

Automotive Students are Motivated by Intrinsic Factors

Jeremy Tarbet, Raytheon

Automotive 9-12 Canyon del Oro High School

Introduction:

Motivation is a key part of employee productivity in any industry job. In my work at Raytheon, I learned that Raytheon employees are highly motivated by many intrinsic motivations including culture, learning opportunities, challenges, and application of knowledge. Raytheon motivates their employees to work together and solve problems that arise during their professional work day.

This research was conducted to investigate student motivation in the context of school and my class. This inquiry is the first step in supporting and preparing my students for successful careers. I examined students' motivation to come to school, do school work, achieve good grades, and finally their motivation to come to my automotive class.

The research was conducted with 41 student participants from the automotive classroom at Canyon del Oro High School. The research included 19 freshmen and 22 sophomores that were enrolled in my class. The two main focus areas were intrinsic and extrinsic factors that played a role in a student's motivation in the classroom and the intrinsic or extrinsic motivation factors that lead to students participating in my automotive class. I collected data through student surveys, student motivation surveys and teacher observations.

Findings:

After analyzing the data, three main findings emerged. The first was that students report that external environmental factors do not play a role in their motivation to come to school. Students report that grades, achievement, and learning opportunities motivate them to come to school versus the school's physical environment,

The second finding was that freshman are extrinsically motivated to come to school and participate in school activities, while sophomores are more likely to be intrinsically motivated to do the same. Sophomores report grades, college, and learning opportunities drive them to come to school, while freshman report that family members, sports, or friends are their motivation to come to school.

The final finding was that freshman and sophomore students report being intrinsically motivated to come to automotive class due to a passion, interest, or love of vehicles.

Plan of Action:

I will work with the freshman students in my automotive courses and introduce them to intrinsic motivational factors that will lead the students to enjoy school for themselves. Some of the factors that will be introduced to the freshman include: creating a culture that is inviting and nurturing, having the students visualize their future success, and having them set attainable goals for their education. This will lead to students understanding how culture, learning opportunities, challenges, and application of knowledge will bring them success in their career pathway.