KEEPING A HIGH DEGREE OF MOTIVATION FOR TEACHER

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Teachers play vital roles in every pupil’s life. Their roles bring significant effects on their student’s performance. Thus, pupils’ eagerness to learn and academic performance lies on the teacher’s motivation and drive to teach.

The main function of a teacher inside a classroom is to teach and impart knowledge where she needs to follow a curriculum to meet state educational guidelines. Furthermore, teachers create a classroom environment where everyone looks up to their teacher as their role model. Everyone tends to mimic the teacher.

When a teacher who enters a classroom with warm and motivated mood, students are more likely to feel the same. An environment can be set either negatively or positively created. It depends upon how the teacher wanted it to be. Hence, learning could be impaired if teacher’s social behavior in the classroom is negatively received by her learners.

Studies proved that teacher’s motivation has been closely related to students’ motivation and teaching effectiveness. However, there are many factors affecting teacher’s motivation. Han and Yin (2013) revealed in their studies that when teachers have given the right to choose the teaching materials, programs and methods, they become more motivated.

According to Gitonga (2012), conducive working condition was a critical motivation factor that improves the teachers’ motivation hence the performance of the students. Working conditions create an environment for teachers to explore and learn new ideas to offer their learners. This creates a positive effect on pupils’ performance.
Oko (2014) revealed in his study that teacher motivation is so crucial to the academic performance of the pupils. Thus, if a teacher shows interest and eagerness to teach, then the students will directly demonstrate the zeal to learn. As Bateman (2006) emphasized, teacher’s motivation is the summarized force that gives energy, direction and sustains high degree of teaching and learning efforts.

Every teacher aims to make his pupil learn and that the source of these learnings are themselves. It must always be remembered that results of expectations that the teacher sets depend upon on how motivated she is to do her functions. Though, they face several issues to keep their motivation high, it will always be challenge to every teacher to achieve beyond the expectation from them.

References:

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