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Toward a Better Understanding of Prep-year Students: What are the Primary Motives for Higher Education?

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The growth of students' motivation is critical during the transition from secondary to higher education. Inspiration for learners is one of the key learning elements in both structured and informal settings. Many students are involved in education; of course, other students require support and encouragement. The study aims to understand the various motives of students to pursue higher education at a Saudi Eastern province public university. A quantitative descriptive analysis method and an online survey were used to collect data as part of the research. SPSS software was used to verify the accuracy and reliability of the data. Means, standard deviation, and ANOVA tests were used to investigate the data. The final instrument comprises 27 six-point Likert scale items related to students' decisions to attend higher education, with an overall Cronbach's alpha of .94. Among the findings of the study: "learning has no limitations," "accomplish my future goals," "increase abilities and expertise," "meet possible ambitions," and "to offer a better life for my kids and me" were the most common responses. There were significant statistical gender-related variations in favor of female students' motivations. However, additional results indicated no statistically significant differences in family wealth, cluster, and parents' education level.

Keywords: motivation for learning, Saudi Arabia, prep-year students, higher education, self-determination theory

INTRODUCTION

Motivation is described as the desire to act, and it is considered for the results it may achieve. It is a significant indicator of academic performance and the guiding factor behind people's daily behavior (Jenkins & Demaray, 2015). a person's motivation is the driving force behind their actions, causing them to begin and maintain goal-directed behavior (Jenkins & Demaray, 2015). If motivation can be adequately calculated, the variables that influence motivation can be consistently defined and expanded upon. There has been numerous research on the importance of academic motivation in learning, beginning with examining students' academic motivation (Graciani et al., 2020).).

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Realizing one's desire for higher education can be sparked by internal and external factors. Students, for example, may come to understand they need a university degree as they begin to examine their career options in the future. A desire to attend college is not the beginning of the process, despite what Paulsen (1990) asserts. According to him, the desire to go to college takes precedence over both wish and purpose. He believes that. As early as elementary school, this goal can be ingrained in youngsters and last through high school. Family and friends can also inspire and motivate people in this situation, so the need is not just about recognizing but also about passing on or empowering the desire.

Motivation is a general phenomenon in various fields, and it is a critical component of learning in student communities. Self Determination Theory (SDT), for example, is one of the most well-known motivating theories (Ryan and Deci, 2000a); (Koyuncuoglu, 2021); (Caola, 2021). Student success would be improved if contextual influences encouraged enthusiasm for schooling, resulting in increased academic achievement. Students are often inspired by the various intrinsic and extrinsic opportunities that graduation offers. These benefits include the financial security that comes with a degree, the chance to make a difference in other people's lives, and the ability to make family and friends aware of their accomplishments. According to SDT, humans have learned to use inspiration to improve their lives, which leads to self-growth.

Motivation is viewed as a multifaceted notion in the self-determination theory (SDT), in which both quality and motivation are considered. The degree to which an incentive is internalized places different types of motivation on a continuum ranging from more to less self-determined. Individuals can perceive their behavior regulation as emanating from within (internal law) or external causes (external code), such as other people, circumstances, and potential consequences.

Intrinsic motivation is the most outstanding level of internal regulation on the continuum. Intrinsically driven students learn for learning, regardless of the outcomes or repercussions. Identification is then placed on a scale. Students who understand the value of education will appreciate the personal significance of their education and fully engage in it. This is due to the perceived value of regulation and their belief that it comes from themselves. Students' autonomous motivation comprises intrinsic motivation along with identification. Students' incentive to learn changed from a motivation condition to intrinsic motivation was influenced by social support, goal orientation, achievement anxiety, and self-efficacy. According to the findings of this study, academic motivation is a continuous and ever-changing process (Graciani et al., 2020).

