

Training On Teaching Methods In Vocational Education

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Motivation for Learning

Theoretical and Practical Aspects

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Motivation Theories

General Definitions

Motivation is the processes that account for an individual's intensity, direction, and persistence of effort toward attaining a goal.

Intensity: how hard a person tries

Direction: where effort is channelled

Persistence: how long effort is maintained

Motivators

Intrinsic: A person's internal desire to do something, due to such things as interest, challenge, and personal satisfaction.

Extrinsic: Motivation that comes from outside the person, such as pay, bonuses, and other tangible rewards.

Maslow's Hierarchy of Needs

Abraham Maslow is known for establishing the theory of a hierarchy of needs, writing that human beings are motivated by unsatisfied needs, and that certain lower needs need to be satisfied before higher needs can be satisfied. Maslow studied exemplary people such as Albert Einstein, Jane Addams, Eleanor Roosevelt, and Frederick Douglas rather than mentally ill or neurotic people. This was a radical departure from two of the chief schools of psychology of his day: Freud and B.F. Skinner.*

Maslow's hierarchy of needs was an alternative to the depressing determinism of Freud and Skinner. He felt that people are basically trustworthy, self-protecting, and self-governing. Humans tend toward growth and love. Although there is a continuous cycle of human wars, murder, deceit, etc., he believed that violence is not what human nature is meant to be like. Violence and other evils occur when human needs are let down. In other words, people who are deprived of lower needs such as safety may defend themselves by violent means. He did not believe that humans are violent because they enjoy violence. Or that they lie, cheat, and steal because they enjoy doing it.

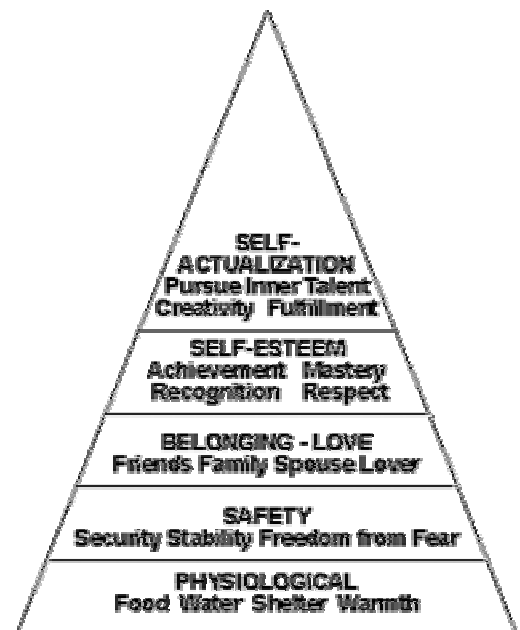
According to Maslow, there are general types of needs (physiological, safety, belonging / love, and self-esteem) that must be satisfied before a person can act unselfishly. He called these four needs 'deficiency needs'. Self actualization is a 'growth need'. The needs range from the most basic (physiological) to the most advance (self actualisation). The two basic needs (physiological and safety) must be fulfilled, otherwise the person will not function properly. As long as we are motivated to satisfy these cravings, we are mov-

* Freud saw little difference between the motivations of humans and animals. We are supposedly rational beings; however, we do not act that way. Maslow believed, that such pessimism was the result of Freud's study of mentally ill people. Skinner, on the other hand, studied how pigeons and white rats learn. His motivational models were based on simple rewards such as food and water, sex, and avoidance of pain. Maslow thought that psychologists should instead study the playfulness, affection, etc., of animals. He also believed that Skinner discounted things that make humans different from each other. Instead, Skinner relied on statistical descriptions of people.

ing towards growth, toward self-actualization. Satisfying needs is healthy, blocking gratification makes us sick or evil.

The needs can be broken down as follows:

- **Physiological** needs include food, water, sex and similar basic needs
- **Safety needs** include shelter, security and freedom from threats
- **Love needs** include the need for affection and belongingness
- **Esteem needs** include adequacy, achievement, confidence, prestige, recognition and attention
- **Self actualisation** means developing one's self to one's maximum potential



Physiological Needs

Physiological needs are the very basic needs on a biological level such as air, water, food, sleep, sex, etc. When these are not satisfied we may feel sickness, irritation, pain, discomfort, etc. These needs are the strongest because if deprived, the person would die. These feelings motivate us to alleviate them as soon as possible to establish homeostasis. Once they are alleviated, we may think about other things.

