

4.6 Motivation

Name: _____ Class: _____ Date: _____

Total: 18 marks

KEY WORDS intrinsic 内在 • motivation 动机 • intrinsic motivation 内在动机 • arousal 唤醒
• extrinsic 外在

Objective

Build the skills to answer exam questions on **motivation** 动机.

You must be able to:

- contrast **drive-reduction** 驱力降低 with **arousal** 唤醒 theory
- state what the **Yerkes-Dodson** relationship predicts
- distinguish **intrinsic** 内在 from **extrinsic** 外在 motivation
- describe a **hierarchy of needs** 需要层次 and one criticism of it

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ Two accounts

Drive-reduction: a physiological need creates a drive, and behaviour reduces it, restoring balance. This handles hunger and thirst but not curiosity or risk-seeking, where behaviour **raises** arousal.

■ Yerkes-Dodson

Performance is best at a **moderate** level of arousal, and the optimum is lower for difficult tasks than for easy ones. Both too little and too much arousal impair performance.

■ Intrinsic and extrinsic

Intrinsic motivation comes from the activity itself; **extrinsic** from an external reward or consequence. Rewarding an already intrinsically motivating activity can reduce interest once the reward stops — the **overjustification** effect.

■ A hierarchy of needs

Needs are arranged from physiological and safety, through belonging and esteem, to self-actualisation, with lower needs said to take precedence. The criticism is that the ordering is not fixed: people pursue meaning and belonging under severe deprivation.

2 Practice

2.1 State one behaviour drive-reduction theory explains well and one it explains poorly.[2]

2.2 State what the Yerkes-Dodson relationship predicts about difficult tasks. [2]

2.3 A child who enjoyed drawing is paid for each picture and later stops drawing for pleasure.

(a) Name the effect. [1]

(b) State the practical warning it gives. [1]

3 Exam-style questions

3.1 Performance on a very difficult task is best when arousal is [2]

- **A** as high as possible
- **B** relatively low
- **C** absent
- **D** irrelevant

3.2 Reading for pleasure with no external reward is [1]

- **A** extrinsic motivation
- **B** intrinsic motivation
- **C** drive reduction
- **D** overjustification

3.3 A workplace introduces bonuses for a task employees already found satisfying.

- (a) State one risk. [1]
(b) Explain how the scheme could be designed to avoid it. [2]

3.4 Applied research task. Children who already enjoyed drawing were divided into three groups. Group **1** was promised a certificate for drawing; Group **2** received an unexpected certificate afterwards; Group **3** received nothing. Two weeks later, Group **1** spent the least free time drawing.

- (a) Explain the result using intrinsic and extrinsic motivation, naming the effect. [3]

- (b) Explain why Group 2 was not affected in the same way. [1]

- (c) A student performs best on an easy task when highly aroused, but best on a hard task when only moderately aroused. Name the law that describes this and state what it says. [2]

- (d) Explain drive-reduction theory and give **one** everyday behaviour it cannot explain.[1]

Solutions

2.1 explains well: hunger or thirst, where behaviour reduces a physiological need; explains poorly: curiosity or risk-seeking, where behaviour raises arousal.

2.2 performance is best at moderate arousal, and the optimum is lower for difficult tasks than for easy ones.

2.3 (a) the overjustification effect. (b) rewarding an already intrinsically motivating activity can reduce interest once the reward stops.

3.1 B. the optimum level of arousal falls as difficulty rises.

3.2 B. the activity itself supplies the motivation.

3.3 (a) the bonus may replace intrinsic satisfaction and reduce effort when it ends. (b) tie recognition to competence and progress rather than to each unit of output, since feedback about mastery supports intrinsic motivation instead of substituting for it.

3.4 (a) The children already had **intrinsic** motivation — they drew for its own sake (1). Being promised a reward supplied an **extrinsic** motive, and they came to attribute their drawing to the certificate rather than to enjoyment (1); when the reward stopped, so did the reason to draw. This is the **overjustification effect** (1).

(b) Group 2's certificate was unexpected, so it could not have been the reason they were drawing at the time — their explanation of their own behaviour was left intact (1).

(c) The **Yerkes–Dodson law** (1): performance improves with arousal up to an optimum and then declines, and that optimum is **higher for easy tasks than for difficult ones** (1).

(d) Drive-reduction theory says an unmet biological need creates a drive, and behaviour is motivated by reducing that drive to restore homeostasis (1). It cannot explain behaviour that **raises** arousal with no need to satisfy — riding a rollercoaster, or eating dessert when already full.