According to the educational psychologist Robert Slavin (2012), motivation is the most significant factor of [adult] students' learning. In contrast, Osarumwense Iguisi (2009) suggests that motivation is fuelled by a person's desire for objectives to meet a need. As a result, motivation emerges as a critical component in inspiring and sustaining lifelong learners' pursuit of learning objectives. Students enrolled in distinct degree programs show variations in extrinsic and intrinsic elements of their education. Higher education

institutions place a high value on students' sense of belonging since it boosts their academic motivation and enjoyment, two factors that can have an impact on their academic performance and minimize their likelihood of dropping out before finishing their degrees (Pedler, &. Nieuwoudt 2021)

Many students leave high school underprepared for college-level study because of the low academic standards, teacher and parental expectations, and the lack of college preparatory opportunities in many high schools (Farrell et al., 1994). Consequently, underprepared students are caught in the niche between high school academic expectations misaligned with higher education academic expectations. The literature on reading and instruction shows significant differences between well-prepared and underprepared college students: verbal and language-related deficiencies and barriers involving comprehension and recalling processes of learning from text. Besides, underprepared college students lack academic vocabulary knowledge resulting in poor reading comprehension skills. Also, the inability to distinguish between essential and unimportant material in text and lecture and the lack of organizational strategies signify underprepared students' academic struggles (Roehler & Duffy, 1984). Academic preparation for college is the emphasis of most high school reforms, but students who do not intend to attend college often fall through the cracks (Mokher & Jacobson, 2021)

The need for skill-building in studying and learning strategies applied to academic literacies (e.g., reading, writing, information processing) and academic skills (e.g., critical thinking, exam, and note-taking) present an additional effort for underprepared students seeking a college education. Underprepared students for college study have experienced disadvantages in various life trajectories that place students at risk of academic failure in higher education.

Motives of adolescents

Past experiences, backgrounds, and students' development levels play significant roles in the educationally related motives guiding and directing students' behavior. The students surveyed in this study were recent high school graduates between seventeen and twenty. Adolescents have justifications for their behavior and personal identities undergoing substantial changes. It is not uncommon for adolescents with good relationships with their parents to act based on the demands and expectations of parents and other significant people in their lives7. Motivational research considers parents' expectations and others' as critical extrinsic motives. Investigating why some underprepared college students succeed and understanding why students want to join college can also assist instructors in creating instructional strategies that will help them become more effective motivational determinants. Examining extrinsic motives, such as the demands from significant others in academic achievement, poses the question of how extraneous reasons turn into intrinsic motives?

Acknowledging that students from poor economic backgrounds tend to have extrinsic motives for attending college, can the college help provide these students with experiences that promote intrinsic reasons for studying and learning? If so, how? Can more effective motivational determinants offer students the concentrated effort,

persistence, and inner guidance vital for college success? This study attempts to address the responses of prep- students at Imam Abdulrahman Bin Faisal University, who responded to the question, "What motivated you to pursue higher education?"

Different motivating perspectives may be used to understand why under-prepared students pursue higher education. The four most prominent reasons include behavioral, humanistic, cognitive, and social views 8. The behavioral philosophy emphasizes external rewards and punishments, whereby incentives play a significant role in individuals' behavior. The humanistic perspective stresses students' desire for personal growth and development. Maslow (1954, 1971) developed many crucial aspects that provide practical use of humanistic features in the classroom. The cognitive perspective focuses on students' thoughts and beliefs in guiding behaviors. The social perspective explains students' behavior as connected with the need for social interactions with others, such as affiliation and belongingness. According to self-determination theory (SDT; Ryan & Deci, 2017); (Litalien et al., 2019) students' motivation for academic success can be characterized as a variety of distinct yet complementary forms of behavioral regulation that coexist within students and contribute to the development of goal-directed behaviors in those students.

Most of these theoretical perspectives have focused on specific motivational constructs that have been examined extensively in the literature, except for the social view. Research on the motivational determinants for the social approach has been slow to draw upon direct applications of the influences of parents and significant family members on the educational motives of college-level students.

Student's behaviors, choices, and commitment in challenging settings appear to vary from one theoretical standpoint to another. Still, all provide distinct explanations for student behaviour in teaching and learning environments. When do students perceive a problem to be challenging and step up to meet the challenge? What motivates behavior? In other words, what drives underprepared students to pursue university education when they know the pursuit will be difficult? What are their motives? The motives of under pre- pared students are strong enough to move from home to the university campus.

On the other hand, instructors are aware of students' lack of preparation for a class. Thus, instructional strategies are devised to create cohesiveness with the students' objectives and learning styles and support their desire to succeed. According to McKeachie (2006), the classroom's environment and instructional techniques can be constructed to keep certain motivation types. In addition, putting motivation theory into practice implies using the principles of motivation through the patterns of instruction and learning activities and student-instructor interactions. A humanistic proclamation asserts that students have an underlying urge for self-determination and autonomy and that teachers' classroom tools are significant. An essential principle from the cognitive perspective involves integrating students' expectations and goals into teaching and learning processes. Creating conditions that foster successful expectations will also support students' needs for fulfilling their dreams.

