dependent and the official Website of DepED Division of Bataan

THE ROLE OF TEACHER MOTIVATION IN ENHANCING THE LEARNING PROCESS

by: **Riza M. Lerma** Teacher I, Pita Elementary School

Teacher motivation is crucial in influencing the quality of education and creating a productive learning environment. An enthusiastic teacher not only injects vitality and passion into the classroom but also encourages students to participate in the learning journey. As stated by Skaalvik and Skaalvik (2017), the motivation of teachers has a direct effect on their dedication to the teaching field, their instructional methods, and their capacity to foster a positive classroom environment. Educators who are intrinsically motivated – fueled by a true enthusiasm for teaching and a wish to create an impact – are more inclined to dedicate time and energy to crafting significant learning experiences, thus aiding all students.

Official Website of DepED Division of Bataan

Motivation influences the teaching process in various important ways, including the capacity to implement creative teaching methods. When educators are inspired, they tend to adopt new technologies, investigate innovative teaching approaches, and customize their instruction to address various student needs (Richardson et al., 2019). This flexibility encourages a more dynamic and inclusive classroom atmosphere, crucial for accommodating diverse learning styles and difficulties. For example, enthusiastic teachers are more likely to use differentiated instruction, making sure that every student, no matter their abilities, can engage with and gain from the curriculum.

The emotional health of educators greatly influences their motivation and, as a result, their effectiveness in teaching. Pressure, exhaustion, and insufficient backing from administrators can reduce teacher enthusiasm, resulting in a lack of engagement and a drop in teaching effectiveness (Han & Yin, 2016). In contrast, encouraging school settings



depedbataan.comPublications

that emphasize teacher welfare, offer chances for professional growth, and acknowledge teacher accomplishments lead to ongoing motivation. These elements not only increase job satisfaction but also strengthen teacher-student connections, which are essential for fostering a supportive and effective learning environment.

Moreover, teacher motivation influences student results significantly. Studies show that enthusiastic educators promote increased student engagement, motivation, and academic success (Ryan & Deci, 2020). When educators display enthusiasm and commitment, they demonstrate a constructive approach to learning, motivating students to embrace comparable attitudes. This inherent link between teacher and student motivation highlights the significance of tackling the elements that affect teacher motivation, such as workload, autonomy, and chances for collaboration.

In summary, teacher motivation is essential for successful teaching and learning. By creating a nurturing atmosphere that meets both the professional and personal requirements of educators, schools can boost teacher motivation and subsequently enhance student success. Policymakers, administrators, and educators need to collaborate to develop conditions that maintain teacher motivation, making certain that the learning experience is engaging and advantageous for all involved.

References:

Han, J., & Yin, H. (2016). Teacher motivation: Definition, research development and implications for teachers. Cogent Education, 3(1), 1-18. https://doi.org/10.1080/2331186X.2016.1217819

Richardson, P. W., Watt, H. M. G., & Devos, C. (2019). Teacher motivation: Theory and practice. Cambridge University Press.





Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivations: Classic definitions and new directions. Contemporary Educational Psychology, 25(1), 54-67. https://doi.org/10.1016/j.cedpsych.2020.101860

Skaalvik, E. M., & Skaalvik, S. (2017). Dimensions of teacher burnout: Relations with potential stressors at school. Social Psychology of Education, 20(4), 775-790. https://doi.org/10.1007/s11218-017-9391-0



