

## The Level of Academic Compatibility Among Al-Balqa Applied University Students

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### Abstract

**Objectives:** The study aimed to identify the level of academic compatibility among students of Al-Balqa Applied University from their point of view and its relationship to some variables. The study sample consisted of 625 male and female students who were chosen by random stratified method in the second semester of the academic year (2019- 2020).

**Methods:** To achieve the study's goal, a descriptive approach was used, along with a questionnaire consisting of 40 items as the study tool by reviewing the educational literature and the available measures in previous studies that were similar to the current study.

**Results:** The study concluded that the students' academic success was at a high degree on the items of the scale as a whole, with an arithmetic mean of 3.83. Additionally, there were no statistically significant differences attributed to the study variables, namely: gender (males, females), academic degree for the student (diploma, bachelor), the type of academic major (scientific major, humanitarian major), the student's academic grade (acceptable and good, very good and excellent), and the student's academic level (first and second year, third and fourth year).

**Conclusion:** The study recommends conducting similar studies that address other variables not covered in the current study and comparing their results with the present findings. It suggests developing university courses in line with students' preferences, activating the counseling center at the university to support students in their academic roles, and creating a comfortable academic atmosphere by the university and college administration, considering students' psychological, social, and academic conditions.

**Keywords:** Academic compatibility, compatibility level, university students.

### مستوى التوافق الأكاديمي لدى طلبة جامعة البلقاء التطبيقية

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### ملخص

الأهداف: هدفت الدراسة الى التعرف على مستوى التوافق الأكاديمي لدى طلبة جامعة البلقاء التطبيقية من وجهة نظرهم وعلاقته ببعض المتغيرات، وقد تكونت عينة الدراسة من (625) طالباً وطالبة والذين تم اختيارهم بالطريقة العشوائية الطبقية وذلك في الفصل الدراسي الثاني من العام الجامعي (2019-2020).

المنهجية: لتحقيق هدف الدراسة تم استخدام المنهج الوصفي بالإضافة الى استخدام الاستبانة والتي تكونت من (40) فقرة كأداة للدراسة من خلال مراجعة الأدبيات التربوية والتدابير المتاحة في الدراسات السابقة التي كانت مماثلة للدراسة الحالية.

النتائج: توصلت الدراسة الى ان مستوى التوافق الأكاديمي لدى الطلبة كان بدرجة مرتفعة على فقرات المقياس ككل بمتوسط حسابي بلغ (3.83)، بالإضافة الى عدم وجود فروق ذات دلالة احصائية والتي تعزى الى متغيرات الدراسة وهي: الجنس (ذكور، إناث)، الدرجة العلمية للطلّاب (دبلوم، بكالوريوس)، نوع التخصص الأكاديمي (تخصص علمي، تخصص انساني)، التقدير الأكاديمي للطلّاب (مقبول وجيد، جيد جداً وممتاز)، المستوى الدراسي للطلّاب (سنة أولى وثانية، سنة ثالثة ورابعة).

التوصيات: توصي الدراسة بضرورة إجراء دراسات مشابهة تتناول متغيرات أخرى لم تتناولها الدراسة الحالية ومقارنة نتائجها بنتائج الدراسة الحالية؛ إضافة الى تطوير مساقات الجامعة بما يتناسب ورغبات الطلبة وتفعيل مركز الارشاد في الجامعة لمساعدة الطلبة على اداء ادوارهم الأكاديمية بنجاح وتهيئة الجو الأكاديمي المريح من قبل إدارة الجامعة والكلية للطلّبة ومراعاة ظروفهم النفسية والاجتماعية والدراسية.

الكلمات الدالة: مستوى التوافق، التوافق الأكاديمي، طلبة الجامعة.



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## Introduction

University education is one of the most important stages in a student's life, which aims to provide students with a bundle of knowledge, skills, attitudes, and values. It particularly aims to create an exciting learning environment for the motivation of learning to invest all energies and self-abilities to the highest degree. This can be done when making their first steps in university education (Qalandar,2019; Jamaian,2018; Qotob&Moawad,2018; Al-Soghair, 2017; Abdel Fattah, 2017; Al-Damiati, 2019; Jafar Al -Layl,2020; Al-Bakr, 2020). The university environment, with all of its material and human components, bears the greatest burden in providing students with a balanced, comprehensive, and personal personality; especially because the transition from a low educational environment (school) to a higher one (university) is a qualitative leap. This leap necessitates requirements, maturity, personal capabilities, and the ability to adapt to the components of the new environment, which differ greatly from the school environment. (Mansi&Kazem,2019; Abdullah,2019; Asiri,2018; Al-Shammari,2018; Al-Douri,2019;Al-Houri&Souad, 2020).