The Reasons for college attendance are significant since they may affect university activity and efficiency. Co^te' and Levine established a scale that replicated prior studies into student typologies based on theoretical considerations and empirical data (Astin, 1993a). Co^te' and Levine (1997) identified five forms of objectives that will inspire students to attend college: suitable employment, achievements and financial incentives (carriage); personal or intellectual (personal) development; supporting others or improving the environment (humanitarian); fulfilling others' aspirations (expectation); preventing other unwanted options; (default). They showed that in the first year of college, factors centred on job ambitions or personal growth, optimistic predicated on self-management, and self-motivation two years later. They enrolled in college due to the lack of any alternatives. Besides, private and humanitarian motivations for college had a good grade point average predictor, and defective inspiration was a negative predictor. Apart from Co^te's and Levine's study (1997), very little scholarly work causes or predicts factors for attending university. Academic incentive studies focused on why students pursue educational practices nine and long-term aims such as college completion or college degrees were less centred. Research on college students has proven significant for students' attitudes and successes with families, peers, and colleges (Astin, 1993a). Nevertheless, the motives for choosing to go to college are less obvious and so do the causes behind these motives.

Prep-year Program

The year of preparation instituted in all Saudi public universities plays an essential part in preparing and orienting male and female university students. The preparatory year program provides counselling, instruction, and preparation services that help students attain achievement and excellence. The study includes the library and learning materials, research abilities, reading, listening capacity, note-taking, and general ability to handle time and communicate effectively. A passing grade in the Preparatory English Program (PEP) is required for all Preparatory-Year students to move to the first year. Besides, the prep- year is intended to achieve other objectives related to improving the quality of university education, among which are:

1. To rationalize university enrolment by directing any student to a university and specialization that better matches their skills

2. To evaluate the qualifications and experience of students before attending university

3. To familiarize Students with the structure of the university curriculum before the beginning of the program

4. To equip students with the language and professional skills required for a subject or teaching of the university

5. To improve the English language abilities of new students

6. To advance student communication skills

7. To expand and rationalize the usage of university services and facilities

What is Motivation?

Motivation has been defined as the amount of work a person wants to attain a goal (Brennen, 2006). Motivation stimulates, directs, and maintains actions and may be intrinsic or extrinsic (McDevitt, 2006). Motivation in psychology refers to introduction, path, severity, and behavioral consistency (Geen, 1995). Motivation has long been regarded as one of the most critical factors in propelling one's progress. Motivation is generated due to the interaction between conscious and unconscious elements (Vinoy & Kumar, 2019). students are interested in understanding their reasons and becoming successful, which is shared across the philosophical and practical studies of their causes. Students have a wide range of internal and external stimulation in typical higher education environments. Motivating external stimuli may include searching for a college degree or experience, the chance to improve your career or enter a job, but they are not limited to them. Cultural and observable external motivators are often used. To psychologists Edward Deci and Richard Ryan, intrinsic motivation is growth-oriented, i.e., it encourages people to explore and learn new things. Some people go to college to obtain a degree, while others advance their careers and gain social status.

Problem statement

Many students in preparatory programs confront a wide range of challenges because of the disparity. Because of the transition from secondary school to college and the nature and role of the year's programs have some signs of psychological and academic problems. A few Of them cannot proceed in their preparation programs in the needed form and level due to this. A few more may slip out because of this.

The problem addressed in this study is that little is known about students' motives to pursue higher education. This study aims to explore Saudi students' explanations for pursuing. It also seeks to determine the relationship between gender, family income, cluster, and family education level. The study sought to address the following questions:

1. What are the students' motives for pursuing a higher education program at IAU?

2. Are there variables in incentives to pursue higher education programs regarding gender, cluster, family income, and family education level?

Significance of the Study

The ultimate findings of this research illustrate the driving forces of higher education for Saudi students. The conclusions can include information for higher education organizations to improve degree programs, develop more competitive classrooms and develop marketing instruments that attract and maintain students. It enhances the teaching process and the coherence of reviews when preparing plans, training, and programming activities for students, enhancing selection procedures, and improving entry and registration processes. It also stresses that creative programs be essential to students.

