



Motivation: Human Relationships

Contents

- * Motivation & Sport
- * Locus of Control & Behaviour
- * Motivation in the Workplace



Motivation & sport



Worked Example

Here is an example of a **Paper 3 source** and a **6-mark SAQ** using **motivation** (HL extension) in the **Human Relationships** context:

Source 3

Intrinsic motivation refers to any behaviour that comes from an internal source and which has a specific, non-reward-based goal. The inherent satisfaction that comes from achieving a goal is enough for people who are intrinsically motivated; they see activities, tasks or projects as an opportunity to learn, to explore and to enjoy the process.

The following study by Tauer & Harackiewicz (2004) investigates the ideas set out above:

Aim: To investigate the effects of cooperation and competition on intrinsic motivation and performance in sport

Participants:

- 36 boys from grades 7–9 (mean age 12 years)
- The boys were attending a basketball day camp in the USA

Procedure:

- The researchers used a matched pairs design according to their ability in basketball
- Each participant had been pre-tested on their ability to throw and score baskets
- There were three conditions of the independent variable:
 - The pure cooperation condition: the paired participants' pre-test scores were combined and they were told that they had to beat this score by one point by working together
 - The pure competition condition: this was a straightforward case where one boy was pitted against the other to see who could score the most baskets
 - The intergroup competition condition: one pair of boys was put in competition against another pair of boys so that the pairs had to work together to win against another pair
- The dependent variable was:
 - the number of free throws each participant made
 - their responses to a questionnaire about how much they had enjoyed the activity (from 1 – 10 with 10 indicating most enjoyment).

Results:



- The intergroup competition condition resulted in the highest levels of task performance and self-reported task enjoyment
- There was no real difference in performance and enjoyment found between pure cooperation and pure competition

Conclusion: Cooperation and competition combined appears to result in optimum performance and intrinsic motivation for the task

Q3: To what extent are the findings in **source 3** transferable to other populations or contexts?

[6 marks]

Worked example:

The findings are not easy to generalise: a sample of 36 boys in grades 7–9 from the USA is a biased and limited sample. For a start, this is a small sample size, which means that any quantitative data will lack statistical power, making it difficult to show that there is a significant effect of cooperation/competition on intrinsic motivation. The external validity of the sample is low, as the boys all attended the same day-long basketball camp, which suggests that they were all from the same geographical area.

The focus of the research, however, draws from issues that are likely to affect children who engage in competitive sport (competition is particularly important to individualistic cultures such as the USA). To this extent the findings are transferable to other contexts in which children take part in competitive sport and may be affected by intrinsic motivation. The findings are gender-biased, as they cannot be generalised to girls, as well as culture-biased, as they do not represent other cultures (people from other countries and also from other states/counties of the USA).

Guidance

- The command term “To what extent” requires you to express a view/judgement on the merit, validity, or success of an argument or concept, supported by relevant evidence
- Points made about transferability could include:
 - How easily the findings can be transferred/generalised to other populations or situations/contexts
 - How easily understood or relatable the concepts, ideas and experiences covered in the data are to most people
 - How relevant the research appears to a modern audience/population
 - How well the researcher has explained their use of materials, procedure, method, data analysis, etc.



Locus of control & behaviour



Worked Example

Here is an example of a **Paper 3 source** and a **15-mark ERQ** using **motivation** (HL extension) in the **Human Relationships** context:

Source 5

Locus of control (LOC) refers to the extent to which someone believes that they have control over – and responsibility for – their lives rather than attributing outcomes to external factors. Rotter (1966) designed a scale to measure LOC which assesses the extent to which someone uses a predominantly internal or external LOC.

Internal locus of control

A high internal LOC is evident in people who feel that they have control over their lives and responsibility for their behaviour. People with a high internal LOC can resist pressure to conform and obey as they adhere to a high set of standards that they have designated themselves. People with a high internal LOC tend to be confident, intelligent and achievement-orientated

Examples of high internal LOC behaviour might include:

- accepting responsibility for not passing an exam by admitting that they did not work hard enough
- refusing to work beyond office hours at the weekend for a tyrannical boss
- not joining in with friends who are gossiping about someone behind their back

External locus of control

High external LOC is evident in people who feel that they have no control over their lives and assume a lack of responsibility for their behaviour. People with a high external LOC are less able to resist pressure to conform and obey, as they believe that other, external factors determine their outcomes. People with a high external LOC tend to lack confidence, feel insecure and have a high need for social approval

Examples of high external LOC behaviour might include:

- blaming the teacher for an exam failure
- working beyond office hours at the weekend for a tyrannical boss because they do not feel that they can say no
- joining in with friends who are gossiping about someone behind their back as they want to stay 'in' with the group

Q4: To what extent can we **conclude** that locus of control is key to understanding resistance to social influence? In your answer, use your **own knowledge** and at least **three of sources 2–5**.

[15 marks]



Model answer:

(Here are two paragraphs which could appear as part of a longer response to this question.)