Safety Needs

Safety needs have to do with establishing stability and consistency in a chaotic world or periods of disorganization in the social structure (such as widespread rioting, war). These needs are mostly psychological in nature. We need the security of a home and family. Many in our society cry out for law and order because they do not feel safe enough e.g. to go for a walk in their neighbourhood. In addition, safety needs sometimes motivate people to be religious. Religions comfort us with the promise of a safe secure place after we die and leave the insecurity of this world.

Love Needs

Love and belongingness are next on the ladder. People have needs to escape feelings of loneliness and alienation and give and receive love, affection and the sense of belonging. Humans have a desire to belong to groups: clubs, work groups, religious groups, family, gangs, etc. We need to feel loved (non-sexual) by others, to be accepted by others. Performers appreciate applause. We need to be needed.

Esteem Needs

People need a stable, firmly based, high level of self-respect, and respect from others in order to feel satisfied, self confident and valuable. If these needs are not met, the person feels inferior, weak, helpless and worthless. There are two types of esteem needs. First is self-esteem which results from competence or mastery of a task. Second, there's the attention and recognition that comes from others. This is similar to the belongingness level, however, wanting admiration has to do with the need for power.

Self-Actualization

According to Maslow, an individual is ready to act upon the growth needs if and only if the deficiency needs are met. Maslow's initial conceptualization included only one growth need: self-actualization. Self-actualized people are characterized by: (1) being problem-focused; (2) incorporating an ongoing freshness of appreciation of life; (3) a concern about personal growth; and (4) the ability to have peak experiences. Maslow later differentiated the growth need of self-actualization, specifically naming two lower-level growth needs prior to general level of self-actualization and one beyond that level. They are:

- 5) Cognitive: to know, to understand, and explore
- 6) Aesthetic: symmetry, order, and beauty
- 7) Self-actualization: to find self-fulfilment and realize one's potential
- 8) Transcendence: to help others find self-fulfilment and realize their potential

Maslow's basic position is that as one becomes more self-actualized and transcendent, one becomes more wise (develops wisdom) and automatically knows what to do in a wide variety of situations.

Maslow believes that the only reason that people would not move through the needs to self-actualization is because of the hindrances placed in their way by society. For example, education can be a hindrance, or can promote personal growth. Maslow indicated that educational process could take some of the steps listed below to promote personal growth:

1. We should teach people to be authentic; to be aware of their inner selves and to hear their inner-feeling voices.
2. We should teach people to transcend their own cultural conditioning, and become world citizens.
3. We should help people discover their vocation in life, their calling, fate or destiny. This is especially focused upon finding the right career and the right mate.
4. We should teach people that life is precious, that there is joy to be experienced in life, and if people are open to seeing the good and joyous in all kinds of situations, it makes life worth living.
5. We must accept the person and help him or her learn their inner nature. From real knowledge of aptitudes and limitations we can know what to build upon, what potentials are really there.
6. We must see that the person's basic needs are satisfied. That includes safety, belongingness and esteem needs.
7. We should refreshing consciousness, teaching the person to appreciate beauty and the other good things in nature and in living.
8. We should teach people that controls are good, and complete abandon is bad. It takes control to improve the quality of life in all areas .
9. We should teach people to transcend the trifling problems and grapple with the serious problems in life. These include the problems of injustice, of pain, suffering and death.
10. We must teach people to be good choosers. They must be given practice in making choices, first between one goody and another; later between one god and another.

Herzberg’s Motivation-Hygiene Theory (Two Factor Theory)

To better understand employee attitudes and motivation, Frederick Herzberg performed studies to determine which factors in an employee's work environment caused satisfaction or dissatisfaction. He published his findings in the 1959. These results are also relevant to considerations about motivation and learning. The studies included interviews in which employees were asked what pleased and displeased them about their work. Herzberg found that the factors causing job satisfaction (and presumably motivation) were different from those causing job dissatisfaction. He developed the motivation-hygiene theory to explain these results.

