THE EFFECTS OF WIN:LOSS [W:L] ON INDIVIDUAL MOTIVATION AND PERFORMANCE

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Discussion Points

- Background
- Overview
- Procedure
- Results
- Explanation
- Implications
- Future considerations
Background on Sport Psych & Motivation Scales

- “Sport psychology is a proficiency that uses psychological knowledge and skills to address optimal performance and well-being of athletes, developmental and social aspects of sports participation, and systemic issues associated with sports settings and organizations” (APA, 1986).

- Perceived Motivational Climate in Sport Questionnaire (PMCSQ) (Walling et al., 1992).
  - Perceived motivational climate, degree of worry, team satisfaction

- Sport Motivation Scale (SMS) (Pelletier et al., 1995)
  - Intrinsic vs. extrinsic motivation.

- Behavioral Regulation in Sport Questionnaire (BRSQ) (Lonsdale et al., 2008).
  - Continuation of SMS.
What is being Addressed?

Problem: Many athletes feel individual pressure to perform without regard to the team’s entire performance.

Hypothesis: An athlete’s individual motivation and performance can be impacted by the well of their team.
Sport Psychology Motivational Assessment Scale [SP-MAS]

- 20 question survey
  - 4 questions for demographics
  - 16 statements of motivation
    - 4 statements corresponding to each scenario
    - Statements randomized to prevent pattern recognition

<table>
<thead>
<tr>
<th>Gender</th>
<th>D.D. Decrease in wins → Decrease in Motivation</th>
<th>D.I. Decrease in wins → Increase in motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Standing*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sport</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Not a factor considered in data analysis

Rated 1 → 5 (Strongly Disagree → Strongly Agree)
Sport Psychology Motivational Assessment Scale (SP-MAS)  
(Created by Bailey & Neuwirth, 2017)

**Instructions:** Please answer the following questions about yourself and the sport you play.

1. What is your gender? (circle one)  
   a. Male  
   b. Female

2. What is your age? (circle one)  
   a. 17  
   b. 18  
   c. 19  
   d. 20  
   e. 21  
   f. 22  
   g. 23  
   h. 24  
   i. 25+

3. What is your academic standing? (circle one)  
   a. Freshman  
   b. Sophomore  
   c. Junior  
   d. Senior

4. What sport do you play? (circle one)  
   a. Basketball  
   b. Soccer  
   c. Lacrosse

**Instructions:** For the following questions circle one number rating for each, indicating how much you agree with each statement.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Disagree nor Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

5. The more my team wins, the more games I want to play in.  
6. I don't care if my team loses as long as I perform well.  
7. If my team is losing I want to give up.  
8. I enjoy playing with my teammates more when my team is winning.  
9. I don't care how many points I score if my team loses.  
10. I'd rather my teammates play more than me when we are winning.  
11. The more games my team loses, the more I want to play again.  
12. I will sit out as many games as I have to if my team keeps winning.  
13. I want to play as minutes as possible when my team is winning.  
14. I stop wanting to play my sport when my team loses a lot of games.  
15. I don't take as many shots when my team is winning.  
16. I play better when my team is winning.  
17. I feel like I am not good enough when my team performs well.  
18. I want to sit out of the next game is my team loses badly.  
19. I try to play better when my team is losing.  
20. I am less likely to pass to me teammates if we are losing.
## Participants – N-Sizes

<table>
<thead>
<tr>
<th></th>
<th>Soccer</th>
<th>Basketball</th>
<th>Lacrosse</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>$n = 8$</td>
<td>$n = 3$</td>
<td>X</td>
</tr>
<tr>
<td>Female</td>
<td>$n = 8$</td>
<td>$n = 4$</td>
<td>$n = 15$</td>
</tr>
</tbody>
</table>

$N = 38$
Procedure

- Inform coaching staff of research
- Distribute surveys to teams
- Inform athletes of purpose and procedure
- Surveys completed
- Surveys scored using SP-MAS key

<table>
<thead>
<tr>
<th>Motivation Scenario</th>
<th>Question Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decrease winning → Decrease Motivation and AP</td>
<td>8, 10, 15, 19</td>
</tr>
<tr>
<td>Decrease winning → Increase Motivation and AP</td>
<td>7, 12, 20, 21</td>
</tr>
<tr>
<td>Increase winning → Decrease Motivation and AP</td>
<td>11, 13, 16, 18</td>
</tr>
<tr>
<td>Increase winning → Increase Motivation and AP</td>
<td>6, 9, 14, 17</td>
</tr>
</tbody>
</table>
Data Analysis

- Data categorized based on sport, gender, motivation level in Microsoft Excel
- Calculated Mean, Standard Deviation, Standard Error of the Mean of each motivation level for each sport and gender
- Ran an Analysis of Variance (ANOVA)
Fig. 1. Illustrates the soccer team athletes SP-MAS Scores for the W:L conditions and motivation score as a function of gender. Data are presented as $\pm$ SEM with $\alpha = 0.05$, 95% CI, and $p < 0.05^*$, $p < 0.01^{**}$, and $p < 0.001^{***}$ for males (*) and females (†).
Fig. 2. Illustrates the basketball team athletes SP-MAS Scores for the W:L conditions and motivation score as a function of gender. Data are presented as ± SEM with α = 0.05, 95% CI and $p < 0.05^*, p < 0.01^{**}$, and $p < 0.001^{***}$ for males (*) and females (†).
Lacrosse

Fig. 3. Illustrates the lacrosse team athletes SP-MAS Scores for the W:L conditions and motivation score. Data are presented as ± SEM with α = 0.05, 95% CI and p < 0.05†, p < 0.01 ††, and p < 0.001 ††† for females (†).
Fig. 4. Illustrates the combined team athletes SP-MAS Scores for the W:L conditions and motivation score as a function of sport team. Data are presented as ± SEM with $\alpha = 0.05$, 95% CI and $p < 0.05^*$, $p < 0.01^{**}$, and $p < 0.001^{***}$ for soccer (*), basketball (†), and lacrosse (‡).
Discussion

Hypothesis Supported

Individual motivation is impacted by team performance

What this means
- Biopsychosocial approach to success or failure
- Maintenance of motivation

Limitations to Consider
- Participants
- Number of teams
- Timeline of season
Conclusions

Future Studies
- More participants
- Different teams
- Combined analysis of player stats., Motivation Assessment Scale scoring and, Sport Motivation Scale score
- Training to promote or eliminate motivators and behaviors

Takeaway
- Introduction to topic in Sport and Exercise Psychology
- Understanding of the complexity of performance
- Many factors that can impact performance
Acknowledgement and thank you to:

• Coaches of the surveyed teams.
• Athletes who participated.
• Dr. Lorenz S. Neuwirth for his mentorship.
References


THANK YOU