

## TCT 102: GENERAL METHODS

### Topic: Motivation and Sustenance of Learner Attention

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1

### Defining Motivation

- Motivation is a general term used to describe the conditions that cause one to begin an activity and pursue it with vigour and persistence
- **Motivation** is a word derived from the word 'motive' which means needs, desires, wants or drives within the individuals.
- It can be defined as the *process of stimulating people to actions to accomplish their goals.*
- The psychological factors stimulating the people's behaviour can be; desire for money, desire to pass an exam, desire to get promotion, etc

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4

### Objectives

At the end of this topic the learner should be able to:

- Define the term motivation
- Describe types of motivation
- Describe motivational process
- Discuss motivational theories
- Explain motivational strategies in classroom
- Explain how to sustain learner attention in class

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2

### Defining Motivation

- According to the Oxford dictionary, motivation can be defined as *a reason or reasons for acting or behaving in a particular way*
- **Motivation is thus the general desire, need or want that generates the energy required for someone to behave in a particular way**
- This means that there's actually a motive behind the action, which is really an impulse that will trigger the motivational cognitive process which will lead an individual, or an animal for that matter, to act on that impulse

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5

### Introduction

- Motivation is a very important concept in learning and in the world of work
- Educationists and employers know that it is essential to motivate learners and employees so that they can work hard to produce good results in whatever they do
- It is also known that some motivation originates from the individual and encouragement is necessary for that motivation to be sustained.

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3

### Defining Motivation

- Motivation is manifested in an individual as deep desire and an urge to direct energy in one direction to the exclusion of others for the purpose of learning for the realization of a good or for accomplishing a task
- Clearly, we can see that motivation has to do with a person, desires, drives, urges, wishes action goals and in the classroom achievement and success
- Motivation involves a person's desire to perform and succeed
- Motivation is key to behavior change.

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6

## Types of Motivation

- There are two types of motivation, intrinsic and extrinsic motivation, i.e.
- 1. Intrinsic motivation
- 2. Extrinsic motivation

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7

## 2) Extrinsic Motivation

- In each of these examples, the behavior is motivated by a desire to gain a reward or avoid an adverse outcome
- Extrinsic motivation depends on other rewards that are external to the action itself
- This type of motivation is supported and enhanced by external influences such as promised rewards, promotion, commendation, etc
- This motivation originates from other people, the environment, situations, experiences etc

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10

## 1) Intrinsic Motivation

- Refers to the stimulation that drives an individual to adopt or change a behavior for his or her own internal satisfaction or fulfillment
- This is where one performs an action or behavior because he/she enjoys the activity itself. It is a self-imposed motivation
- Intrinsic motivation occurs when we act without any obvious external rewards. We simply enjoy an activity or see it as an opportunity to explore, learn, and actualize our potentials, for example, a student who loves Mathematics will work a certain number of sums or problems each day.

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8

## The Motivational Process

- Motivation is a process that starts with **physiological** or **psychological deficiency** or **need** that activates a behaviour or a **drive** that is aimed at a **goal** or an **incentive**
- Therefore motivation lies in the meaning of interrelationship between
  - Need
  - Drive
  - Incentive

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11

## 2) Extrinsic Motivation

- Extrinsic motivation occurs when we are motivated to perform a behavior or engage in an activity to earn a reward or avoid punishment
- Examples of behaviors that are the result of extrinsic motivation include:
  - Studying because you want to get a good grade
  - Cleaning your room to avoid being reprimanded by your parents
  - Participating in a sport to win awards
  - Competing in a contest to win a scholarship

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9

## The Motivational Process

- **Need:** Created whenever there is a physiological or psychological imbalance e.g. when the body is deprived of food
- **Drive:** It is a deficiency with direction – actions which provide an energizing thrust towards reaching an incentive e.g. need for food translates to hunger (drive). Need for friends translates to a drive for affiliation
- **Incentive:** Anything that alleviates the need and reduces the drive, restores the physiological or psychological balance

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12

### The Motivational Process

- The motivational process can be seen as proceeding through a sequence of steps such as the following:
  - An unsatisfied need is the starting point in the process of motivation
  - A deficiency of something within an individual is the first link in the chain of events leading to behavior
  - The unsatisfied need causes tension within the individual, leading the individual to engage in some kind of behavior or activity to satisfy the need and thereby reduce the tension

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### The Motivational Process

- Need satisfaction is a continuous process since new content or skills often give rise to new needs. These needs vary from one learner to another.