University education is also considered one of the most important stages of education in a person's life. It receives many levels of attention in most countries in the world, due to the important role it plays in the field of human, social, and economic development. University interacts with society by examining their needs. and providing their requirements. This includes devoting their efforts to preparing male and female students on whom societies rely for renaissance and construction (Haj Amin, 2019; Jaber, 2018; Suleiman&Smadi, 2020; Suleiman&Muhammad, 2019; Abdul Muti,2018; Rizk, 2018; Sumulq, 2020).

Academic compatibility is one of the important concepts at the university, due to its significance in forming the elements of the educational process. Student compatibility is one of the most important things that educational leaders work on; especially those who are in a direct relationship with the student, including teachers. Academic compatibility is considered a type of social compatibility because it is an essential and crucial requirement. Students achieves a state of balance between themselves and their academic environment with teachers, colleagues, and the curriculum of mental maturity through Academic compatibility. (A'rem, 2017; Abdul Qadir ,2019; Massad, Ghanimi, Al-Adel, Mohammed, Hijazi, Abdul Rahman, 2018; Ahmed, 2020; Hussein, 2019; Dahri, 2020; Al-Rufou &Al -Qaraarah, 2018; Al-Rakad, 2017).

Good compatibility is a positive indication or a strong motivation that motivates students to achieve success, helping them establish harmonious relationships with their colleagues and teachers. It even makes the educational process an enjoyable and attractive experience, and vice versa. (Al-Shazly,2001; Salehi,2019; Taher,2016; Abadyeh,2017; Wes,2020; Yahya,2019; Bani Khalid,2019;Suleiman&Al -Manizel,2020; Saraya,2020)

There are many factors that affect student's compatibility at Al-Balqa Applied University. These factors exemplify the university environment, teaching characteristics, and relationships with others, such as colleagues, professors, and educational attitudes. The privacy of academic subjects would develop self-confidence and build personality. It enhances the motivation towards creativity and academic excellence. , poor compatibility has negative repercussions on the methodology of their academic life at university which may cause frustration, withdrawal, and a weak relationship with knowledge. Besides, poor compatibility generates laziness, negativity, and academic failure(Shaatan&Bin Lakhal,2019; Abed Al-Nasser,2019; alphabet,2020).

Academic compatibility generally received the attention of many researchers, scientists, and educational experts. Many studies talked about the significance of academic compatibility for students in various educational institutions. For example, Al-Qahtani's (2018) study aimed to define the level of university compatibility among students at Shaqra University in Saudi Arabia. The descriptive approach was used in addition to the questionnaire as the study instrument. The study sample comprised (500) male and female students, finding out that the level of compatibility among students was high. Also, there were significant differences in the level of compatibility attributed to gender to be in favor of males and specialization to the benefit of science majors.

Qurqab's (2018) study also was to identify compatibility among university students in the Faculty of Education at the University of Zintan in Algeria and its relationship to life satisfaction. The study used the descriptive approach in addition to using the questionnaire as the study instrument. The study sample comprised (80) male and female students. The study found that the level of compatibility among students was a high degree. There was the absence of differences in the level

of compatibility of students, which was attributed to the gender variable.

Al-Akhras's (2018) study aimed to identify the level of compatibility among students of the Euphrates University hosted at Tishreen University in light of the Syrian crisis. The study used the descriptive approach, using the questionnaire as a study instrument. The study sample comprised (332) male and female students. The study found that the level of compatibility was to an average degree. There were significant differences due to the variables of gender to be in favor of females and academic specialization in humanitarian faculties.

Khatout's (2016) study also aimed to identify the level of academic compatibility among students at Mohamed Boudhialf University in Algeria. Khatout used the descriptive approach in addition to using the questionnaire as a study instrument. The study sample comprised (100) male and female students. The study found that the level of compatibility among students was positive.

Al-Ziyoud's (2015) study aimed to identify the adaptation of students from the College of Physical Education to the university environment at Yarmouk University. The descriptive approach was used. Al-Ziyoud used the questionnaire as a study instrument, which was applied to a sample of (150) female students from the College of Physical Education. The study concluded that the students of the Faculty of Physical Education at Yarmouk University possessed the ability to psychological, social, and academic adapt to the university environment. Also, the adaptation and integration of female students with the university environment, at Yarmouk University, was not affected by the difference in their place of residence (housing). Hence, the results showed that there are no statistically significant differences.

Al-Rabdi's study (2012) also aimed to identify the level of compatibility with university life for students of the College of Education at Qaseem University. Al-Rabdi used the descriptive approach in addition to using the questionnaire, which comprised (5 fields) as an instrument for the study. The study sample comprised (494) male and female students. The study found that the level of compatibility among students was positive in all fields. Besides, there were differences in the level of compatibility due to the variables of gender, to be in favor of females; specialization, to be in favor of students of psychology; and the academic level that went for the benefit of the fourth year. The study also found that there were no significant differences in terms of the age variable.

