

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 [1]

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

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

- | | |
|---|---|
| A | B |
| C | D |
- 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]