Limitations

Because of many limitations, generalizing the conclusions from this study should be done with caution. For instance, the sample utilized by the researchers in this study may not reflect other first-generation student groups outside IAU. In addition, the informants under investigation were not asked to provide any qualitative information. Lastly, concerning recent research published by the American Psychological Association, highly motivated students to learn are more likely to finish college. The current study's findings might be applied to a broader range of environments. Several limitations should be considered in evaluating the results of this study. The study is limited to IAU undergrads rather than students at any other university in the KSA.

Literature review

The surveyed literature cites many motivational paradigms that can act as drives or motives in guiding students' actions. This includes perspectives 10–12, preferences 13, the scope of authority (Rotter, J. B. (1966), consent need affiliation requirement (; 1971), self-regulation (Maslow, 1954), and self-control. Although most research studies and reports delineate motivational constructs and focus on one or more at a time, there is no doubt that these constructs are all highly correlated and interdependent in the various contexts of achievement situations.

From the theoretical perspectives of motivation, many principles and motivational constructs have evolved. For example, Pintrich & Schunk, 2002 explains expectancies and values as two important motivational constructs that affect students' academic performance.

Goals and objective setting are two other motivational constructs that researchers have investigated and found to play substantial roles in students' academic success. Motivational constructs are many, and they depend upon the characteristics of students. Four of the most common motivational constructs prominent for most higher education students are achieving goals, interest, self-efficacy, and intentional transfer. Issues with learning motivation become prominent when underprepared students are exposed to college-level courses' reading demands, experience setbacks, and college cou failures.

Recent research by Kynd et al. (2015) focused on the transition of Flanders/Belgium students from secondary to postsecondary education. According to (author?), motivation is a construct of considerable importance for students' growth in higher education that should be studied more thoroughly se Bruinsma's 2004).

The simple idea of motivation includes two types, extrinsic and intrinsic, in the surveyed literature. External rewards and incentives drive extrinsically motivated students, whereas intrinsically motivated students are driven by their values, academic performance, and achievements. Most students' responses to what motivated them to attend college reflect extrinsic motivation.

Research into the development of motivation in higher education (Müller and Palekia 2005; Ratelle & al 2004;) 18 has also been conducted. There is an increase in students' intrinsic motivation, according to Ratelle and colleagues (2004). There was, however, a

reduction in self-motivation between the first and second years of higher education, as shown by Müller and Paleki (2005) and Pan and Gauvain (2012).

Many beliefs and motivating philosophies have developed from the theoretical perspectives of motivation. Expectations and values are explained by Pintrich & Schunk (2002) as two significant motivating structures with important consequences for student success.

Objectives and targets are two other motivating paradigms that academics have shown to be critical in students' academic success. There are several motivating structures depending on students' unique characteristics. For instance, four of the more common motivational constructions prevalent for most higher education students are success goals, interest, productivity, and deliberate transition. Less qualified students become essential when they face college cour requirements.

Based on the above-presented literature, motivational paradigms might operate as constructs or motives in driving students' actions exemplified by perspectives, desires, self-control, and the scope of authority researchers use. Likewise, achievement goals, interest, self-efficacy, and deliberate transfer are common motivational constructs among higher education students. Research has shown that these constructs are firmly connected and interdependent. However, underprepared students are exposed to the reading demands of college-level courses, resulting in setbacks and college course failures.

METHOD

The study relied on a quantitative descriptive analysis approach and an online survey to collect the necessary information. SPSS software was used to evaluate and test the data for validity and reliability. Analyses including the mean, standard deviation, and ANOVA tests were used to study the data.

Population and sample

The target population of the current study was prep-year students at Imam Abdulrahman Bin Faisal University for the academic year 2020/2021. The study sample comprised 297 students ranging in age from 18 to 20, including 224 females (75.4%) and 73 males (24.6%). Based on the sample, the findings were interpreted in table 1.

Table 1
The study sample of students

	Variable	Frequency	Percent	Valid Percent	Cumulative Percent
	Male	73	24.6	24.6	24.6
Gender	Female	224	75.4	75.4	100.0
	Total	297	100.0	100.0	
	Less than 7K	171	57.6	57.6	57.6
	(7 - 15) K	48	16.2	16.2	73.7
Family Income	(15 - 20) K	39	13.1	13.1	86.9
	More than 20 K	39	13.1	13.1	100.0
	Total	297	100.0	100.0	
	Eng.	57	19.2	19.2	19.2
	Science	109	36.7	36.7	55.9
Cluster	Art	81	27.3	27.3	83.2
	Health	50	16.8	16.8	100.0
	Total	297	100.0	100.0	
	Less than BA	89	30.0	30.0	30.0
Parent's education	BA	148	49.8	49.8	79.8
	Postgraduate	60	20.2	20.2	100.0
	Total	297	100.0	100.0	

