Internal and External Motivation in Schools,

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Lian-Hwang Chiu [1966] conducted a study in 1966, in which he had eleventh-graders fill out a questionnaire containing about five-hundred statements, which they were requested to mark as "correct" or "incorrect". The results had enabled him to find six motivational factors [which are not necessarily connected one to another] which cause the study participants to invest in school. Every child has his or her own motivational style, which is a personal integration of all or most of the types of motivations. The six motivational factors found by Lian-Hwang Chiu [ibid] were: A positive orientation towards school [a factor which includes: persistence, a high level of academic perception, and positive feelings as per previous school accomplishments]; positive feedbacks [which are expressed by the need for social recognition on the part of the teacher, or by a need to compete with the other students so that he or she will be perceived as being successful]; fear of failure [he motivation to avoid failure, which consists of a high level of test anxiety]; curiosity; obligation, internal coercion [the teacher, the parents, or a higher power which obligate the student]. The above-mentioned factors combine characteristics of internal and external motivations.

Bloomfeld & Marks [2001] defined six factors which bring about investment and motivation: **Efficacy**; **belief that the investment and motivation shall lead to desired goals**; **value** [personal judgment as per the value of accomplishment of the mission; **the internal rewards which shall be received should the individual accomplish the mission**; **whether its accomplishment shall lead to obtaining their goals**; **usefulness** [the mission itself is not of interest in itself, unless it brings about some benefit, or other desirable goals]; **accomplishment** [a value of accomplishment as per what the student deems as being important in his or her life. This variable also has to do with the gender roles. On occasion, the student is not actually interested in the task itself; however, he or she appreciates success in that particular subject, due to the importance that he or she perceives to academic studies, which is granted a major place in his or her identity. At last, the **inner value** derives

from the high level of interest exhibited by the student; in essence, this is the highest level of motivation.

According to Bloomfeld & Marks [2001], it is possible to combine these various factors [and, in essence, there is also a place for orientations of task and accomplishments] due to the fact that the student is not granted a free will as per attending school and taking an active part in his or her classes. Students are expected to meet demands and reach achievements, and thus, it is difficult to believe that they shall be motivated merely by an inner interest. They also point out that despite the fact that social goals contradict learning goals and that these two types of goals contradict each other. However, this is not always so. On occasion, these two types of goals complete each other, such as, for example, when the sense of belonging causes the student to feel obligated to dedicate him or herself to school.

Gralinski & Stipek [1996] have reached the conclusion that performing an academic activity out of ego orientation is preferable to a situation in which a student is not abided by any academic achievement goals whatsoever. Lam [2001] perceives ignorance as the parallel position to knowledge, whose development is dependent by those same factors which serve to the development of knowledge: Intelligence, motivation, and didactic method. A student who lacks motivation does not stop learning, but rather, learns to become ignorant. "This type of student stores in his or her mind whatever has come to it, without exercising any control or criticism on it. He or she is likely to express a gloomy and tired facial expression and is likely to yawn and exhibit other signs of boredom which attack him or her several times during a single given lesson."

A fact of common knowledge is that the usage of external motivation has a negative effect on inner motivation. Deci [1975] claimed that every individual possesses a need for self-determination, which should come about in the feeling that the factor explaining his or her behavior is found within him or her and is unable to be controlled by external forces. External rewards will be less attractive due to the damage in the individual's sense of freedom and autonomy. For this reason, Deci [ibid] claims that rewards which provide positive information as per one's competency are likely to increase, rather than lessen, his or her inner interest,

providing that that reward does not appear to be over-controlling on the individual's behavior, such as: a verbal reward.

Experiences of Failure, Success, and Feedback

As was discussed above, the Self-Directional Theory of Deci & Ryan [1985], claimed that when all three needs - capability, connection, and autonomy - are fulfilled, the level of motivation rises.

Shafter [1968] listed the following factors which assist in absorption towards effective self-direction: When the students being directed understand the value and goal of what it is that they are dealing with; that the students being directed have a freedom of choice and a minimum amount of pressure being placed on them; that there is a recognition of the feelings of the students being directed.

If we aspire to bring our students to exercising inner control of their learning, we must try and combine as much of the data hereby provided as possible.

The capability factor is an objective factor, but no less important, is the subjective perception of the individual student concerning him or her.

In order to do this, it is worthwhile to use the term "self-efficacy". The term refers to personal evaluations of the individual as per his or her ability to organize and implement the activities which are necessary for dealing with the demands of the situation. The self-efficacy is a function which allows control over the cognitive and motor capabilities which cause the behavior to get implemented, but also on the emotional and motivational sources which are necessary in order to turn the potential into behavior [Bandura, 1993, 1997].

The self-efficacy develops from four different sources: Past experiences, learning from a model, emotional encouragement and support, and emotional and physiological arousal.

Schunk [1989] had found that students who feel that they are effective learners work harder and are likely to be more persistent over time when they encounter difficulties. In addition, they also tend to achieve themselves to a greater extent.

Yeung & Marsh have found that academic achievements are largely related to the academic self-efficacy perception. However, this perception rarely includes any global components within it. This means that even a student who feels that he or she is a "failure" in most of the aspects of his or her life, is able to feel that he or she has a high academic self-efficacy and that hr or she is able to achieve high accomplishments.

Deci [1971, 1972] had proven that study participants who had received positive feedback for a successful task had exhibited an increase in their internal motivation level to deal with similar tasks while the tester was not in the room. Negative feedback, on the other hand, had led to a decrease in the internal motivation level, as negative feedback and failure decrease the belief of the individual in his or her self-efficacy.

The self-perception of the efficacy or ability is very important. Placement of short-term, clear, and defined goals, as well as teaching how to succeed in accomplishing them, are very important. Young children tend to recognize effort as being synonymous to ability; youngsters generally have an optimistic perception of their abilities as well as the ability of recovering quickly after having experienced failures. Older children tend to have a lower self-esteem which is more suitable to the perception of his or her teacher. Older children are also inclined to lower their expectations after having experienced failures.

According to Nissan & Butler [1978], verbal appraisal strengthens the internal motivation to perform academic tasks, whereas lack of appraisal means suffering from a significant decrease in the internal motivation level. These findings are in line with Lian Hwang Chiu's findings [1966], according to which a positive reinforcement may be received from the teacher or from a fellow student, and has to do with the individual's need for connection and belonging. Kalzan-Greenstein [2003] found that the receipt of informative assessment had decreased and lowered

the negative influences in situations of failures, in contrast to a summarized assessment. The participants in this last study perceived the informative assessment as having a higher teaching value, and were more likely to perceive it as being fairer and less emotionally abusive. They had also expressed a stronger wish to give the task a second try and to receive yet another informative assessment. Thus, it was derived that the participants in this study had had a greater motivation level to improve their accomplishments.

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