

STUDENTS MOTIVATION AND SUSTAINABLE LEARNING

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Abstract

A number of surveys have shown that school practices might affect the level of motivation of the students, however Skinner-i and Bellmont-i (Anderman and Midgley 1998. Motivation and middle school students. P 438) warn that this influence is not always positive.

If teachers realize teaching, according to interest and preparedness levels, then the motivation of students to come being reinforced. It is important for children to enter the class motivated. However, children who come to the motimit scale is more likely that it be reduced to environmental conditions, unfavorable teaching. However, efforts to promote student motivation should not be oriented only towards students with low motivation. All students (and all schools) will achieve more if they have a higher level of commitment and motivation to succeed. To encourage and promote students' motivation has important application of different forms that stimulate it. External motivators are more effective when rewards are closely related to the duties performed. Also, the rewards should only be given when deserved are clear. If given rewards for minimal work, it conveys the message that the minimum activation is acceptable and so compensation becomes void. Earliest influences on student motivation from parents and others in the family. When the cubs start to go to school, their level of interest and willingness to engage in learning, depends on the influence of teachers, the school environment and other students around, although sometimes it seems that with the increase of students, teachers do not have control over their stay. There are numerous reasons for it, why children growing up, become less interested in learning, including external influences of those within the school itself. Development factors and perceptions of students about their ability to play a major role to the level of engagement in learning. Like they grow, students take less responsibility to overcome difficulties and to fully engage in the activities for which they are not sure it will succeed to realize. Some young children have great prospects that will succeed despite some initial unsuccessful efforts, it is not the same in the case of older students.

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