

Educational Psychology Practice Test 6

60 original multiple-choice questions for teacher test preparation (FPSC / FGEI / PPSC style). Choose one answer for each question. The full answer key is on the last page — worked explanations for every question are free on the test page at QuaidianPoint.com.

Name: _____ Class: _____ Score: _____ / 60

Theories of Motivation

Q1. In motivation theory, a motive is best defined as:

- (A) An inner state that energises, directs and sustains behaviour toward a goal
- (B) A mark awarded after a test
- (C) A habit formed by repetition alone
- (D) A punishment that stops behaviour

Q2. Drive theory explains motivation mainly as an attempt to:

- (A) Seek novelty for its own sake
- (B) Gain social approval only
- (C) Reduce an internal state of tension caused by an unmet need
- (D) Follow a model without thinking

Q3. A thirsty pupil keeps thinking about water during a lesson and cannot focus on the teacher. Drive theory would describe thirst here as a:

- (A) Secondary reinforcer
- (B) Cognitive schema
- (C) Learned motive
- (D) Primary drive arising from a biological need

Q4. According to Herzberg, a rise in salary mainly affects:

- (A) Motivators
- (B) Hygiene factors
- (C) Self-actualisation
- (D) Expectancy

Q5. A pupil works hard because she expects that revision will raise her marks, and she values high marks. Her belief that revision will actually improve performance is called:

- (A) Valence
- (B) Instrumentality
- (C) Attribution
- (D) Expectancy

Q6. In expectancy theory, valence refers to:

- (A) How hard a task feels
- (B) How much the learner values the expected outcome
- (C) How often a reward is given
- (D) How similar a model is to the learner

Q7. Goal-setting theory proposes that performance is strongest when goals are:

- (A) Specific, challenging and accepted by the learner
- (B) Vague and easy for everyone
- (C) Set without any feedback
- (D) Imposed without explanation

Q8. A teacher tells a pupil, "Improve your spelling," with no target or deadline. According to goal-setting theory, the main weakness of this goal is that it is:

- (A) Too challenging
- (B) Too specific
- (C) Vague, with no clear standard for success
- (D) Too short-term

Q9. Attribution theory in education is mainly concerned with:

- (A) How teachers mark papers
- (B) The causes learners believe explain their success or failure
- (C) How schools rank classes
- (D) The order of topics in a syllabus

Q10. A pupil who passes a test says, "I worked hard and used the right method." This attribution is best classified as:

- (A) Internal, unstable and controllable
- (B) External, stable and uncontrollable
- (C) Internal, stable and uncontrollable
- (D) External, unstable and controllable

Q11. A pupil attributes every failure to low ability, which he believes cannot change. The most likely motivational consequence is:

- (A) Greater persistence after failure
- (B) Stronger interest in challenge
- (C) Reduced effort, because trying seems pointless
- (D) More accurate self-assessment automatically

Q12. A pupil says, "I failed because the test was unusually hard this time." This attribution is:

- (A) Internal and controllable
- (B) Internal and stable
- (C) External and controllable by the pupil
- (D) External and unstable

Q13. Which attribution pattern is most adaptive for a pupil after failure, according to attribution theory?

- (A) Blaming bad luck that cannot be changed
- (B) Blaming fixed low ability
- (C) Attributing failure to insufficient effort or a poor strategy that can be changed
- (D) Blaming classmates for distraction

Q14. Which statement best describes the scope of drive theory?

- (A) It explains all motivation through social approval alone
- (B) It denies that biological needs create tension
- (C) It explains learning only through observation of models
- (D) It explains behaviour mainly as reducing tension from unmet needs, so it fits hunger and thirst better than curiosity-driven exploration

Q15. A pupil believes, "If I score well, my parents will praise me, and that praise matters a lot to me." In expectancy terms, the link between good performance and praise is:

- (A) Expectancy
- (B) Instrumentality
- (C) Drive
- (D) Attribution

Q16. Goal-setting theory stresses feedback because feedback allows learners to:

- (A) Compare current performance with the goal and adjust effort
- (B) Avoid setting any further goals
- (C) Compete with classmates automatically
- (D) Forget the original goal

Q17. A teacher sets a class goal of "mastering 20 new words this week, checked in two short quizzes." This goal is strongest because it is:

- (A) Specific, measurable and time-bound
- (B) Vague and open-ended
- (C) Focused on punishment
- (D) Set for the whole term without checks

Q18. A pupil who has learned helplessness after repeated failure is most likely to:

- (A) Try harder after each setback
- (B) Give up quickly, believing effort will not change the outcome
- (C) Seek more challenging work
- (D) Attribute success to effort

Q19. Which teacher response best counters learned helplessness?

