

Students' Motivations for Enrolling in Universities in Jordan In The Light of Some Variables

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Abstract

This study aims to identify students' motivations for enrolling in universities in Jordan, in the light of some variables whether they are career, financial, social or academic motivations. The current study also seeks to determine the impact of gender, major and academic year on these motivations. The study sample consisted of (188) male and female students. Results indicate that the most important career and financial motivations were to get a more prestigious job, while the most important social and personal motivation was 'because I feel a sense of joy and satisfaction when learning new things'. Whereas the most important academic motivation was 'the joy I get when I learn things I did not previously know'. Furthermore, the results indicate that there are no statistically significant differences at ($\alpha \leq 0.5$) attributable to the variables of gender, major, and academic year on students' motivations to enroll in universities in Jordan. The study recommends the need to provide career counseling to students and their parents during the last stages of school so that they would be able to determine the majors they want to study at the undergraduate level.

Keywords: Motivations, Universities.

1. Introduction

College education is one of the pivots upon which society development rests, as it contributes to boost educational, sentimental and moral developments of the students who will be future leaders of the society. In addition, it contributes to their economic productivity, determining their way of life and their various future activities. Many graduate students are pleased with the gains they achieved from the college learning they received the impact of that was demonstrated in the exposure to various cultures and ways of life for which they could have a better understanding for science and culture on one hand and for developing their personal skills on the other, (Rabay'eh, 2009).

(Hamdan ,2004) sees that university study includes a variety of new experiences for the students. Such experiences, which he didn't go through before in any of the previous stages of education, are rich with many challenges, problems, experiences, and knowledge which push him to face and deal with them. These might be: job positions, preparation for future job, getting to know the laws and bylaws of the university, and getting acquainted to methods of teaching used.

(Zhang, 2007) adds that the reasons behind problems of university students are their move from the secondary stage to the university without any previous knowledge about laws and nature of these universities which they will join. Generally, the choice of the university might be based on non-objective factors such as; name of the university, costs of the study, place of the university and its ability to secure certain vocational programs. As students don't try to know anything about the educational system adopted by the university, or about the nature and quality of teaching because they didn't get in touch with the students who formerly studied in universities, that leads to different kinds of shocks once gotten indulged in real university life. The results are that the students are embarrassed and exposed to many problems which they had to find solutions for so as to be able to successfully complete their university studies.

Thus, the reasons and motives behind the student's joining education in general and that of university in particular are very significant as these motives are responsible for their interaction with university environment and success or failure, as well. Motives are considered the impetus behind the behavior of both man and animal.

Every single individual behavior is the outcome of several challenging factors that dictate his behavior.

These motives are related to both internal and environmental milieus. No one can predict the behavior of any person except through knowing both the environmental stimulants that affect his nervous system and the psychological situation as manifested in his needs, trends, desires, and aims and relate all that to the situations he lives in (Al-Ayed, Arab & Hassanna, 2012).

Choosing the specialization plays an important role in the present and future life for it is a decisive process that determines his future and guides him to the way of success or failure. The choice of major is one of the important decisions that should consider the individual's potentials, values, personal characteristics, self-understanding and majoring details.

The successful person collects enough and comprehensive data of his major considering his future without being affected by others. Whenever he chooses a suitable major, he will be able to adapt himself to the environment of education which helps him feel satisfied and able to realize himself. The choice of the correct major does not force the student to change his major after spending months or year in it and thus secures himself from the failure that might result from the wrong choice. In many cases, we find that many students do not base their choice of major on scientific or objective principles or on having a previous knowledge about majors and study subjects pertaining their difficulty or easiness. (Song & Jennifer, 2005).

We find that there are many wrong ways according to which the student chooses his major. There are some who choose their majors for their established fame, while others choose it according to their parents advice without taking into consideration the students desires or potentials, while a third group chooses the major because they found that the colleagues who joined it passed forgetting the individual differences which make a certain specialization fit some more while doesn't fit others. (Zhang, 2007).

The motives are one of the most important and exciting subjects which encourage educators to try to know the reasons behind the university specialization by which they could motivate the students to improve their performance and that can never be fruitful unless it satisfies these motives. (Abu Tame'a, 2006).

In this respect (Rabay'eh, 2009; AlKinani and Mubarak, 1992) indicate that the desire represents a motive for performance which generates a motive for performance which generates new qualitative motives seen in the need for achievement, building ambitious positive levels, enabling to determine clear future goals which the student struggles to achieve.

