IMPROVING TEACHER’S MOTIVATION TOWARDS PRODUCTIVITY

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Experts have considered “employee motivation” as an important element in a successful organization.

Motivation is a force that comes from within, believed to give members of the organization the direction, intensity, and endurance to work willingly and enthusiastically to accomplish the organizations’ defined goals and objectives.

The existence of a good leader does not necessarily guarantee that his members will automatically perform their assigned tasks. They must come to believe that working hard and doing a good job may best serve their interest and that of the organizations; thus the principle of reciprocity should prevail so that we could expect more productive outputs.

Like any employees of an organization, teacher’s motivation could be a very strong factor in improving school performance. It is believed that the inner feeling of how teachers view the school work while looking forward to getting certain actions done with rewards affect these accomplishments. However, how they feel about their works depending on what they receive just compensation and due recognition for a job well done.

Teachers who are truly motivated to work, are expected to have positive attitudes which will eventually be good for their students and the school. Teacher’s performance and how they direct the learning process are conditioned and influenced by many factors, such as the work itself, the salary merit system, style of supervision,
and relationship with co-workers. These factors are perceived to promote and channel motivation for peak performance especially when good working relationship exists.

Education experts believe that the existence of smooth personal interpersonal relationship cultivate mutually supportive and an equally productive working environment. The need for harmonious and conducive working relationships therefore, it is expected to bring about a stimulating environment among teachers.

In whatever manner the teacher views and perception of school works, school heads, need to reinforce them with a strong leadership and positive approach. Leadership styles or pattern of behaviour utilized by school heads are believed to have a mark bearing on teacher’s motivation.

Apparently, facing and working with school heads who have different personalities could be challenging to teachers.

While it is already within the nature of every teacher to comply and respond to varied activities required of them, mere obedience and compliance will not boost commitment towards their work. It will only stimulate malicious obedience and direct teachers to put only the minimum work necessary to escape reprimand, demotion and termination.

Conclusion

These, I believe can be detrimental in our quest for quality education. What we need are teachers who are highly motivated and truly productive.

References: