Summer Examinations 2016

SPO202216N

Module Title: Motivation for Learning & Skill Instruction
Level: Five
Time Allowed: Two hours

Instructions to students:

- Enter your student number not your name on all answer books.
- Answer all questions from Section A on the answer grid provided. For each question, clearly mark your answer by choosing the most appropriate answer from the options available and circling the corresponding letter on the answer sheets provided. Do not write on the test.
- Answer all questions from Section B in the answer books.
- Section A carries 20% of the overall marks.
- Section B carries 80% of the overall marks.
- Neither books nor notes may be taken into the examination.
- You may not remove this examination paper from the examination room. For all purposes the examination paper remains the property of The University of Northampton.

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Section A - Multiple Choice

Answer all questions on Answer Grid provided.

1. Who was the original developer of self-efficacy theory?
   a. Edward Deci
   b. William James
   c. John Nicholls
   d. Albert Bandura

2. A mastery-focused motivational climate is a concept proposed by which theory?
   a. Achievement Goal Theory
   b. Self-determination Theory
   c. Attribution Theory
   d. Expectancy-Value Theory

3. Which theory emphasises the importance of satisfying the psychological needs of autonomy, competence and relatedness?
   a. Achievement Goal Theory
   b. Self-determination Theory
   c. Goal-setting Theory
   d. Dualistic Model of Passion

4. When setting goals it is important to:
   a. have a mixture of all three goal types.
   b. focus on performance goals only.
   c. set short and long term goals.
   d. set moderately challenging goals.
   e. Answers a, c and d

5. The Behavioural Regulation in Sport Questionnaire (BRSQ) measures which psychological construct?
   a. Motivation
   b. Goals
   c. Efficacy
   d. Perfectionism

6. Hill & Curran (2015) conducted a meta-analysis in which area?
   a. Passion
   b. Perfectionism
   c. Performance
   d. Confidence
7. According to Duda (2013) a disempowering motivational climate is characterised by which dimensions?
   
a. Ego-involving & Hostility
b. Ego-involving & Controlling
c. Controlling & Hostility
d. Chaos & Hostility

8. Which of the following is not a source of self-efficacy?
   
a. Goal-strivings
b. Performance Accomplishment
c. Vicarious Experience
d. Verbal Persuasion

9. Which motivational theories did Smith et al. (2015) integrate when developing the Multidimensional Motivational Climate Observation System (MMCOS)?
   
a. Achievement Goal Theory & Self-efficacy Theory
b. Achievement Goal Theory & Self-determination Theory
c. Self-determination Theory & Expectancy-Value Theory
d. Goal-setting Theory & Self-determination Theory

10. What are the key components of self-regulation according to Zimmerman (1986)?
   
a. Observation, Confidence, Self-control, Self-awareness
b. Observation, Connectedness, Self-control, Self-regulation
c. Self-efficacy, Emulation, Self-control, Self-regulation
d. Observation, Emulation, Self-control, Self-regulation

End of Section A
Section B follows overleaf
Section B – Short Answer

Answer all questions.

Question 11

a. You are working with a group of adolescent athletes in the sport of football. At the beginning of the training session you ask athletes to provide input into how the training session is run. You encourage athletes to split into smaller groups and work together to plan out the training session. During this activity you go to each of the groups and see how they are getting on with the activity. After coming up with some ideas you help to facilitate the training session they have planned and explain why certain activities are really important for their development.

Using self-determination theory, explain how and why this would promote more intrinsic forms of motivation. Reference should be made to the coaching environment and athlete motivation. You should use research to support your answer.

(12 marks)

b. During the training session a number of athletes start to misbehave and disrupt the learning of other team members. Using principles of self-determination theory, explain how you would manage the situation to re-engage the disruptive athletes.

(6 marks)

Question 12

a. An elite level runner is struggling to improve their performance. A biomechanist has indicated that this could be due to an inefficient running technique. Using Kirschenbaum’s (1984; 1987) model of self-regulation explain an athlete could address the challenges raised by the biomechanist.

(10 marks)

b. The athlete is in the process of changing their running technique. Explain how self-efficacy theory, and in particular the sources of self-efficacy, could complement the self-regulatory process.

(6 marks)
Question 13

In achievement settings it is incredibly important to consider developmental aspects, particularly when working with young people. How young people think about and define competence has been a popular area of study. In 1997, Fry and Duda conducted a developmental study on children’s understanding of effort and ability in physical activity and academic domains.

Provide a summary of their research findings, paying particular attention to the method used, the developmental levels identified and implications for practice.

(15 marks)

Question 14

A local sports club has employed you to do an analysis of their coaching team. The club would like you to do some observations and provide a report of what type of environment the coaches are currently creating and what implications that has for their players.

Explain how you would conduct this piece of work. Make reference to the observational system selected, the key theoretical underpinnings and dimensions of the observational system, what information this would provide about the coaching environment and how the information would be linked to athlete responses.

(8 marks)

Question 15

Perfectionism is maladaptive for athletic performance and well-being.

Provide an evidence-based discussion of the topic area and include arguments for and against perfectionism in sport. Include key research as well as relevant applied case studies. A concluding statement should be given based on the points provided.

(9 marks)
Question 16

You have been employed by a local school to help improve their students’ motivation and achievement in class. The head teacher of the school is familiar with your previous work in the area of self-efficacy and goal-setting.

Using these two complementary theories, design and justify an intervention that would help improve the marks of students in a year 9 maths class. Think about the types of goals set, how these goals are established and links to self-efficacy.

(14 marks)