It is noticed that motivation has three functions:

- Determining potentials of the individual.
 - Directing the students to achieve a certain goal.
 - Reducing stress of the individual.
- (Allaw, 1994 – 24) divided motives into:
- Preliminary motives, known as physical and physiological needs dictated by body structure and organ functions.
 - Secondary motives, known as acquired or social motives which the individual gets through the interaction with his environment. Such secondary motives are based on the preliminary ones, but independent as it strongly affects the individual's behavior which was influenced by many social factors.

The term motivation refers to overall circumstances as well as internal and external factors which move the individual in order to bring back the disordered balance. It can be said that a motive expresses a tendency to reach a particular target which role is to satisfy internal needs or external desires (Adas and Tooq, 1998) whereas Kenany and Mandary (1992) defined motivation functionally, as being internal forces which motivate the individual to practice an activity, and carry out different types of behavior as well as to direct the individual to achieve specific targets, and keep him/her in progress to achieve the target or the purpose of this target.

The above definitions clarify that motivation has two main sources. One of them is internal which springs from the inside of the individual which is related to concerns, needs, and curiosity. The other one is external. It is related to achieve a goal in the external environment, such as, getting a score or a reward, avoiding punishment,

or satisfying a person or a group of people. For other reasons which don't have any relations with activity, work, or mission, neither from the target, the planning, the way, nor intrinsic value, but in this case the individual is under a particular influence related to the external environment.

Some of the scientists tended to detail the resources and springs of motivation farther than that, where motivation is divided to five main sections as follows: (scholl, 2002).

First, Intrinsic Process Motivation: in this case, individuals practice activities where they can find enjoyment (the purpose is to have enjoyment). For them there is no impact of the social feedback on the performance of these activities.

Second, Instrumental Motivation: This type of motivation is a source of motivation when the individual believes that the behavior which he/ she will do will lead him/her to a specific result such as getting a fare, a compliment, or anything like that.

Third, Motivation based on external self Concept. In this case, the individual adopts the group's expectations, and acts in a way that satisfies this group in order to get a good rank in it. Here, the social feed is the source of the individual's concern.

Forth: Motivation based on Internal Self Concept: here, the source of directing the individual's self springs from his/ her inside and it is based on his/ her own standards which form a base to his/ her humanity.

Fifth, Goal Internalization: here the individual adopts orientations and behaviors because they are in accordance with his/ her value and ethical system.

From all the above mentioned we can say: Motivation, regardless the source, performs several functions. Qattami and Qattami (2002) summarized it in three main functions. The first one is to move and activate the behavior, after it was stable and relatively balanced. The second one is to direct the behavior and determine its track towards a specific direction not toward another one. The third one is to maintain the continuity and sustainability of the behavior until satisfying the need.

2. Objectives of the study

The study aims at recognizing the motivations of students to enroll in Jordan universities. Either the motivations are occupational and financial, personal and social, or academic. It is also aims to reveal the impact of gender, major, or academic year in these motivations.

3. Problem of the study

The researchers noticed through her work for several years in both educational sciences and arts colleges in Isra University that the sons of the local community enroll increasingly in various specializations in universities, with a difference in their motivations and the reasons of their enrollment. This motivated her to do this study in order to know the motivations of students to enroll in Jordan universities. This will be through answering the following questions.

Q1) What are the most important financial and functional motivations that push students to enroll in Jordan universities?

Q2) What are the most important academic motivations that push students to enroll in Jordan universities?

Q3) What are the most important social and personal motivations that push students to enroll in Jordan universities?

Q4) Are there statistical differences in the students' motivations in Jordan due to the difference in either gender, specialization, or the academic year?

4. Importance of the study

The study gains its importance from the following considerations:

1. This study is the first one that is trying to know the motivations of students to enroll in Jordan universities, according to the researcher's knowledge.
2. This research highlights the motivations of students to enroll in Jordan universities. We can give numbers of recommendations to the officials in the universities' administrations, through knowing these motivations and specifying the fields in which they center. This will help in putting plans and developmental programs which raise the level of increased enrollment in universities.
3. It is useful for researchers in doing other researches which are complementary to this study.

5. Study limitations

This study is limited as follows:

1. The sample of this study is limited on students of private and public universities of Jordan.
2. This study was applied in the second semester of the academic year 2012/ 2013.

6. Terms of the study

Motivations: it is a tendency to reach a particular goal. It may be a satisfaction to internal needs or external desires (Adas and Touq, 1998). Whereas the procedural definition, according to this study, is the degree which students have on the response scale according to quinary Likert scale which is used in the tool of the study.