Herzberg called the satisfiers **motivators** and the dissatisfiers **hygiene factors**, using the term ‘hygiene’ in the sense that they are considered maintenance factors that are necessary to avoid dissatisfaction but that by themselves do not provide satisfaction.

The following table presents the top six factors causing dissatisfaction and the top six factors causing satisfaction, listed in the order of higher to lower importance.

Factors Affecting Job Attitudes

Leading to Dissatisfaction <i>hygiene factors</i>	Leading to Satisfaction <i>motivators</i>
<ul style="list-style-type: none"> • company policy • Supervision • relationship worker / boss • work conditions • salary • relationship worker / peers 	<ul style="list-style-type: none"> • achievement • recognition • work itself • responsibility • advancement • growth

Herzberg reasoned that because the factors causing satisfaction are different from those causing dissatisfaction, the two feelings cannot simply be treated as opposites of one another. The opposite of satisfaction is not dissatisfaction, but rather, *no* satisfaction. Similarly, the opposite of dissatisfaction is *no* dissatisfaction.

While at first glance this distinction between the two opposites may sound like a play on words, Herzberg argued that there are two distinct human needs portrayed. First, there are physiological needs that can be fulfilled by money, for example, to purchase food and shelter. Second, there is the psychological need to achieve and grow, and this need is fulfilled by activities that cause one to grow.

From the above table of results, one observes that the factors that determine whether there is dissatisfaction or no dissatisfaction are not part of the work itself, but rather, are external factors. Herzberg often referred to these hygiene factors as ‘KITA’ factors, where KITA is an acronym for Kick In The A..., the process of providing incentives or a threat of punishment to cause someone to do something. Herzberg argues that these provide only short-run success because the motivator factors that determine whether there is satisfaction or no satisfaction are intrinsic to the job itself, and do not result from carrot and stick incentives.

Implications for Management, Learning at the Workplace and Teaching

If the motivation-hygiene theory holds, management not only must provide hygiene factors to avoid employee dissatisfaction, but also must provide factors intrinsic to the work itself in order for employees to be satisfied with their jobs.

Herzberg argued that *job enrichment* is required for intrinsic motivation, and that it is a continuous management process. According to Herzberg:

- The job should have sufficient challenge to utilize the full ability of the employee.
- Employees who demonstrate increasing levels of ability should be given increasing levels of responsibility.
- If a job cannot be designed to use an employee's full abilities, then the firm should consider automating the task or replacing the employee with one who has a lower level of skill. If a person cannot be fully utilized, then there will be a motivation problem.

Critics of Herzberg's theory argue that the two-factor result is observed because it is natural for people to take credit for satisfaction and to blame dissatisfaction on external factors. Furthermore, job satisfaction does not necessarily imply a high level of motivation or productivity.

Herzberg's theory has been broadly read and despite its weaknesses its enduring value is that it recognizes that true motivation comes from within a person and not from KITA factors.

McGregor's Theory X and Theory Y

Douglas McGregor has examined theories on behaviour of individuals at work, and he has formulated in 1960 two models which he calls Theory X and Theory Y. His assumptions concerning to work can also be transferred to learning processes.

Theory X Assumptions

- The average human being has an inherent dislike of work and will avoid it if he can.
- Because of their dislike for work, most people must be controlled and threatened before they will work hard enough.
- The average human prefers to be directed, dislikes responsibility, is unambiguous, and desires security above everything.
- These assumptions lie behind most organizational principles today, and give rise both to 'tough' management with punishments and tight controls, and 'soft' management which aims at harmony at work.
- Both these are wrong because man needs more than financial rewards at work, he also needs some deeper higher order motivation - the opportunity to fulfil himself.
- Theory X managers or teachers do not give their staff or students this opportunity so that the employees or learners behave in the expected fashion.