Instrumentation

The instrument was developed using the university students' motivation in Canada (Coete & Levine, 1997). Five subscales showing explanations for college attendance consisted of the initial scale: Carriers' wealth (college as a way of making money, decent jobs, good quality of life); personal-intellectual (college for personal development and apprenticeship); compassionate (aiding people); anticipatory (response to family and other pressure); and non-compliance (lack of better alternatives). Concerning translating English into Arabic, the researcher presented the instrument to a group of 5 arbitrators specializing in the educational and psychological field at Imam Abdulrahman bin Faisal University. They reviewed their observations about each item's validity, relevance to the research objectives, soundness of their linguistic formulation, and clarity. Amendments to the wording of some paragraphs were made to ensure that the measuring tool comes out in its final form with 27 items. Using a 6-point Likert scale with (strongly agree (6), agree (5), slightly agree (4), slightly disagree (3), disagree (2), and strongly disagree (1). The study employed a descriptive approach, and the survey was the primary data collection method. The questionnaire aimed to inquire about the profile of graduate students, including gender, family income, track, and parents' educational level.

Instrument validity and reliability

a committee of well-versed professors was entrusted with handling the 27 items (two researchers and three faculty members). The instrument's dependability was evaluated

by 297 students from Imam Abdulrahman bin Faisal University. A dependability score of 0.94 was regarded as acceptable. There were a few items that had to be dropped from the list. With an alpha value of.94, the 27 items exhibit a high degree of internal consistency. Using the Cronbach Alpha reliability factor, the study instrument has a reliability score of 0.94, regarded as outstanding for human and educational research.

Data Analysis

Statistical Package for the Social Sciences was used to conduct descriptive and inferential data analysis (SPSS Version 17.0, SPSS Inc., Chicago, Illinois, USA). The results obtained from the questionnaire were summarized using descriptive statistics such as means and standard deviations.

FINDINGS & DISCUSSION

"What motivates students at Imam Abdulrahman Bin Faisal University to obtain a degree in higher education?" The data collected for this study are shown in the following table:

Table 2
Means and SD of students' motifs to pursue higher education variables (N=297)

NO.	Items	Mean	SD	Category
Q1	Instructor encouragement	4.6	1.29	High
Q2	To be successful in life	4.94	1.29	High
Q3	Family encouragement	4.9	1.27	High
Q4	To develop my community	4.95	1.21	High
Q5	To help others and make essential contributions in Life	5.02	1.13	High
Q6	To make my family proud	5.16	1.16	High
Q7	Build confidence in myself	5.11	1.22	High
Q8	To be prestigious	5.09	1.16	High
Q9	To develop abilities and knowledge	5.26	1.05	High
Q10	To provide a better life for my kids than my own	5.12	1.19	High
Q11	To be a role model for my family and friends	5.02	1.27	High
Q12	To earn a high pay salary	5.11	1.17	High
Q13	To keep up with others in the community	4.65	1.36	High
Q14	My mother encouraged me	5.14	1.18	High
Q15	My friends encouraged me	4.78	1.27	High
Q16	Keep up with scientific development in my Field	5.03	1.21	High
Q17	To please my ambitions	5.19	1.17	High
Q18	To achieve my future goals	5.24	1.17	High
Q19	To get away from home	4.32	1.55	High
Q20	To figure out what I want to do	4.1	1.62	High
Q21	Appreciation for scientific research	4.7	1.23	High
Q22	I believe that knowledge has no limits	5.37	0.962	High
Q23	To progress in my current career path	5.17	1.07	High
Q24	To have a new experience	4.98	1.12	High
Q25	To be an independent person	3.46	1.66	Medium
Q26	self-determination	4.65	1.3	High
Q27	To establish a social networking	4.66	1,31	High
Overall		4.93		High

Table (2) shows the means and standard deviations of the study items. The results suggest that the overall motivation of undergraduate students is (4.93), and they were categorized as the top in the group, which means that they have a strong drive towards education. Knowledge seems boundless since the item (22) was first ranked at a very high average of 5,38 students. Item No. (9) came in the second order, with an arithmetic average (5.3) and within the higher category emphasizing the study importance as a primary source for developing human capabilities and knowledge. Item No. (6) came in the third order, with an average of (5.163) and within the higher category affirming students' motivation towards university learning as a fundamental source in making the family proud. Table 2 reveals that item (14) is ranked in the intermediate category at position four, with an arithmetic mean of 5.144, implying that students' motivation for higher education is affected by the mother's level of encouragement. In terms of the arithmetic mean, item (10) showed up in the fifth or fifth-order students' lives.