LOC is key to understanding resistance to social influence, as it draws from the idea that people will either 'own' their own behaviour or seek to blame others/the situation for their behaviour (particularly if the outcome is negative). An internal LOC means that someone is more likely to resist the pull to conform to others, as it involves an independence and autonomy that is unlikely to bow to social pressure. Asch (1951) found that 26% of the participants did not conform on any of the trials, which is fairly robust evidence of people refusing to bend to normative social influence.

However, the reasons behind a refusal to conform (such as internal LOC) are not easy to operationalise and measure. Asch's non-conforming participants may have done so due to their LOC but this was not reported in the findings. Additionally, the participants may not have conformed if they guessed the aim of the experiment, which does not really reveal how they might/might not conform in the real world. LOC is a 'slippery' variable and can only really be tested using self-report methods which are rife with bias, e.g., social desirability bias, response bias, leading question bias, etc.

Guidance

- The command term "To what extent" requires you to express a view/judgement on the merit, validity, or success of an argument or concept, supported by relevant evidence
- Weigh up the relative merits of the claim
 - What is there in this (and other) source(s) that could be used to back up this argument?
 - Do you know of any research or examples which could be used to validate the idea LOC plays a key role in resisting social influence?
- Consider the difficulties facing clinicians trying to operationalise and measure LOC
 - What specific variables and research methods could they use?
 - How might each method be evaluated in terms of its reliability and validity?
 - Don't forget that cultural bias is a key discussion point here, as a high internal LOC may not necessarily be viewed as positive by all cultures.
- Make sure that your argument is informed by the sources and that it draws from the relevant topics featured in this context
- Include concepts (e.g., causality, bias) to inform your critical thinking and discussion of the source(s) as well as any real-world or anecdotal examples you are aware of

Motivation in the workplace

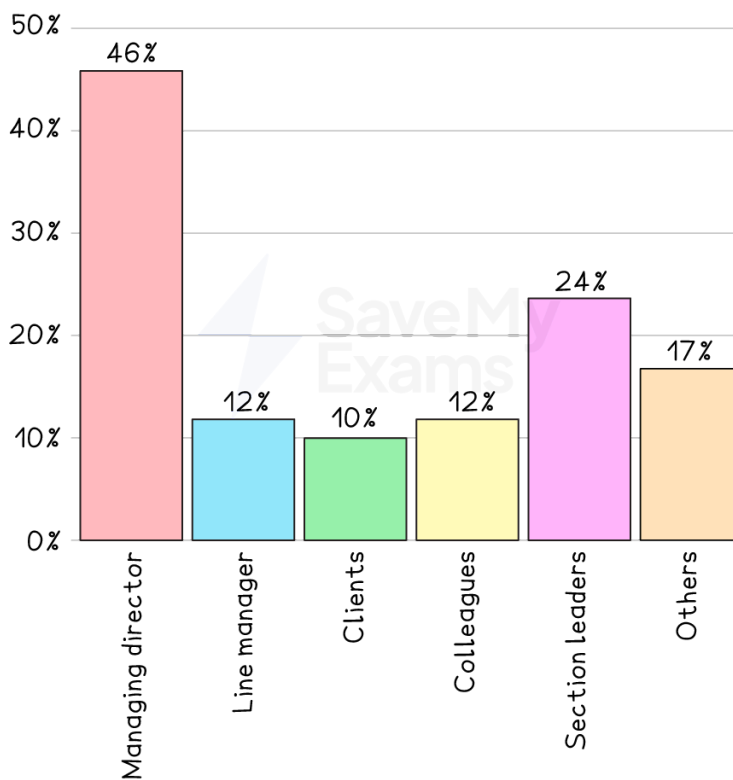


Worked Example

Here is an example of a **Paper 3 source** and a **3-mark SAQ** using **motivation** (HL extension) in the **Human Relationships** context:

Source 1

Bar graph to show motivation in the workplace; from whom do employees seek praise?



Copyright © Save My Exams. All Rights Reserved

Q1. Explain **one** limitation linked to the interpretation of the data in **source 1**.

[3 marks]

Model answer:

One limitation is that there is a lack of clarity in the graph. More specific and precise labelling of the bars in the x-axis would help to understand motivation in the

workplace, i.e., what is meant by 'others'? The same lack of clarity concerns the term 'praise', as the graph does not indicate what form this praise takes.

or

Measuring motivation via quantitative methods lacks explanatory power: 46% of employees stated that praise from the managing director is most sought after but the graph cannot say *why* employees feel this way. Qualitative data should accompany this graph to add validity to the findings.

Guidance

- Use only the information provided by the graph/chart: do not 'invent' data or make assumptions as to what may be behind the data, e.g., what the VRET consisted of or your own opinions on VRET generally
- Do not write too much – there are only 3 marks available for this question and you need time to complete the higher-value questions on this paper
- The question is asking for one limitation so don't provide two or more, as you will not be rewarded for this
- The question is asking for what limits interpretation of the data so don't waste time/marks by stating any advantages/strengths



Your notes