

MOTIVATION AS INFLUENCING THE SATISFACTION OF STUDENTS IN PRIMARY SCHOOL

Irma Pali¹, Klodjana Gega²

¹University of Shkodra “Luigj Gurakuqi”, Faculty of Education, Albania
Email: imra88@yahoo.it

Abstract

Continued empirical research (based on experience) suggests that education tends to discourage internal motives, pushing students to work more and more to external reasons. This is the reason that pushed me to treat this subject. On the basis of browsing literature and conducting surveys I have concluded that such a thing is true to a certain point in our graders. In the foreground is always the motivation which has an inseparable relationship with the satisfaction of students in school. Communicative relationships we create with our students are essential to sustain the motivation of students. There invested suffering, exchanged messages that affect school performance eventually positively as well as negatively. From the perspective of teachers, the most important motives are those dealing with learning and productivity. It is necessary to understand why some students commit and others do not, although some activities have higher chance to be interesting for them, what motivates students to devote themselves to teaching, etc. Our relationship with students is the entire time active. It can be silent or noisy. We give and take with the students. What we need to know is to appreciate and understand what we get and give, what students need to satisfy motivating. So it is already understood, the experience of each of us teachers, friends and the school environment in their complexity significantly affect the motivation to learn. Although intrinsic motivation is not seen and often it is overlooked it must be assessed in the same way as external motivation. Intrinsic motivation from the study conducted has proved that there is an inseparable connection with external motivation and that they cannot do one without the other. In Albania, research about motivation influencing the satisfaction of students in the school are not very in-depth and appear mainly as newspaper articles where teachers give different opinions. Therefore it is in very early stages.

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