Theory Y Assumptions

- The expenditure of physical and mental effort in work is as natural as play or rest.
- Control and punishment are not the only ways to make people work, man will direct himself if he is committed to the aims of the organization.
- If a job is satisfying, then the result will be commitment to the organization.
- The average man learns, under proper conditions, not only to accept but to seek responsibility.
- Imagination, creativity, and ingenuity can be used to solve work problems by a large number of employees.
- Under the conditions of modern industrial life, the intellectual potentialities of the average man are only partially utilized.

Comments on Theory X and Theory Y Assumptions

These assumptions are based on social science research which has been carried out, and demonstrate the potential which is present in man and which organizations should recognize in order to become more effective.

McGregor sees these two theories as two quite separate attitudes. Theory Y is difficult to put into practice on the shop floor in large mass production operations, but it can be used initially in the managing of managers and professionals as well as in teaching.

McGregor shows how Theory Y affects the management of promotions and salaries and the development of effective managers. McGregor also sees Theory Y as conducive to participative problem solving.

It is part of the manager's job to exercise authority, and there are cases in which this is the only method of achieving the desired results because subordinates do not agree that the ends are desirable.

However, in situations where it is possible to obtain commitment to objectives, it is better to explain the matter fully so that employees grasp the purpose of an action. They will then exert self-direction and control to do better work - quite possibly by better methods - than if they had simply been carrying out an order which they did not fully understand.

The situation in which employees can be consulted is one where the individuals are emotionally mature, and positively motivated towards their work; where the work is sufficiently responsible to allow for flexibility and where the employee can see his own position in the management hierarchy. If these conditions are present, managers will find that the participative approach to problem solving leads to much improved results compared with the alternative approach of handing out authoritarian orders.

Once management becomes persuaded that it is underestimating the potential of its human resources, and accepts the knowledge given by social science researchers and displayed in Theory Y assumptions, then it can invest time, money and effort in developing improved applications of the theory.

McGregor realizes that some of the theories he has put forward are unrealizable in practice, but wants managers to put into operation the basic assumption that: staff will contribute more to the organization if they are treated as responsible and valued employees. This also can be adapted to trainees.

Learning Assumptions

The following are a few assumptions about learning that tend to be recognized throughout educational literature as fundamental to the planning of education programs. These assumptions came from the general field of educational philosophy.

- ❖ Persons at all ages have the potential to learn. Some are learning faster than others. Age may or may not affect a person's speed of learning. Individuals vary in way they like to learn.
- ❖ The individual experiencing a change process, such as a new learning situation, is likely to feel stress and confusion. Some anxiety often increases motivation to learn, but too much anxiety may cause tiredness, inability to concentrate, resentments, and other barriers to learning. Learning is more comfortable and effective when the environmental conditions support open exchange, sharing of opinions, and problem-solving strategies. The atmosphere should foster trust and acceptance of different ideas and values.
- ❖ In the classroom the instructor makes learning easier by taking into account students' experience, observations of others, and personal ideas and feelings. This consideration of behaviour models and attitudes of other students helps the individual learner to clarify his own actions and beliefs and will aid in meeting their own learning goals.
- ❖ The depth of long-term learning may depend on the extent to which learners try to analyze, clarify, or articulate their experiences to others in their social groups. The depth of learning increases when new concepts and skills are useful in meeting current needs or problems. This allows for immediate application of the theory to a practical situation.
- ❖ An educational program may only provide one step in an individual's progress toward acquiring new competences and changes of behaviour. The adoption of a new behaviour depends on many factors. Environmental conditions and social characteristics can reinforce or hinder behaviour changes. Availability and access to resources, such as exercise or practice facilities, may enable a person to carry out new plans of actions. Some conditions can induce an individual to take a particular action, such as former knowledge and attitudes.
- ❖ Learning improves when the learner is an active participant in the educational process. When selecting among several teaching methods, it is best to choose the method that allows the learning to become most involved. Using varied methods of teaching helps the learners maintain interest and may help to reinforce concepts without being repetitious.

Learning Principles

In recent years teachers have found that many principles of adult learning also apply to children and adolescents. For example, adults and children prefer learning experiences that are participatory, they learn faster when new concepts are useful in their present as well as future lives. The roles of an educator for the young and elderly person is to assess the audience's interest, current skills, and aims. This information then guides the structuring of a learning atmosphere and selection of methods most satisfying and effective for the learners.

10 Principles of Learning

1. We learn to do by doing.
2. We learn to do what we do and not something else.
3. Without readiness, learning is inefficient and may be harmful.
4. Without motivation there can be no learning at all.
5. For effective learning, responses must be immediately reinforced.
6. Meaningful content is better learned and longer retained than less meaningful content.
7. For the greatest amount of transfer learning, responses should be learned in the way they are going to be used.
8. One's response will vary according to how one perceives the situation.
9. An individual's responses will vary according to the learning atmosphere.
10. One can only do things according to the individual physical conditions, social background, and presently available acting forces.

Learning Styles

The concept of "learning styles" has its roots in the discipline of psychology, and specifically the classification of psychological types. It is based on research demonstrating that, as the result of heredity, upbringing, and current environmental demands, different individuals have a tendency to:

- a) take in (perceive) information in different ways
- b) process the information in different ways

The different ways of perceiving and processing are generally classified as:

Concrete and abstract perceivers. Concrete perceivers take in information by direct experience, by doing and acting, by sensing and feeling. Abstract perceivers take in information by analysis and observation; by thinking .

Active and reflective processors. Active processors make sense out of experience by immediately doing something with the new information. Reflective processors make sense out of experience by reflecting on it; by thinking about it.

Traditional schooling has tended to favour abstract perceiving and reflective processing. Other kinds of learning are less well rewarded and reflected in curriculum, instruction, and assessment.

Learning for Vocational Trainees

Overall, the new science of learning is beginning to provide knowledge to improve significantly people's abilities to become active learners who seek to understand complex subject matter and are better prepared to transfer what they have learned to new problems and settings. Making this happen is a major challenge, but it is not impossible. The emerging science of learning underscores the importance of rethinking what is taught, how it is taught, and how learning is assessed. Due to this, learning assumptions can be formulated which are oriented at the needs of vocational trainees as often being adult learners:

- Adult learners are self directed
- Adult learners enter the educational environment with a great deal of valuable experience. This experience benefits them as well as other learners
- Adults have a readiness to learn if they see the benefit of the information in their lives
- Adults are motivated to learn after they experience a need in their life situation
- Adults are motivated to learn more from internal factors (self-esteem, recognition, better quality of life, greater self confidence or the opportunity to self-actualize), than external factors (salary increases, pressure from authority figures, etc ...)

These assumptions provide strong implications for all trainers. Rather than focusing only on the content, the focus for an adult learning orientation should also take into consideration the learning process. Adult or vocational learning processes should consist of the following elements which are key when planning a training session:

- spend ample time on physical and psychological climate setting
- involve learners in the planning for their learning
- involve learners in diagnosing their own needs for learning
- involve learners in formulating their own learning objectives
- involve learners in designing learning plans
- help learners carry out their learning plans
- involve learners in evaluating their own learning outcomes

What can the trainer do when developing a training program / session / course? The trainer needs to be aware of how adults or vocational trainees learn:

- they learn from involvement
- they have a preference for form (e.g. graphs, statistics)
- it is important for them to connect new information with existing information
- they learn by contrasting with their own experiences and from information which is intensely personal
- they learn through visualization

How does all of this information relate to the trainer when implementing a training session? When teaching adults or vocational trainees there are a number of things the trainers can do to help enhance and ensure a greater probability that learning will take place:

- the payoff should be obvious. Adults need to see the benefits of learning
- there should be opportunities for self evaluation and self-assessment on the part of the learner
- instruction should focus on the strengths of an individual in order to correct deficiencies
- feedback to the learner should be frequent, accurate and specific
- attainment of knowledge should in most cases lead to a demonstrable skill
- the trainer should provide concrete experience, follow-up and reinforcement, high level thinking, affiliation needs, multiple ways of learning, and safety nets to prevent failure

Keeping adult learning principles in mind when designing, planning, and implementing your training will help you as a trainer and your participants.