To answer the study's second question: "Does student motivation differ according to the student's gender, family income, cluster, and parents' education level?"

Table 3
Gender, family income, cluster, and parents' level of education

Independent variables		N	Mean	SD
Gender	Male	73	4.59	.868
	Female	224	4.79	.696
	Total	297	4.74	.746
Family income	Less than 7K	171	4.79	.725
	(7 - 15) K	48	4.78	.547
	(15 - 20) K	39	4.51	.914
	More than 20 K	39	4.72	.840
	Total	297	4.74	.746
Cluster	Eng.	57	4.62	.956
	Science	109	4.81	.683
	Art	81	4.84	.611
	Health	50	4.57	.777
	Total	297	4.74	.746
Family educational level	Less than BA	89	4.68	.923
	BA	148	4.79	.661
	Postgraduate	60	4.71	.647
	Total	297	4.74	.746

Table (3) shows how the participants were distributed by gender, family income, cluster, and parents' level of education. The sample included 297 undergraduate students: 224 females and 73 males. They were distributed as follows: the proportion of males in the overall sample is 24.6 percent (73) out of 297, and the Female students account for 75.4 percent (244). These numbers roughly reflect the male and female distribution at the university. On the other hand, the results indicated that about 57.6% of students' families have a monthly income of fewer than 7,000 Saudi Riyals. The percentage of families whose pay is equal to (15-20) or above 20,000 Riyals at 13.1%. The findings

have revealed that the science track has the highest proportion of students (36.7%), while the art track has the lowest (27.3%).

In contrast, the health track came in last order, at 16.8%, after the engineering track, which scored 19.2%. Concerning the student's parent educational attainment variable, the results indicated that about 50% of the parents obtained a bachelor's degree, while postgraduate studies reached 20.2%. On the other hand, 30% of those did not have the opportunity to get their first university degree.

As for differences between the arithmetic averages according to the family's income, it came in the second-order (4.78) with a standard deviation (0.547), while the arithmetic means of more than (20 K) students was (4.724) and the class (15-20 K) (4. 505) respectively. Having read the arithmetic averages, we found the most significant difference in the standard between the two groups of families whose income is 7000 Riyals and families with a gain of (15-20 K) is (0.2854). The researchers conducted an ANOVA analysis to determine the validity of the differences, as shown in table (4).

Table 4
Analysis of variance (ANOVA)

Variable		Sum of Squares	df	Mean Square	F	Sig.
Gender	Between Groups	2.332	1	2.332	4.235	.040
	Within Groups	162.430	295	.551		
	Total	164.762	296			
Family income	Between Groups	2.671	3	.890	1.609	.187
	Within Groups	162.091	293	.553		
	Total	164.762	296			
Cluster	Between Groups	3.555	3	1.185	2.154	.094
	Within Groups	161.206	293	.550		
	Total	164.762	296			
Family educational level	Between Groups	.747	2	.374	.670	.513
	Within Groups	164.014	294	.558		
	Total	164.762	296			

ANOVA was carried out to verify the findings, as shown in table 4. Art appears to have scored the highest mean (4.840) with the standard deviation (.611) for the tracks. In the second order came science (4.811) with the standard deviation (0.683), in the third place came Engineering (4.623) with the standard deviation (.956), and finally, the Health track (4.571) came in fourth place with the Standard deviation (0.777). To determine the validity of the differences, the researchers applied the ANOVA analysis. Students with BA parents (4.79) appear to have the highest mean with the broadest standard deviation for parental education (.66). Following undergrad (4.70) was postgraduate (.08), and

engineering (4.62) was third with a standard deviation of (.956). With a standard deviation of (4.57), health finished fourth (0.77).

Using an ANOVA, the researcher proved that the gender discrepancy means had a significant variance. For comparison, the table reveals a statistically significant difference (4.23) in female university students' excitement for learning (0.04). According to F = 1.609 and = 0.187, there are no statistically significant differences in the students' motivation to go to university based on family wealth. There is no statistically significant difference in the track variable if the difference is greater than 0.05. The researcher tests to evaluate how effective the family education variable is if the difference is more than 0.05.

