

NATIONAL UNIVERSITY OF LESOTHO
FACULTY OF EDUCATION
End of Year Examinations 2023
BEP 412 Learning Motivation

Date: July 2023

Marks: 100

Time: 3HRS

SURNAME: _____

NAMES: _____

STUDENT NUMBER: _____

INSTRUCTIONS TO CANDIDATES

This paper consists of two sections, Section A and Section B.

Section A is compulsory.

Section B consists of FOUR (4) questions. Answer ANY THREE (3) questions from this section. Each question in Section B carries 25 marks.

SECTION A

Circle the letter to the correct answer

1. Motivation is
 - A. Our ability to understand and perceive emotions
 - B. An internal states that guides our behaviour to attain the goal
 - C. Our ability to understand cultural norms and values
 - D. Our ability to adapt to our environment

2. The key to motivation in the classroom is
 - A. The teacher's personality
 - B. The emotional climate of the classroom
 - C. An interest inherent in the subject-matter
 - D. The suitability of the curricular experiences

3. Unlike classical conditioning, operant conditioning requires a specific process to occur in order to produce a desired behaviour. What is this process?
 - A. Reinforcement
 - B. Spontaneous recovery
 - C. Involuntary behaviour
 - D. Stimulus generalization

4. If we reinforce the desired response every time it occurs we are using:
 - A. Continuous reinforcement
 - B. Incremental reinforcement
 - C. Intermittent reinforcement
 - D. Contingent reinforcement

5. Taking away a child's toy after she has hit her brother (to stop her hitting her again) is an example of:
 - A. Positive punishment
 - B. Negative punishment
 - C. Vindictive conditioning
 - D. Observational learning

6. Giving a student extra homework after they misbehave in class is an example of
- A. Positive punishment
 - B. Negative punishment
 - C. Positive reinforcement
 - D. Negative reinforcement
7. _____ schedules of reinforcement are based on number of responses while _____ schedules of reinforcement are based on elapsed time.
- A. Fixed, variable
 - B. Variable, fixed
 - C. Interval, ratio
 - D. Ratio, interval
8. Positive reinforcement _____ the likelihood of a behaviour, and negative reinforcement _____ the likelihood of a behaviour.
- A. Increases, increases
 - B. Decreases, decreases
 - C. Increases decreases
 - D. Decreases, increases
9. Positive punishment _____ behaviour while negative punishment _____ behaviour.
- A. Strengthens, strengthens
 - B. Weakens, weakens
 - C. Strengthens, weakens
 - D. Weakens, strengthens

10. Shaping is
- A. A pattern of responses that must be made before classical conditioning is completed
 - B. Rewarding behaviours that get closer and closer to the desired goal behaviour.
 - C. Completing a set of behaviours in succession before a reward is given
 - D. Inhibition of new learning by previous learning
11. Using a higher frequency behavior as a reinforcer for a less frequent behavior is an example of
- A. The contiguity principle
 - B. The Premack principle
 - C. The principle of primacy
 - D. Shaping
12. Self- Determination Theory proposes that the following are three basic psychological needs that are essential for optimal development and functioning:
- A. The need for competence, the need for direction, and the need for relatedness
 - B. The need for competence, the need for autonomy, and the need for relatedness
 - C. The need for competence, the need for autonomy, and the need for success
 - D. The need for competence, the need for success, and the need for safety
13. A student with an internal locus of causality would most likely attribute his/her success on a task to
- A. Luck
 - B. Effort
 - C. the tasks difficulty
 - D. the fairness of the teacher

14. Ms. Motumi explains that she teaches, simply because she loves it—it is what she was meant to do. According to Maslow, Ms. Motumi appears to teach as a result of
- A. The need for security
 - B. The need for belongingness
 - C. The need for self-esteem
 - D. The need for self-actualization
15. Lefa failed his history test, and attributes his failure to internal, stable factors. Which of the following would most likely be Lefa's explanation?
- A. It is unfair. The test was too hard.
 - B. I did the best I could—I'm just not good when it comes to history.
 - C. Gosh! I should have guessed more.
 - D. I changed all of the answers—talk about poor luck.
16. Which of the following would best illustrate an extrinsic motivation?
- A. Reading for personal pleasure
 - B. Enjoying playing basketball
 - C. Selling subscriptions to win a trip
 - D. Building a house because of the personal satisfaction it gives you
17. The primary task of the teacher is to
- A. Teach the prescribed curriculum
 - B. Stimulate and guide students' learning
 - C. Promote habits of conformity to adults demands and expectations
 - D. Provide diagnostic and remedial aid wherever indicated
18. Motivation that is due to factors within students or inherent to the task is called
- A. Behavioural motivation
 - B. Intrinsic motivation
 - C. A motivation
 - D. Extrinsic motivation

