

**IB DP Psychology**  
**Higher level**  
**Paper 3 – resource booklet**

The sources in this examination have been collated to assess the claim that extrinsic motivators play a role in the in the social development of children.

**Source 2**

A sample of 48 children aged 7–9 years took part in a four-week group-based learning programme designed to promote cooperation and turn-taking. Children were divided into two groups based on the type of motivation used by teachers.

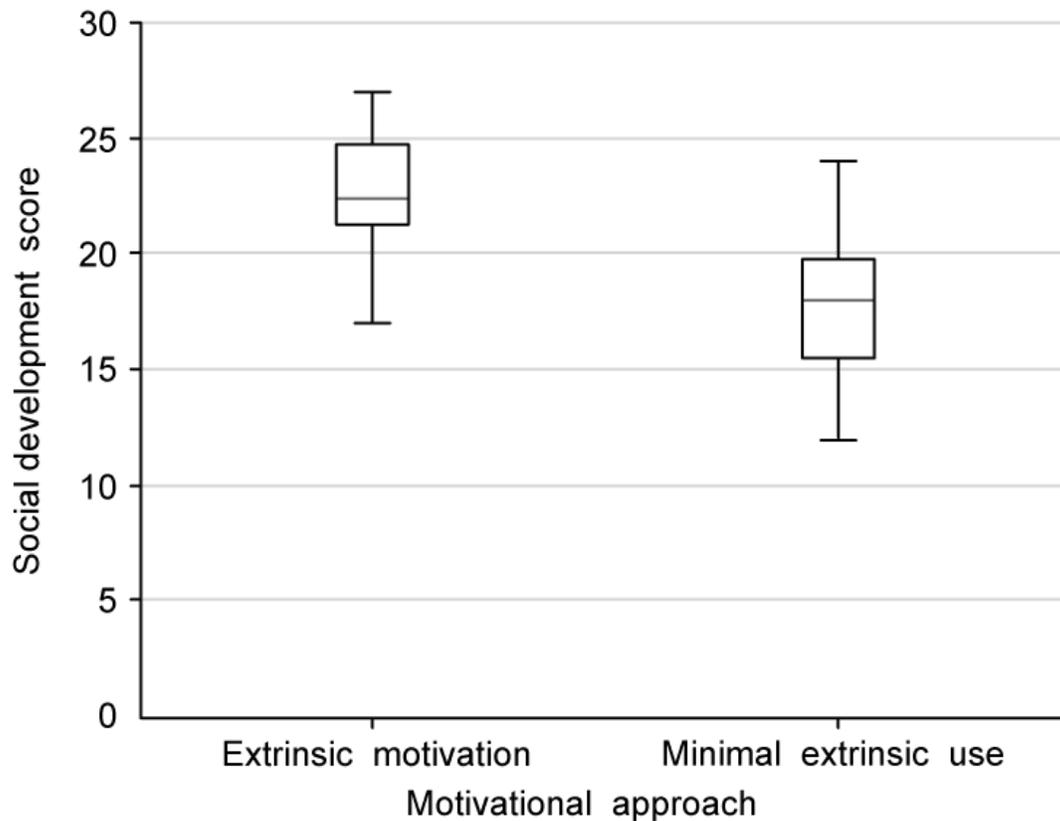
At the end of the programme, teachers completed a social development checklist. The table shows mean social development scores in relation to motivational approach. Higher scores indicate more advanced social development.

**Table 1: Social development scores by motivational approach**

<b>Motivational approach</b>	<b>Mean score</b>	<b>Standard deviation</b>
Extrinsic motivation	22.4	3.2
Minimal extrinsic use	18.1	4.5

A box and whisker plot in **Figure 2** is consistent with the data presented in **Table 1**.

**Figure 2: Social development scores by motivational approach**



### **Source 3**

A developmental psychologist conducted non-participant observations in three primary schools to examine how extrinsic motivators influenced children's social interactions during group work. Field notes were analysed using thematic analysis. The following themes were identified:

- Children were more likely to cooperate when rewards were clearly linked to group behaviour
- Praise from teachers increased turn-taking and sharing
- Competition for rewards sometimes led to conflict between peers
- Some children relied on rewards rather than internalised social norms

#### Source 4

A correlational study examined the relationship between the frequency of extrinsic rewards in classrooms and peer relationship quality among children aged 8–10 years. The results are shown in **Table 2**.

**Table 2: Correlation coefficients between extrinsic motivation and social development variables**

Variable	Correlation coefficient
Peer cooperation	0.62
Conflict resolution	0.55
Empathy	0.34
Independent prosocial behaviour	-0.28

## Source 5

**Figure 3** shows levels of peer cooperation in relation to the frequency of extrinsic rewards used in classrooms over a school term. Higher scores indicate better peer cooperation.

**Figure 3: Peer cooperation by frequency of extrinsic rewards**