- (A) Giving only very easy work forever
- (B) Telling the pupil that ability is fixed
- (C) Removing all feedback
- (D) Breaking work into achievable steps and attributing success to effort and strategy

Q20. A pupil who sees no connection between effort and outcome and has given up trying best illustrates:

- (A) Intrinsic motivation
- (B) Extrinsic motivation
- (C) Amotivation
- (D) Achievement motivation

Q21. A pupil works on a project because the topic fascinates him, he can choose his approach, and he feels capable of finishing it. Self-determination theory would predict that his motivation is likely to be:

- (A) Purely extrinsic
- (B) Based on fear
- (C) Short-lived and fragile
- (D) Intrinsic and sustained

Q22. Which scenario best illustrates expectancy theory breaking down?

- (A) A pupil values a prize and believes effort will earn it
- (B) A pupil receives clear feedback on progress
- (C) A pupil believes that no matter how hard he tries, the marking will remain unfair, so he stops trying
- (D) A pupil sets a specific weekly goal

Intrinsic and Extrinsic Motivation

Q23. A pupil practises calligraphy daily because she enjoys the beauty of the script itself. This is an example of:

- (A) Intrinsic motivation
- (B) Extrinsic motivation
- (C) Drive reduction
- (D) Negative reinforcement

Q24. A pupil memorises dates only to avoid a scolding at home. His motivation is mainly:

- (A) Intrinsic
- (B) Extrinsic, based on avoiding an unpleasant consequence
- (C) Based on curiosity
- (D) Based on self-actualization

Q25. Research on the overjustification effect warns that offering a large expected reward for an already enjoyable activity can:

- (A) Always increase enjoyment permanently
- (B) Reduce later interest when the reward is removed, as the activity becomes linked to the reward
- (C) Improve memory automatically
- (D) Remove the need for feedback

Q26. A teacher wants to reward a pupil who already loves reading without harming that love. The safest reward approach is to:

- (A) Pay the pupil for every page read
- (B) Promise a prize before every reading session
- (C) Make reading conditional on winning a contest
- (D) Give unexpected praise about the books chosen and the ideas discussed

Q27. Which pair best contrasts intrinsic and extrinsic motivation?

- (A) Marks versus grades
- (B) Praise versus prizes
- (C) Interest in the task itself versus an outcome separate from the task
- (D) Homework versus classwork

Q28. A pupil says, "I enjoy solving puzzles because figuring them out feels satisfying." The satisfying feeling described here is a sign of:

- (A) Intrinsic reward
- (B) External prize
- (C) Social pressure
- (D) Drive tension

Q29. Extrinsic motivation is not always harmful. It is most useful in the classroom when it:

- (A) Replaces all interest permanently
- (B) Is the only reason pupils attend school
- (C) Helps start engagement with a dull but necessary task while interest is built
- (D) Makes pupils depend on prizes for every action

Q30. Which pupil best illustrates intrinsic motivation?

- (A) A pupil who reads extra stories because she enjoys the stories themselves
- (B) A pupil who reads only to earn a certificate
- (C) A pupil who reads only to avoid a scolding
- (D) A pupil who reads only to beat a classmate in a contest

Q31. A pupil who once loved drawing now draws only when a sticker is promised, and stops when stickers end. This pattern best illustrates:

- (A) Increased intrinsic motivation
- (B) The overjustification effect
- (C) Improved self-efficacy
- (D) Vicarious learning

Q32. Which statement about extrinsic rewards is most balanced for teachers?

- (A) Rewards always destroy learning
- (B) Rewards should never be used in school
- (C) Rewards work best when they are large and frequent
- (D) Rewards can support learning when informational and tied to effort, but can harm interest when controlling and expected for every task

Q33. A teacher praises a pupil by saying, "Your summary was clear because you picked the main idea in each paragraph." This praise is effective mainly because it is:

- (A) Specific and informative about the strategy used
- (B) Given loudly in front of the class
- (C) Repeated after every sentence
- (D) Focused on the pupil's fixed ability

Q34. Which praise practice is most likely to damage motivation over time?