DISCUSSION

The participants in this study are from a single Saudi Arabian regional public institution; hence the study has some limitations. Surveys are a well-known data collection approach; however, surveys' depth and probing of understanding are limited. This exploratory first phase study's positive response rate and participation (297) across prep-year present an opportunity to draw some tentative conclusions in response to the study's research question and draw further issues for future research as implications for the primary sector. In addition, this research is one of the first to focus on the factors that motivate students to pursue post-secondary education.

Intrinsic motivation was evident among the students in the sample. (Such as "learning has no bounds," "developing talents and competence," "fulfilling prospective aspirations," and "gaining new experience " to provide a better life for my kids and me"). These results align with studies by (author?) 20 and (author?), who found an increase in intrinsic motivation. When it comes to cause, extrinsic variables (such as financial gain and social status) are more important than inherent variables 22,23.

Concerning the first research question," what motivates undergraduate students to pursue higher education" the researcher calculated the means and standard deviations of the questionnaire items. Students' overall motivation is at 4.93, suggesting an increased incentive to further their studies. It is incredible how powerful students have when they believe they can achieve anything in life because of their unbridled curiosity and belief that knowledge is limitless. Their view of education is that it is a never-ending process that they are capable of mastering. Prior research suggests different motives for attending college; we revised an existing measure of motivation to attend college, which is developed into a homogeneous model following Co^te & Levine (1997).

According to the findings, family education level had no statistically significant impact. However, research shows that parents' educational levels are among the most critical indicators of persistence for college students. Students' ability to attend a four-year institution, their commitment to achieving educational goals, and their completion of a bachelor's degree are all dependent on their parents' educational background (; Nunez & Cuccaro- Alamin, 1998) 24. The study also revealed no statistically significant differences in the track variable using the ANOVA test for a substantial difference.

There is no statistical significance for the other independent variables (family income level, the academic cluster at the institution, and the parents' educational level). Free education for the bachelor's story is available to everyone in the country, and there are no significant taxes imposed on families. Universities also cover stipends and book costs. Due to preferential treatment granted to Saudi citizens for employment, parents don't have to worry about providing their children with a career. According to the first question of this study, students' motivations for attending university were primarily internal and personal, rather than being impacted by external factors. The facilities for teaching and learning, including laboratories, playgrounds, entertainment facilities, and state-of-the-art technology, are available and free of charge at the university

Why is there a statistical disparity in favor of females? Women are more devoted; they can learn and leave the house; they have more career opportunities; they have a greater chance of marriage and family building; and this is essential in Eastern cultures, especially those in the Gulf.

Yet little research exists on the Saudi students' perspective on motivating undergraduate students to pursue higher education. Further research could investigate the research questions on a broader student population by employing a qualitative approach. The importance of this study comes from the driving forces of underprepared Saudi students to pursue higher education. The research also shows originality in understanding the motives of Saudi students to continue their higher education. The study should be conducted on postgraduate students to see if extrinsic and intrinsic motivators differ at that level of education. This suggests that further research be done at another university. Because most of the respondents in this study were enrolled in the Deanship of preparatory year, replicating the study with students enrolled in other degree programs such as science, arts, or education may be beneficial. Based on the finding of this research, extrinsic and intrinsic variables may differ according to the student's degree program.

SUMMARY

"Learning has no bounds," item 18, "to attain future goals," item 17, "to fulfil prospective dreams," item 9, "increase abilities and competence," item 10, "to offer a better life for me and my kids" are the intrinsic variables that have the most impact. The five variables are key outcomes linked to the student's desire to pursue higher education. This illustrates that Intrinsic motivation seems to be more significant than extrinsic motivation in boosting the academic accomplishment of adult learners. The findings are Supported by Hassan Afzal et al. (2010), who discovered that students with higher intrinsic motivation and lower extrinsic incentive did better academically. The cause could be that intrinsically motivated learners would like the whole learning process, so they put more effort. Further, this could lead students to gain deeper cognitive processing capabilities and achieve academic performance 17,25.

As a result, higher education policymakers must assess whether the present increase in prep-year enrolments justifies the continued public investment. Some institutions that administer degrees from preparatory colleges have a critical role and responsibility in

curriculum design and administration, justifying the value and return on public investment and explaining the importance of adhering to tertiary education initiatives.

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