; Yahaya et al., 2018) As a result, the extracted component with its items are reliable and appropriate to measure the GS construct.

Conclusion

The current research adds value to the GS construct measurement, mainly in the JTS context. The EFA outcomes formed a configuration that extracts one component of GS, which can be measured by ten items established in this research, with high Cronbach's Alpha value, meets Bartlet Test (significant), KMO (> 0.6), and factor loading is beyond the least threshold of 0.6, which replicates that the elements are applicable in this study (Awang, 2012; Awang, Ahmed, et al., 2017; Awang, Hoque, Muda, & Salleh, 2017; A. S. M. M. Hoque et al., 2018). The demanding scale development and the current research validation confirmed that the validated instrument is consistent and stable across samples.

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