

## INTERNAL VS EXTERNAL MOTIVATION

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### **Abstract:**

The main reason driving our actions and desire to succeed is motivation, specifically self-motivation. Up until the age of 7, children crave for new knowledge and learning. After that, they need encouragement to develop internal ambition and lifelong love for anything they do. As they progress through the various stages in life, they usually learn what motivates them and what not.

We talk about internal motivation, when we learn as a result of our own interests. This principle is characteristic of young children who are driven by the desire to discover.

However, when we learn because of a promised award or punishment, the motivation is external. This type of motivation becomes prevalent with older children, who learn for the sake of grades and parents' expectations. Though both types of motivation influence each other, internal motivation is expectedly more efficient and long-lasting. Knowledge gained through internal motivation is more stable in comparison to external motivation, where knowledge is lost much faster.

How to achieve internal motivation and the desire to learn with children? Which system of grading contributes more to the development of internal motivation – descriptive or numerical? These are the questions teachers often seek answers to.

*Keywords: internal motivation, external motivation, successful learning*

# 1. FIRST LEVEL HEADING [Arial 12 pt, bold type, left alignment, all in uppercase]

**Text must be written in English.** The scope of the whole text is **limited to 8 pages**. All text must be written in Arial 10 pt, justified alignment, with no bold or underlined type. If you wish to emphasize certain text, use italic type. Spacing between lines must be 1. No page should exceed 45 lines of writing<sup>1</sup>. **Do not include page numbers** in your paper. These will be added when Conference Proceedings are produced.

## 1.1. Second level heading [Arial 11 pt, bold type, left alignment]

*Third level heading [Arial 10 pt, italic type, left alignment]*

Structure your text up to three levels deep, however third level must not be numbered.

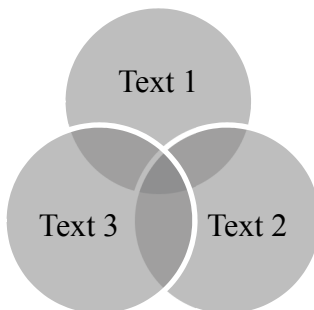
Tables and figures must be placed within the text of the paper. Generally, graphics should be in Arial 10 pt with table column headings underscored (as seen below). Graphics should be clearly rendered in order to form attractive, readable black-and-white copies. All tables and figures must be included in the paper (no appendices are allowed).

**Table 1:** Short description [Arial 9 pt, left alignment]

Description	Column A	Column B	Column C
Row A	Text	Text	Text
Row B	Text	Text	Text
Row C	Text	Text	Text

Source: Smith, 2010, p. 245. [Arial 9 pt, left alignment]

**Picture 1:** Short description [Arial 9 pt, left alignment]



Source: Smith, 2010, p. 284. [Arial 9 pt, left alignment]

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<sup>1</sup> Footnotes must be used simultaneously when writing text [Arial, 9 pt, justified alignment]. Spacing between lines must be 1.

## REFERENCE LIST [Arial 12 pt, bold type, left alignment, all in uppercase]

The conference uses **American Psychological Association (APA) Style** for determining authorship, constructing accurate reference citations and documenting sources authors have used in papers. In reference section all bibliographies and other references should be accumulated alphabetically by surname or in case of no authors by issuing year, oldest first. Reference list must be numbered.

Examples of bibliographic references in text:

(Smith, 2010, pp. 351–354)

(Johnson & Liu, 2008, p. 384)

(Davis, 2009)

(Paape, 2008, article 8)

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1. Britain launches new space agency. (2010, March 24). Retrieved from <http://news.ninemsn.com.au/technology/1031221/britain-launches-new-space-agency>
2. Crackton, P. (1987). The Loonie: God's long-awaited gift to colourful pocket change? *Canadian Change*, 64(7), 34–37.
3. McDonald, C., & Chenoweth, L. (2009). Leadership: A crucial ingredient in unstable times. *Social Work & Society*, 7. Retrieved from <http://www.socwork.net/2009/1/articles/mcdonaldchenoweth>
4. Mcdonalds, A. (1993). Practical methods for the apprehension and sustained containment of supernatural entities. In G. L. Yeager (Ed.), *Paranormal and occult studies: Case studies in application* (pp. 42–64). London, England: OtherWorld Books.
5. Sheril, R. D. (1956). *The terrifying future: Contemplating color television*. San Diego, CA: Halstead.