7. Literature Review

The researchers reviewed several previous studies which are related to the subject of the research. There is a display to these studies below.

(Alayed, Arab, and Hassouneh, 2012) conducted a study that aims to know the attitudes of special education students toward the future career, and their potential motivations for their enrollment in the specialization in the collocated university. The sample of the study consists of (155) male students in the special education in the collocated university. The tool of the study consists of two scales in the form of questionnaire prepared for this purpose. It is the scale of potential factors beyond the enrollment of students in the special education department consists of (30) paragraphs. And the direction scale toward the future career consists of (24) paragraph. The results of the study found that the attitudes of special education students toward the future career are positive, and the most important motivations that influence the choice of special education students were the personal desire and the economic factor. The results also showed that there were no statistically differences at the level (0.05= a) in the orientation of special education students toward the future career due to the study level and to both father's and mother's educational level. In addition, the results showed that there was no statistical relation at the level of (0.05=a) between the special education students' orientations toward the future career and their academic achievement. Whereas there is a positive statistical relationship at (0.05=a) level between the potential motivations which are the reason for students' enrollment in the special education department and their orientations toward the future career.

(Rabay'eh, 2009) conducted a study aimed at knowing the motivations of students to enroll in Al- Quds Open University and the difference level of these motivations according to the difference in gender variable, the marital status, occupation, place of residence, the academic program, and the age of the learner. To achieve this goal, he designed a questionnaire consists of (44) paragraph. It enjoyed a high degree of credibility and a constancy degree valued at (0.91). This questionnaire was distributed at a sample consists of learners recently enrolled in the university in the first semester of the academic year (2006/ 2007), its size was (436) female and male learners. After collecting and analyzing the data, the study showed that there was statistically impact in every domain of motivations (personal, social, economic, academic, and political) to enroll in Al-Quds Open University. It also showed that academic motivations occupy the first rank in stimulating learners to enroll in the university, while the social motivations occupy the second rank. The third rank was for the economic motivations, and the fourth one was for the political motivations. Whereas the personal motivations occupied the fifth and the last rank. The results showed that there were no statistically differences between the learners' motivations to enroll in the university according to gender variable, marital status, the place of residence, and the learner's age

variable. While there were statistically differences according to the professional status variable, and the academic year in which the learner enroll.

(Abu Tame'a, 2006) conducted a study aims at knowing the learners' motivations to enroll in the sport education departments in Palestine public colleges, in addition to specifying the differences in the student's motivations according to the variables of faculty, sex, curriculum, and study level. To obtain this, the questionnaire has been applied to a random specimen of 175 students (both sexes). The result of this showed that the percentage of incentives was very high on all levels. The response rate was %83.4, where bodily and physical incentives came foremost (%93), and there were no traceable statistical differences attributable to the variants of faculty and gender. There were, however, differences with statistical significance in the variants of program (i.e. Diploma course), study level and freshman levels. The researcher recommends, therefore, to strengthen the incentives of students and to exploit them, in addition to developing the sports education in the faculty level and the credence of higher studies courses.

Such is the effect of the study of Song & Jennifer (2005) which considered the factors affecting Asian and white American students to choose their specialties. Data have been collected from International Students' Office. The study showed that in the higher specialties the choice followed the high economic profit or the comfortability of the profession, and the family factor is quite there. No distinctions have been recorded between male or female choices in this respect.

Hamdan (2004) studied the incentives of high school graduates who want to apply to technical and professional colleges in Gaza cities, in order to find out any differences with statistical significance due to the following variables: - faculty, gender, educational qualification, and percentage in high school. The researcher used the questionnaire as a means of study and applied it on a random specimen of 110 students (both sexes). The results showed psychological reasons come first, whereas the sources of information came last. There were statistically significant differences in the motivations of graduates according to the variance of the means in the study.

Wildman & Torres (2001) aimed at finding the factors which affect the students' choices to study Agriculture in the Faculty of Botany, New Mexico University, the United States. The specimen for the study was composed of 115 students (%53.9 males, %45.2 females) from the students of the Faculty of Agriculture. Ages ranged between 18 and 39. The results showed that previous experience and the wish to stay away from office work were of topmost influencing factors; notwithstanding significant influence for other factors.

In Saudi Arabia, Mullah (2000) studied the main reasons behind high school graduates to apply to technical faculties, and the effects of educational qualification in addition to the grades in the high school, the year of graduation, and the educational level of the parents on these choices. The specimen for the study consisted of 1753 students (of both sexes). Results showed that personal desire was the first incentive; the inclination to go for applied studies and the wish for a good job came next. There were statistically significant differences in factors attributable to the variables of academic qualification, grades in the high school, year of graduation, and the parents' level of education.

