THE ELEMENT OF MOTIVATION

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By providing control and choice, learners are allowed to express themselves creatively and feel affirmed. In using multi-modal strategies, students are motivated to achieve in the areas of their specific interests.

White, R.T. Dunn (2002) stressed out that it is more important to provide frequent feedback, especially those that elicit feelings of motivation, encouragement and self-affirmation.

Students excel in great feast if highly motivated. This driving force is kept alive when they enjoy the day-to-day school activities, when a student discovers the meaning of studying he/she tends to change with minimal reinforcement.

On the other hand, highly conforming students feel highly inspired, satisfied and secure when they follow recommended instructions which basically derived from the motivations given by the teacher, the common result is performing students with cooperative manner.

Rosenfield, Lawrence B. (2000) learning is not an isolated, subjective affair. It should involve the transformation of factual information, formulas and processes into real-life.

Everything that may affect learners performance started on how a teacher motivates, learning needs to be generally exciting and meaningful.
A teacher’s motivating process must provide learners the capacity to learn. Teacher must remember that learning should be multi-faceted to allow the expression of different learning styles.

It is important therefore, that the teacher must deliver his/her goals wherein he/she uses motivational activities related to lessons that can be related to the lives of the students.

References: