MOTIVATING THE STUDENTS
Christine T. Rodriguez
T-II T.L.E. Samal National High School

Motivation is the process that initiates, guides and maintains goal-oriented behaviours. It is also a very important aspect of both teaching and learning because it induces a students to act towards desired goals. Motivation has been used to encourage students to increase students’ academic performance.

Here are some factors to consider in motivating the students according to Bruce W. Tuckerman (2000) in his book entitled The Effect of Learning and Motivation Strategies:

1. **Make it real** - In order to foster intrinsic motivation, try to create learning activities that are based on topics that are relevant to your students' lives. Strategies include using local examples, teaching with events in the news, using pop culture technology (iPods, cell phones, YouTube videos) to teach, or connecting the subject with your students' culture, outside interests or social lives.

2. **Provide choices** - Students can have increased motivation when they feel some sense of autonomy in the learning process, and that motivation declines when students have no voice in the class structure. Giving your students options can be as simple as letting them pick their lab partners or select from alternate assignments, or as complex as "contract teaching" wherein students can determine their own grading scale, due dates and assignments.

3. **Balance the challenge** - Students perform best when the level of difficulty is slightly above their current ability level. If the task is too easy, it promotes boredom and may communicate a message of low expectations or a sense that the teacher believes the student is not capable of better work. A task that is too difficult may be seen as unattainable, may undermine self-efficacy, and may create anxiety. Scaffolding is one instructional technique where the challenge level is gradually raised as students are capable of more complex tasks.

4. **Use peer models** - Students can learn by watching a peer succeed at a task. In this context, a peer means someone who the student identifies with, not necessarily any other student. Peers may be drawn from groups as defined by gender, ethnicity, social circles, interests, achievement level, clothing, or age.

References:
*Tools for Teaching*
By: Barbara Gross Davis

*The Effect of Learning and Motivation Strategies*
By: Bruce W. Tuckerman