Al-Ajez and Hammad (2000) carried out an investigative study into the factors behind students joining Education faculties in the Palestinian Universities. The research applied a questionnaire on a group of 302 students (both sexes), and it showed the social factor came first followed by the academic and cultural then the professional. While no significant statistical differences attributable to the variables of sex and study level were found in the results, differences attributable to the variable of university were recorded.

7.1 An Overview of the Previous Studies

The following notes can be recorded as commentary on the previous survey of scholarship:

- Most of the previous studies showed that the students' incentives in joining universities were generally high, but they varied in terms of order. The personal incentives came first in most of these studies (Al- Ayed and Arab and Hassouneh, 2012, Abu Tame'a, 2006, Hamdan, 2004, Wildman & Torres 2001, Al-Mullah, 2000), academic incentives came first in some studies (Rabay'eh, 2009), economic incentives came first in some others (Song & Jennifer, 2005), and the social incentives came first in the study of Al-Ajez and Hammad, 2000.

- Most of these studies showed no effect for the sex in the incentives for joining the university (Rabay'eh, 2009,

Abu Tame'a, 2006, Song & Jennifer, 2005, and Al-Ajez and Hammad, 2000; while few, (Hamdan, 2004), found an effect for the variable of sex.

- Some of these studies found differences attributable to the variable of faculty and university (Abu Tame'a, 2006, Hamdan, 2004, and Al-Ajez and Hammad, 2000).

The present study, however, tries to be distinctly clear about the incentives of students in joining universities in Jordan, whether these incentives were for job, money, or personal, social or academic purposes. It also tries to show the effects of gender, specialty, and academic year on these incentives.

8. Population and Sample of the Study

The population of the study is formed of the Jordanian university students, while the sample of the study is composed of 188 students (male and female) from four universities (Isra, Petra, Jordanian and Al-Yarmouk Universities). The sample has been chosen at random.

9. Methodology and Procedures

The researchers applied the analytical descriptive method which is convenient for this study.

10. Study Tools

The researchers developed a questionnaire depending on the review of the literature of previous educational studies related with this subject (Al-Ayed and Arab, 2012, and Rabay'eh, 2009), in addition to the researcher's expertise and knowledge of some of the students' preferences through administrative work.

To test its credibility, the questionnaire has been shown to a committee of 5 teaching staff members in the Department of Psychology, Assessment and Measurement, Faculty of Educational Sciences at Isra University. The researchers then incorporated the referees' remarks which centered upon the agreeability of the items with the context of the questionnaire, as well as the correctness of its linguistic formation. The final shape of the questionnaire included 36 items divided into 3 domains:

First: job and money incentives: (9 items)

Second: social and personal incentives (17 items)

Third: academic incentives (10 items)

The student has to respond to the items of the questionnaire by choosing one of 5 alternative answers, according to Likert Scale response options (strongly agree, agree, neutral, disagree, and strongly disagree). Marks have been distributed as follows:

Strongly Agree= 5 marks

Agree= 4 marks

Neutral= 3 marks

Disagree= 2 marks

Strongly Disagree= 1 mark.

The evaluation of the items, therefore, is:

3 and above = high response,

3 and below= poor response,

3 only= neutral response.

To measure its strength, the questionnaire was applied on a specimen of students outside the group, and later, after a period of two weeks, it was re-applied on the same specimen. Applying Pearson correlation coefficient, the practicable value showed a high percentage of 0.89, which is considered high in humanistic studies and according to behavior signs measurements.

11. Statistical Treatment

To analyze the items of the questionnaire, the researchers entered the results in special diagrams and found out the arithmetic averages and standard deviations for each of these diagrams, in addition to using the test T as is indicated in the part related to the findings of the study.

12. Variables of the study

The study examined the following variables:

Independent variables:

- Gender: two levels (male, female)
- Major: two levels (sciences, humanities)
- Academic year: four levels (freshman, sophomore, junior, senior)

Dependent variables: Motivations for enrolling at universities.

13. Results and discussion:

13.1 First question: what are the most important functional and financial motivations that prompt students to enroll at universities in Jordan?

In order to answer the first question, pertaining to the most important functional and financial motivations that prompt students to enroll at universities in Jordan, arithmetic means and standard deviations were used as indicated in table (1).

