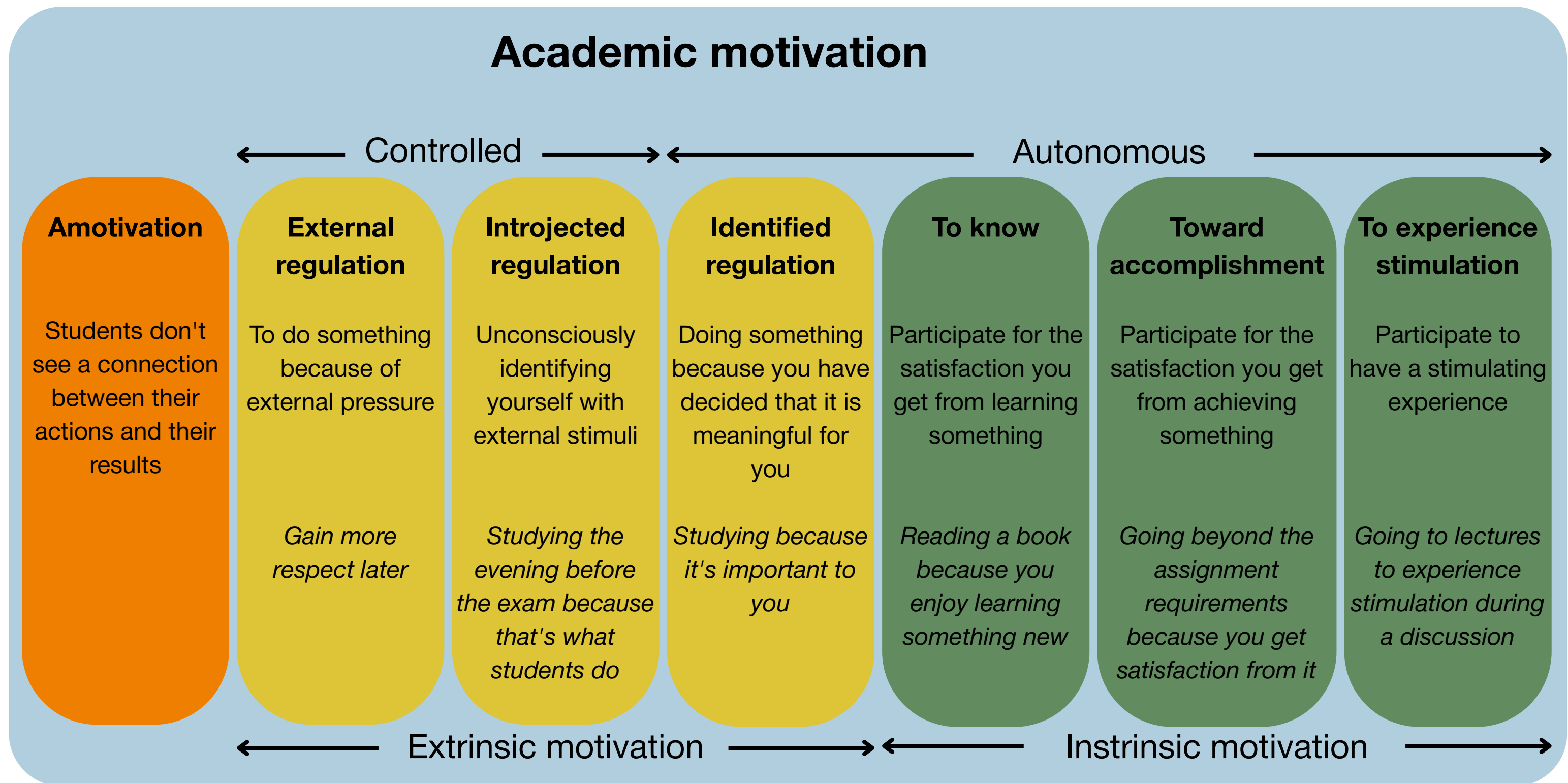


What motivates students to participate in honours programs?

Berber Roorda, Annegien Langeloo, Jorien Vugteveen, Elanor Kamans, Esther Canrinus



Research methods



360 students completed a survey on their academic motivation in honours



Two-step mixture analysis in LatentGold

Research Question

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



Three profiles of motivation for honours

Questions? Mail us at:
a.langeloo@pl.hanze.nl or
e.kamans@pl.hanze.nl

Overall High



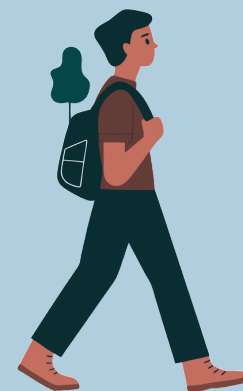
- High on all measures of **Extrinsic** and **Intrinsic**
- Low **Amotivation**
- More **female**, less **male** students
- Less **domestic**, more **international** students

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

Conclusion

Honours students show overall high extrinsic and intrinsic motivation, but do also differ in motives to participate in honours. Extrinsic and intrinsic motives can co-exist in one student.

Student background characteristics may play a role in student motivation.