19. Maslow's hierarchy of needs is arranged in which order?
- A. Physiological, esteem, safety, social, and self-actualization
 - B. Physiological, safety, social, esteem, and self-actualization
 - C. Safety, physiological, esteem, social, and self-actualization
 - D. Physiological, social, safety, self-actualization, and esteem
20. Self-Efficacy relates to:
- A. Our ability to seek out activities for our own enjoyment
 - B. Our confidence in our own abilities to solve problems
 - C. Our desire to seek self-improvement
 - D. Our relationships and social interactions
21. Khanya always feels like she is never included in group activities in the classroom. She has become depressed and lonely. According to Maslow, which category of needs has not been fulfilled?
- A. Love and belonging needs
 - B. Self-actualization needs
 - C. Physiological needs
 - D. Safety and security needs
22. According to Maslow's hierarchy of needs, when all the physiological needs are met, people tend to become concerned with which of the following needs?
- A. Love and belonging needs
 - B. Self-actualization needs
 - C. Physiological needs
 - D. Safety and security needs

23. The psychological concept of 'attribution' is closest to which of the following concepts?

- A. Concept
- B. Explanation
- C. Interpretation
- D. Judgment

24. When we are _____ motivated, we act on the basis of our own desires and choices and tend to behave in a way that we find satisfying.

- A. Classically
- B. Operantly
- C. Extrinsically
- D. Intrinsically

25. Some schools go to great lengths to structure a school day for students. They tell children where to be at a given time, how long to be there, and what to do when they are there. In addition, they give them a large number of rules. From the perspective of self-determination theory, this type of structure will

- A. Help a child develop autonomy
- B. Hinder a child's development of his or her need for autonomy
- C. Help a child develop their relatedness
- D. Hinder a child's development of his or her need for relatedness

SECTION B

There are FOUR (4) questions in this section. Answer ANY THREE (3) questions. Each question carries 25 Marks.

Question 1

a) Differentiate between the following:

i. Reinforcement and punishment (4)

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ii. Positive and negative reinforcement (4)

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iii. Positive and negative punishment (4)

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iv. Extinction and shaping (4)

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v. Interval reinforcement schedules and ratio reinforcement schedules (4)

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(20)

b) Define the pre-mack principle and show with examples how you can use it to motivate learners in your classroom. (5)

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c) Discuss any **three (3)** characteristics of intrinsically motivated learners. (6)

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Question 3

a) *Attribution theory posits that motivational drives operate from within our cognitive processes (Weiner, 1985).* Explain the term attributions using a learning situation. (1)

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Question 4

Use the scenario below to answer questions which follow:

Junior is the best soccer player at a school in rural areas where he lives with his parents. He is a striker who hardly misses a chance to score a goal if opportunity presents itself. Because of his goal-scoring ability, his school has won a number of soccer competitions in their area. After completing Grade 7, Junior transfers from his original school to a school in town that performs very well in soccer. At his new school, Junior is assigned a coach who is impressed by Junior's soccer skills and his ability to score goals even in tight angles. Before every game Junior's coach assures Junior of his (coach) confidence in Junior to score goals in order for their team to win; and Junior never disappoints. Junior is so committed to soccer that he engages actively during both training sessions and competitions. He always plays to win; no defender is insurmountable for him, he always finds his way and score goals. Junior practices and watches soccer matches with a group of talented students who also aspire to be professional soccer players. In addition to trying some of the manoeuvres done by other strikers in his team, Junior tries to imitate some of moves made famous by professional strikers. He attends each game with his head high and is always confident that he will score goals for his team.

- a) Basing yourself on the above scenario, describe Junior's sense of efficacy. (2)

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- b) Bandura (1989) argues that efficacy beliefs are influenced by a complex process of self-persuasion that depends on cognitive processing of various sources of efficacy information.

Basing yourself on the given scenario, explain Junior's sources of self-efficacy beliefs.

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c) Describe the discrepancy that can exist between one's self-efficacy beliefs and their abilities. (3)

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