Table 1. The arithmetic means and standard deviations for functional and financial motivations that prompt students to enroll at universities in Jordan.

Article no.	First Domain: functional and financial motivations	N	Mean	Std. Deviation	Article rank
1	A university degree enables me to get a better job	188	4.07	1.060	3
2	I believe that a university degree will help me prepare for my chosen career	188	3.74	1.108	6
3	To later get a more prestigious job	188	4.19	1.004	1
4	To be able to enter the labor market in my preferred field	188	3.68	1.097	7
5	A university certificate will provide me with a better income	188	3.78	1.090	5
6	I feel the joy of excelling and self-challenging in my study	188	3.65	1.101	8

7	It provides me with good choices in my occupational field	188	3.56	1.014	9
8	My university education will improve my competencies as a worker	188	3.74	1.165	2
9	Obtaining a university degree improves my occupational position	188	4.16	1.029	4
First domain totals		188	3.842	0.66049	

Table (1) indicates that the most important functional and financial motivation was the third one, pertaining to “to later get a more prestigious job”, followed by the ninth motivation “Obtaining a university degree improves my occupational position”, while the seventh motivation “It provides me with good choices in my functional field” was the least important.

The researchers attributes these results to the fact that society’s view of the individual has become a materialistic one where the higher the individual’s income is, the higher his value will be.

13.2 Second question: what are the most important personal and social motivations that prompt students to

Enroll at universities in Jordan?

In order to answer the second question, pertaining to the most important personal and social motivations that prompt students to enroll at universities in Jordan, arithmetic means and standard deviations were used as indicated in table (2).

Table 2. The arithmetic means and standard deviations and rank for personal and social motivations that prompt students to enroll at universities in Jordan

Article no.	Second Domain: personal and social motivations	N	Mean	Std. Deviation	rank
1	I feel joy and satisfaction when learning new things	188	4.14	1.061	1
2	I enjoy my time at the university	188	3.55	1.198	8
3	I honestly don’t know, I feel like I am wasting my time at the university	188	1.55	.993	17
4	Enrolling at the university secures me the respect and appreciation of others	188	3.75	1.145	5
5	The joy I feel when excelling in a personal achievement	188	3.91	1.031	3
6	Because I am entertained at the university	188	2.66	1.207	14
7	Due to the fact that says “success makes you feel important”	188	3.65	1.135	7
8	To prove to myself that I can obtain a university	188	3.74	1.169	6

	degree				
9	To prove to myself that I am an intelligent person	188	3.03	1.293	12
10	To please my family and community	188	3.36	1.303	10
11	Because of the joy I feel when increasing my knowledge in subjects that are of interest to me	188	3.44	1.189	9
12	To form new friendships	188	3.07	1.213	11
13	To pursue a better chance of marriage	188	2.31	1.345	15
14	To leave the home environment and overbearing family	188	2.07	1.277	16
15	To serve my community and country with the knowledge that I acquire at the university	188	3.76	1.175	4
16	Because the university degree enables me to take responsibility and be self-reliant	188	3.98	1.072	2
17	Because all those around me are university degree holders	188	2.88	1.396	13
	Second domain totals	188	3.227 5	0.55137	

Table (2) indicates that the most important social and personal motivation was the first one, pertaining to “I feel joy and satisfaction when learning new things”, followed by the sixteenth motivation “Because the university degree enables me to take responsibility and be self-reliant”, while the third motivation “I honestly don’t know, I feel like I am wasting my time at the university” was the least important.

These results indicate that the students consider the university degree a source of self-confidence, and that it improves their social conditions and status.

13.3 Third question: what are the most important academic motivations that prompt students to enroll at universities in Jordan?

In order to answer the third question, pertaining to the most important academic motivations that prompt students to enroll at universities in Jordan, arithmetic means and standard deviations were used as indicated in table (3).

Table 3. The arithmetic means and standard deviations for academic motivations that prompt students to enroll at universities in Jordan

Article no.	Third Domain: Academic motivations	N	Mean	Std. Deviation	Article rank
1	The satisfaction I feel when completing challenging academic activities	188	3.69	1.081	6
2	The joy of dialogue and discussions that I have with faculty members	188	3.40	1.093	10
3	My study enables me to complete my education in several subjects that are of interest to me	188	3.63	1.113	7
4	Dealing with academic individuals encourages me to improve myself academically	188	3.89	.936	2
5	The university provides me with a sense of satisfaction to excel in my study	188	3.73	1.120	5
6	I want to prove to myself that I can successfully pass my courses	188	3.53	1.158	9
7	I like situations that demand a great deal of thinking	188	3.54	1.082	8
8	The joy I get when I learn things I did not previously know	188	3.98	.986	1
9	Getting knowledge for knowledge's sake	188	3.77	1.083	4
10	To apply what I have learned and contribute in developing science to accomplish new scientific achievements	188	3.87	1.047	3
	Third domain totals	188	3.703 7	.70007	
	Total of the measure of students motivations for enrolling at universities in Jordan	188	3.513 4	.51218	

