

What motivates students to participate in honours programs?

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Academic motivation

Controlled -Autonomous **Amotivation Introjected** Identified To experience **External** To know **Toward** regulation regulation regulation accomplishment stimulation Students don't To do something Unconsciously Doing something Participate for the Participate for the Participate to see a connection because you have identifying satisfaction you get have a stimulating because of satisfaction you between their external pressure yourself with decided that it is get from learning from achieving experience actions and their meaningful for external stimuli something something results you Studying because Reading a book Going beyond the Going to lectures Gain more Studying the respect later evening before because you assignment to experience it's important to

you

Research Question

enjoy learning

something new

360 students completed a survey on their academic motivation in honours

Research methods

What motivational profiles can be distinguished in an honors population, and how are students' background characteristics associated with these profiles?

requirements

because you get

satisfaction from it

Instrinsic motivation



Two-step mixture analysis in LatentGold

stimulation during

a discussion

Three profiles of motivation for honours

the exam because

that's what

students do

Extrinsic motivation

Overall High



- High on all measures of Extrinisic and Intrinsic
- Low Amotivation
- More female, less male students
- Less domestic, more international students

Controlled



- Low on Intrinsic
- Average to high on Extrinsic
- Relatively high on Amotivation
- More male, less female students
- Less domestic, more international students

Knowledge Oriented



- High on To know
- Low on Extrinsic and Amotivation
- Less international students

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Conclusion

Honours students show overall high extrinisc ánd intrinisic motivation, but do also differ in motives to participate in honours.

Extrinisc and intrinsic motives can co-exist in one student.

Student background characteristics may play a role in student motivation.