- (A) Praising effort and strategy after genuine progress
- (B) Praising improvement in a struggling pupil
- (C) Giving sincere, occasional recognition
- (D) Praising every pupil identically for every trivial action, regardless of effort

Q35. A teacher who praises ability ("You are so clever") rather than effort may unintentionally encourage pupils to:

- (A) Seek harder challenges confidently
- (B) Avoid difficult work for fear of looking less clever
- (C) Attribute success to strategy
- (D) Persist longer after failure

Q36. In a class, competition is used as a short team quiz where every team can earn points for improvement, not only for winning. This form of competition is better motivated because it emphasises:

- (A) Public ranking of individuals
- (B) Elimination of weaker teams
- (C) Personal and team progress rather than only beating others
- (D) A single large prize for one winner

Q37. A teacher sets a long-term goal for the term, then breaks it into weekly targets with short feedback sessions. According to goal-setting theory, the weekly targets help mainly by:

- (A) Making the goal vaguer
- (B) Removing the need for effort
- (C) Replacing the long-term goal entirely
- (D) Providing proximal goals that show progress and sustain effort toward the distant goal

Q38. Which goal is most likely to motivate a pupil who is far behind in mathematics?

- (A) A clear, reachable next step, such as mastering one type of problem this week, with feedback
- (B) A demand to top the class by next week
- (C) A vague instruction to work harder
- (D) No goal, to avoid pressure

Q39. A teacher allows pupils to choose between two essay topics and to decide the order of their revision tasks. This choice supports motivation mainly through:

- (A) Increased competition
- (B) Increased external control
- (C) Autonomy
- (D) Increased punishment

Q40. A pupil is motivated by a desire to understand the topic deeply rather than to outperform classmates. This orientation is called:

- (A) Performance-avoidance orientation
- (B) Mastery (learning) orientation
- (C) Helpless orientation
- (D) Extrinsic orientation only

Classroom Application: Rewards, Goals and Under-Motivation

Q41. A pupil who works mainly to avoid looking stupid in front of classmates shows a:

- (A) Mastery orientation
- (B) Performance-avoidance orientation
- (C) Intrinsic orientation
- (D) Curiosity orientation

Q42. A teacher finds an under-motivated pupil is bored because the work is far too easy. The best first response is to:

- (A) Give more of the same easy work
- (B) Punish the pupil for boredom
- (C) Increase challenge to a level that matches the pupil's ability and offers choice
- (D) Remove the pupil from the class

Q43. An under-motivated pupil says, "I am just bad at science." The teacher's most helpful first step is to:

- (A) Help the pupil see past results as linked to effort and strategy, and set a small achievable science goal
- (B) Agree that ability is fixed
- (C) Move the pupil to an easier subject permanently
- (D) Increase homework without support

Q44. Which classroom routine best sustains motivation across a term?

- (A) One large prize at the end with no feedback in between
- (B) Surprise tests with no warning
- (C) Public ranking after every lesson
- (D) Regular specific feedback, small goals, and recognition of progress

Q45. A teacher uses a token system where pupils earn tokens for completed work and exchange them for a class privilege. For this system to support rather than harm motivation, the teacher should also:

- (A) Make tokens the only reason to learn
- (B) Give tokens randomly without explanation
- (C) Pair tokens with feedback about learning and gradually build interest and competence
- (D) Withdraw all teaching once tokens start

Q46. A pupil who is anxious about failing avoids answering in class. A motivationally sound teacher response is to:

- (A) Force the pupil to answer first every day
- (B) Create low-risk chances to answer, praise effort, and normalise mistakes as part of learning
- (C) Ignore the pupil completely
- (D) Tell the class the pupil is weak

Q47. Which teacher action best applies expectancy theory in a lesson?

