MOTIVATING STUDENTS

by:
Rex N. Olinares
Teacher III, Pablo Roman National High School - SHS

Not all the time we heard praises from teachers about their class. More often, they verbalize complains about students that are difficult to handle, distractive, absence, sleeping in the class, bad attitude and not participative. Teachers should consider motivating as an important skill in the teaching and learning process. Verbal and non-verbal communication of teachers are not only tools to get students’ attention but also various factors that teachers need to explore and apply. Motivating students to listen and pay attention is not a simple instruction a teacher may provide in a single discussion, but motivation creates culture of effective learning for students. When they are motivated to learn, they are motivated to succeed.

Teacher should recognize that a calm student, looks not so much interested, can still be motivated intrinsically. Intrinsic motivation comes from within. It is a sense of working toward something simply because we want to or because we feel a sense of accomplishment. It would be very easy to know if student is intrinsically motivated. Students who are internally motivated may pursue an activity independently and enjoy the activity without companions. This type of students are motivated when they value what they are doing and believe that they have the chance to succeed. Recognizing individual differences among students helps teachers adjust techniques and motivating skills. Here are some of the basic elements in motivation which teachers may apply to their students.
First, ask them by giving options, varieties, and alternatives. Students naturally became interested when choices are offered. Teacher should be smart enough in giving options. Both should benefits the teaching and learning process.

Seconds is to consider attractiveness in formulating an activity. Attractiveness are elements that boost students’ curiosity and novelty. Introduction of a dancing broom stick and let it talk like a puppet in the class may sound very attractive and interesting. Teachers just need to be more creative and playful when using attractiveness as element in motivating.

Third is the locus of control which pertains to the need of students to feel as though he has control of the situation. It empowers them and triggers the leadership traits within. Let students think of a name for an object, the steps to make, and the way to present.

Fourth, students need to utilize knowledge and skills they have that are relevant in learning. Teacher make initiate the signal for volunteerism, recitation, or participation among students. Students offer what they have and if teachers successfully stimulate those silence needs and individual assets, students tend to volunteer and participate. Proper questioning ang probing is important to make utilization steps succeed.

Lastly, enjoyment is a powerful motivator for learners. Students are motivated when they find pleasure in what they are doing. Active participation and engagement needs activities that students would enjoy doing either individually, in small group, or big crowd.

Motivation significantly impacts students’ learning and behavior. Motivation involves goals and requires activity. The selection of tasks under provided conditions will also help teachers gain the expected reaction and result.
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