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### The Motivational Process

- This activity is directed toward a goal. Achieving the goal satisfies the need and the process of motivation is complete.
- For example, once satisfaction is reached some students may just fall back into a state of inattention and laziness.
- That is why a teacher needs to understand how motivation works so as to recognize when to re-energise students again
- The motivation process can be represented using a diagram as below;

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### Theories of Motivation

- There are many theories of motivation
- The theoretical approaches to motivation can be classified into three:
  - The content theories – which go as far back as early 1900 e.g Maslow’s Hierarchy of needs Theory, Douglas McGregor Theory X and Y, Herzberg two factor theory and Alderfer Expectancy, Relatedness and Growth (ERG) theory

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### The Motivational Process

The Motivational Process

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### Theories of Motivation

- Process theories** e.g. Vroom Expectancy Theory and Porter Lawler performance/satisfaction model, reinforcement theory
- Contemporary theories** e.g. Stacy Adams Equity Theory of Work Motivation and McClelland Achievement Motivation Model

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**Theories of Motivation**

- For purpose of this lecture, we will concentrate on the two most discussed categories of motivational theories and one example in each i.e. content theories and process theories.
- **Content theories** are concerned with identifying what is within an individual or the work environment that's ENERGISE and SUSTAINS behavior.
- We will focus on the Maslow's motivational theory as an example of Content theory

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**The Maslow's Hierarchy of Needs**

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**Theories of Motivation**

- **Process theories** try to explain and describe the PROCESS of how behavior is energized, directed, sustained and finally stopped.
- Process theories first attempt to define the major variables necessary for explaining choice, for example;
  - Should I work hard?
  - How hard do I need to work?
  - How long do I need to keep this place?
- We will focus on the Reinforcement theory of motivation under this category

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**The Maslow's Hierarchy of Needs**

- There are five levels in his hierarchy of needs:
  - 1) **Basic or Physiological Needs** - These are the needs which must be satisfied to maintain life. The basic needs include need for food, water, air, sex and shelter. These needs are unlearned (primary) these needs can be met by providing basic salary or wage and safe working conditions
  - 2) **Safety or Security Needs** - Once the physiological needs have been met, the needs at next higher levels, safety needs emerge. Need for a stable environment relatively free from threats. This includes emotional as well as physical safety

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**The Maslow's Theory of Motivation**

- Drawing mainly from humanistic psychology and clinical experience, Abraham Maslow outline on overall theory of motivation
- He said that a persons motivation could be arranged in hierarchical manner
- He believed that once a given level of need is satisfied, it no longer serves to motivate
- The next level needs to be activated in order to motivate an individual. Once the needs at the lower level are satisfied, those at the next higher level emerge and demand satisfaction.

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**The Maslow's Hierarchy of Needs**

- Safety needs include desire for protection from physical danger, quest for economic security, performance for familiar rather than the unfamiliar, and desire for an orderly predictable world.
- *Application:* Safety needs can be met by job security, joining trade union and fringe benefits such as insurance or medical scheme, severance pay, pension plans.

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### The Maslow's Hierarchy of Needs

#### 3) Social Needs /love and belongingness

- When physiological and safety needs have been met, social needs, the next level become important motivators. Need related to affectionate relations with others and status within the group
- These needs include the desire to belong, to be accepted, to give and receive friendship and affection.
- Application: Social needs are met by compatible formal and informal work groups, friendship at work, clubs, and social groups, etc

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25

### The Maslow's Hierarchy of Needs

- According to Maslow, people tend to satisfy their needs systematically starting with basic physiological needs and then move up the hierarchy.
- Until a particular group of needs is satisfied, a person's behaviour will be dominated by them
- Thus a person who is hungry will not be motivated by safety or affection needs.
- Maslow later modified this argument by stating that there was an exception to this rule in respect to self actualization – for this level it seems that satisfaction of one need gives rise to further need for realizing ones potential

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28

### The Maslow's Hierarchy of Needs

#### 4) Ego or Esteem Needs

- Once physiological, safety, and social needs are satisfied, the esteem needs assume priority
- Self esteem needs can be broken into two categories. The first category reflects our need for competence and achievement or success. This can be satisfied intrinsically while the second category of esteem needs include the desire for reputation, prestige and recognition from others.
- *Application* : Ego or self –esteem needs can be met by promotion or merit pay increase, high status job title, less direct supervision, delegation of authority

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26

### The Reinforcement Theory of Motivation

- This is a process theory of motivation which considers the use of positive and negative reinforcements to motivate or create an environment of motivation.
- This theory is not concerned with needs or why people make choices but it focuses on the environment and its consequences for the person i.e. behavior is considered to be environmentally caused.
- For example, if a student works very hard and scores an A in a subject where his/her best score was always a C or a B, he/she is likely to work hard to score another A.

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29

### The Maslow's Hierarchy of Needs

#### 5) Self-Actualization or Self-Fulfillment Needs

- Self-actualization or self-fulfillment is the highest level in the hierarchy. These are the individual needs for realizing his or her own potential for continued self development and creativity.
- It is a feeling of accomplishment and of being satisfied with one's self or become the best one is capable of becoming
- *Application*: Self – actualization needs can be met by challenging jobs, creative tasks, advancement opportunities and achievement in work.

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27

### The Reinforcement Theory of Motivation

- One works hard because his/her behavior was reinforced.
  - Reinforcement theory works on the **law of effect** which states that *results in an unpleasant outcome is not likely to be repeated.*
- NB:** There are two types of reinforcement positive and negative ones.
- **Positive reinforcements** include rewards such as praise, recognition, pay bonuses, field trips and school visits.
  - **Negative reinforcements** also aim at reinforcing the desired behavior.

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30

### The Reinforcement Theory of Motivation

- However, instead of providing a positive reward, the “reward” is that the student or employee avoids some negative consequences such as a reprimand.
- Two other negative reinforcements used are **execution** (withholding positive reinforcement) and **punishment** which involves actions such as a public reprimand or being left in school when others go for outing.
- Positive and negative reinforcement address issues of having students learn desired behaviours.
- Unlearning undesired behaviours involves the use of extinction or punishment.

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31

### Sustaining Learner Attention In The Classroom

- ✓ Use of feedback-comment on a student’s performance positively
- ✓ Avoid distraction such as noise and disorganization of the classroom especially during group work
- ✓ Use dramatic examples such as humorous comments
- ✓ Give students adequate work to keep them busy
- ✓ Vary your mode of delivery, tone and voice during teaching
- ✓ Look out for signs of fatigue and restlessness and address them appropriately and promptly

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34

### The Reinforcement Theory of Motivation

- In applying positive reinforcement to motivate desired behaviours, teachers and managers can use either a continuous reinforcement schedule or an intermittent reinforcement.
- A continuous reinforcement schedule involves administering a reward each time a desired behavior occurs. Continuous reinforcement schedules result in fast learning
- An intermittent reinforcement schedule involves rewarding desired behavior periodically. Intermittent reinforcement schedules result in slower learning but stronger retention of what is learned.

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32

### Sustaining Learner Attention In The Classroom

- ✓ Use active words that lead to enquiry when giving students assignment e.g. demonstrate, construct, clarify, discuss, investigate, evaluate, create, imitate and describe
- ✓ Closely supervise individual laboratory activities

**Note:** For these suggestions to be realized, students need an attractive environment, conducive to learning, suitable and sufficient resources and good working equipment.

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35

### Sustaining Learner Attention In The Classroom

- Some suggested strategies of sustaining classroom attention include;
  - ✓ Use stimulus variation or attention drawing signals in class e.g. pausing, hand signals; use of pictures and making occasional calculated movements up and down the class or opposite the sides instead of standing or sitting in one place
  - ✓ Establish inceptive contingencies e.g. let students have five minutes to sketch on item and after that pick or a few to draw on the chalkboard or to explain their diagrams to the class

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33

### Lesson Delivery Techniques that sustain Learner Attention in Class

- Some people claim that teachers are born not made.
- While this might be right, there are some basic techniques which are key in the delivery process when teaching.
- If most of these are applied correctly by any teacher, then the lesson is likely to be effective.
- For effective lesson delivery and sustaining learner attention, a teacher can use a combination of the following techniques;

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36

**Lesson Delivery Techniques that sustain  
Learner Attention in Class**

- a) Use clear and loud enough voicing in a lesson
- b) Organize your content in such a way that your points are delivered in some order or pattern
- c) Begin lessons by giving clear instructions
- d) Minimize the use of colloquial language e.g. no hidden tricks up the sleeves, expect you to have all these at your finger tips
- e) Maintain classroom control and establish a positive classroom environment
- f) As a teacher, play the role of a role model

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37

**Lesson Delivery Techniques that sustain  
Learner Attention in Class**

- ✓ Used to introduce an idea which runs against what has been said or going to be said e.g. use of word like but, nevertheless, on the other hand, and yet, although, etc
- ✓ They can be used for summing up e.g. to summarize, it amounts to this, in other words, if I can just sum in a nut shell, what have I been saying
- ✓ They can be used for emphasis e.g. use of word like It is worth noting that.., I would like to direct your attention to..

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40

**Lesson Delivery Techniques that sustain  
Learner Attention in Class**

- g) Explain or define technical or special word in a subject e.g. use of the term **volatile memory** in computing - Keep it short and simple (KISS)
- h) Develop positive teacher/student relationships
- i) Make a smooth transition into next subject
- j) Use semantic markers – words or phrases which serve as signals for the meaning and structure or pattern of the lesson. They are linking phrases. They tell how ideas are organized and emphasized. The importance of using semantic markers are;

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38

.....**END**.....

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41

**Lesson Delivery Techniques that sustain  
Learner Attention in Class**

- ✓ Linking, listing or sequencing to help learners to identify the main points and pay attention at such word e.g. uses of word like firstly, secondly, thirdly, next point etc
- ✓ They show the learner the cause and effect relationship between one idea and another e.g. through use of words like so, because, therefore, since, etc
- ✓ They are used to indicate that the teacher is going to illustrate a point by giving examples e.g. use of words such as for instance, let's take, for example, etc

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39