Table (3) indicates that the most important academic motivation was the eighth motivation, concerning “The joy I get when I learn things I did not previously know”, followed by the fourth motivation “Dealing with academic individuals encourages me to improve myself academically”, while the second motivation “The joy of the dialogue and discussions that I have with the faculty members” was the least important.

Tables 1, 2, and 3 reveal that functional and financial motivations that prompt university students to enroll at Jordanian universities ranked first, while academic motivations ranked as the least important motivations that prompt university students to enroll at Jordanian universities.

The findings of the current study are consistent with that of the study of (Song & Jennifer, 2005), while they do not support the findings of the studies of (Allayed, Arab, and Hassouneh, 2012; Abu Tame'a, 2006; Hamdan, 2004; Wildman & Torres, 2001; Almulleh, 2000) where personal motivations ranked first, and the studies of

(Rabay'eh, 2009; AlAjiz &Hammad, 2000) where academic and social motivations ranked first.

13.4 Fourth question: Are there statistically significant differences in the motivations that prompt students

to enroll at universities in Jordan, attributable to the variables of gender, major, or academic year?

In order to answer the fourth question, pertaining to the existence of statistically significant differences in the motivations that prompt students to enroll at universities in Jordan, attributable to the variables of gender and major, arithmetic means, standard deviations, and the T-test were used as indicated in table(4).

Table 4. The arithmetic means and standard deviations for the gender and major variables

Variables		N	Mean	Std. Deviation	T value	Degrees of freedom	Sig.
Gender	Male	99	3.4543	.53336	- 1.679	186	.095
	Female	89	3.5793	.48201			
Major	sciences	93	3.5006	.52239	- 3.40	186	.735
	Humanities	95	3.5260	.50444			

Table (4) indicates that there are no statistically significant differences in the motivations that prompt students to enroll at universities in Jordan, attributable to the variables of gender and major. The statistical significance value for the gender variable was (0.095) and (0.735) for the major variable which is higher than the statistical significance level ($\alpha = 0.5$). The researchers attributes these results to the facts that students of both genders are subjected to the same conditions at schools regarding curricula, teachers, and general school atmosphere, and that there is no distinction between genders in university acceptance. These findings cope with the studies of (Rabay'eh, 2009; Abu Tame'a, 2006; Song & Jennifer, 2005; Alajiz& Hammad, 2000), and contradict with the study of (Hamdan, 2004).

The arithmetic means and standard deviations for the academic year variable were calculated as indicated in table (5).

Table 5. The arithmetic means and standard deviations for the academic year variables

Academic year	N	Mean	Std. Deviation
Freshman	48	3.5069	.46964
Sophomore	41	3.5596	.52802
Junior	53	3.4916	.51536
Senior	46	3.5042	.54991
Total	188	3.5134	.51218

To determine whether there are statistically significant differences in the academic year variables and the motivations that prompt students to enroll at universities in Jordan, ANOVA analysis was conducted as indicated in table (6).

Table 6. ANOVA analysis for the academic- year variables on motivations that prompt students to enroll at universities in Jordan.

Variance source	Sum of squares	Degrees of freedom	Mean square	F	Sig.
Between groups	.119	3	.040	.149	.930
Within groups	48.938	184	.266		
Total	49.056	187			

Using the ANOVA analysis, table (6) reveals that there is not statistically significant impact of the academic year variable on the motivations that prompt students to enroll at universities in Jordan

The researchers attributes this finding to the fact that orientations and motivations are formed before enrolling at the university, as both society and environment play a major role in encouraging students to enroll at universities.

This result is contradictory with the findings of the studies of (Abu Tame'a, 2006; Hamdan, 2004; Alajiz&Hammad, 2000).

14. Recommendations

In the light of the above results, the researchers recommend the following:

- Promoting and exploiting the students' incentives as motivations to develop their professional performance.
- Offering of professional guidance for students and their parents in the later stages of the school to be able to choose their specialties in university stage according to the student's wishes and aspirations in accordance with the job market.

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