- (A) Setting a task with no link between effort and success
- (B) Promising an outcome pupils do not value
- (C) Hiding how marks are awarded
- (D) Showing clearly how effort and strategy lead to success, and making the outcome valued and attainable

Q48. A school replaces a single end-of-term prize with weekly recognition of effort, improvement and helpfulness. This change is most likely to:

- (A) Broaden motivation, since more pupils can experience success and progress
- (B) Reduce motivation for all pupils
- (C) Make competition the only motive
- (D) Remove the need for teaching

Q49. A pupil sets a goal to "read one chapter and write five questions about it by Friday." This goal is good because it is:

- (A) Specific and time-bound, with a clear product to check
- (B) Vague and easy to avoid
- (C) Focused only on beating others
- (D) Set without any deadline

Q50. When a pupil fails, a teacher says, "You used the wrong method this time; let us try a different approach together." This feedback encourages an attribution to:

- (A) Fixed ability
- (B) Bad luck
- (C) Strategy, which is changeable and controllable
- (D) Task difficulty alone

Q51. A teacher wants to check whether under-motivation in her class comes from low expectancy, low value, or task mismatch. The most useful step is to:

- (A) Increase punishment for the whole class
- (B) Ask pupils about difficulty, interest and confidence, and observe where effort drops
- (C) Assume all pupils are lazy
- (D) Remove all choice from lessons

Q52. Which combination best supports a mastery orientation in a classroom?

- (A) Ranking pupils and praising only top marks
- (B) Comparing every pupil with the class topper
- (C) Punishing all mistakes
- (D) Valuing effort, improvement and understanding, with feedback on how to improve

Q53. A pupil is highly motivated by a topic but loses interest when the teacher controls every step and gives no choice. Self-determination theory explains this mainly as a loss of:

- (A) Competition
- (B) Punishment
- (C) External rewards
- (D) Autonomy

Q54. A teacher gives a struggling pupil a task slightly above his current level, with support to succeed. This is motivating because it balances:

- (A) Boredom and fear
- (B) Challenge and competence, creating a sense of achievable progress
- (C) Punishment and reward equally
- (D) Competition and isolation

- Q55. Which reward is most likely to be experienced as informational rather than controlling?**
- (A) A prize promised only if the pupil beats everyone else
 - (B) A star given to stop misbehaviour
 - (C) Feedback that explains what was done well and how to build on it, with recognition of progress
 - (D) A reward withdrawn if the pupil asks questions
- Q56. A teacher reviews her class and finds motivation rises when pupils understand the purpose of the work. This finding best supports the idea that motivation depends on:**
- (A) Perceived value and relevance of the task
 - (B) The size of the classroom
 - (C) The length of the lesson alone
 - (D) The number of tests given
- Q57. An under-motivated pupil completes work when the teacher sits beside him but stops when alone. The teacher's best next step is to:**
- (A) Sit beside him permanently
 - (B) Gradually build independence with clear goals, check-ins and success experiences
 - (C) Remove all support at once
 - (D) Give the pupil easier work with no goals
- Q58. Which statement best summarises the classroom use of motivation theories together?**
- (A) Set clear goals, make effort lead to valued success, attribute outcomes to effort and strategy, and protect autonomy and interest
 - (B) Rely on prizes alone for every task
 - (C) Use competition alone for every pupil
 - (D) Avoid feedback to keep pupils guessing
- Q59. A pupil who previously gave up now persists after a teacher breaks tasks into steps, praises strategy, and lets him choose the order of work. The change best reflects combined gains in:**
- (A) Fear and dependence
 - (B) Competition alone
 - (C) Memorisation speed alone
 - (D) Self-efficacy, autonomy and expectancy of success
- Q60. A teacher wants a lasting motivational climate, not just a short burst of effort. The most defensible long-term approach is to:**
- (A) Offer larger prizes each week
 - (B) Rank pupils publicly every day
 - (C) Build competence through achievable goals, value through relevance, autonomy through choice, and belonging through respect
 - (D) Threaten punishment for low effort

Answer Key

Q1: A	Q11: C	Q21: D	Q31: B	Q41: B	Q51: B
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Q2: C	Q12: D	Q22: C	Q32: D	Q42: C	Q52: D
Q3: D	Q13: C	Q23: A	Q33: A	Q43: A	Q53: D
Q4: B	Q14: D	Q24: B	Q34: D	Q44: D	Q54: B
Q5: D	Q15: B	Q25: B	Q35: B	Q45: C	Q55: C
Q6: B	Q16: A	Q26: D	Q36: C	Q46: B	Q56: A
Q7: A	Q17: A	Q27: C	Q37: D	Q47: D	Q57: B
Q8: C	Q18: B	Q28: A	Q38: A	Q48: A	Q58: A
Q9: B	Q19: D	Q29: C	Q39: C	Q49: A	Q59: D
Q10: A	Q20: C	Q30: A	Q40: B	Q50: C	Q60: C

Worked explanations for all 60 questions:

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