Habayeb's and Abu Maraq's (2009) study aimed to identify the level of university compatibility among students of Al-Najah National University in Palestine. The descriptive approach was used in addition to using the questionnaire as a study instrument. The study sample comprised (845) male and female students. The study concluded that the level of compatibility was of a positive degree. The study also found that there were significant differences in the level of university compatibility among the sample respondents. These differences were attributed to the college, gender, academic specialization, and place of residence variables.

### **Commentary on Previous Studies**

Through the presentation of previous studies, we found that they dealt with university compatibility in its various dimensions with many variables. Despite the multiplicity of these variables, it is unanimously agreed that proper university compatibility increases the compatibility and interaction of the student within his or her university. Therefore, it positively affects his or her academic achievement; regardless of the different results of the relationship between university compatibility and some personal variables such as gender, specialization, and academic level in the previous studies. However, the subject of university compatibility is one of the significant issues in the life of university student. Hence, there is still a need for more studies to identify the role of academic compatibility in increasing the student's productivity and people's of society.

The researchers benefited from previous studies in preparing the study instrument and current study procedures, choosing study variables that may contribute to achieving academic compatibility among students.

### **The Study Problem**

For university students, university life is a new experience that is different from previous experiences. It has many new problems and experiences that require them to pass, confront, and adapt to them. These experiences exemplify learning about the university's regulations, choosing a specialization for a future career; especially since the university gives its students broader freedom and greater responsibility, unlike the school.

Academic accordance is a prerequisite for students' success and continuation of studies, especially since academic adaptation is an indication of their general adaptation. As for poor adaptation, there are unsatisfied needs among students within the university environment, which reflects the impact of this on poor performance during the (post) learning period.

At the beginning of their university life, students face problems that hinder their adaptation and limit the achievement of university goals in building students scientifically. Also, these problems hinder their contribution to the growth of their personalities due to several difference. These differences exemplify in the study environment, the nature of the system, the nature of dealing, evaluation,

and study methods. Studying at university needs distinct skills such as the use of the library, quick reading, report writing, and research.

Therefore, the current study seeks to find the level of academic compatibility among students of Al-Balqa Applied University in Jordan. It is the key to scientific excellence and professional success. It realizes the extent of this relationship with some variables that may have a role in raising the level of academic compatibility with them. This study researchers hope that this effort will contribute to directing the attention of other researchers, specialists, and decision-makers to use effective means to solve future university students' problems.

### **Study Questions:**

The study seeks to answer the following questions:

- 1-What is the level of academic compatibility among Al-Balqa Applied University students, from their viewpoints?
- 2-Are there statistically significant differences between the average scores of the level of academic compatibility among Al-Balqa Applied University students from their viewpoints; which are attributed to the gender (male, female) variable?
- 3- Are there statistically significant differences between the average levels of academic compatibility among Al-Balqa Applied University students from their viewpoints; which are attributed to the variable of the student's academic score (Diploma, Bachelor's)?
- 4-Are there statistically significant differences between the average scores of the level of academic compatibility among Al-Balqa Applied University students from their viewpoints; that are attributable to the variable of the student's academic specialization type scientific specialization or humanitarian specialization?
- 5 Are there statistically significant differences between the average scores of the level of academic compatibility among Al-Balqa Applied University students from their viewpoints; which are attributed to the variable of the academic evaluation of the student (acceptable, good, very good, and excellent)?
- 6- Are there statistically significant differences between the average scores of academic compatibility level among Al-Balqa Applied University students, from their viewpoints; which are attributed to the variable of the student's academic level (first and second year, third and fourth year)?

### **The Study Significance**

- 1-The significance of the study stems from the significance of the subject it deals with from its aforementioned variables.
- 2-It sheds light on some aspects of academic compatibility among university students.
- 3- It provides an opportunity to learn about some of the reasons for academic compatibility. These reasons are based on the need to carry out studies that can be used to improve the educational and academic services provided to university students.
- 4- It provides a measure of information that enhances the understanding of the reasons affecting the possibilities of academic compatibility among university students.
- 5- It encourages those in charge of the educational process in higher education institutions to increase their efforts to develop positive ideas about advanced methods. These methods are for dealing with students who suffer from manifestations of academic misalignment in their various colleges and universities.

### **The Study Limits**

**Objective Limit:** It revolves around identifying the level of academic compatibility among Al-Balqa Applied University students from their viewpoints and its relationship to some variables.

**Human Limit:** The study was applied to Al-Balqa Applied University students in its various colleges.

**Time Limit:** The study was applied in the second semester of the academic year (2019-2020).

**Spatial Limit:** The study was applied to different colleges of Al-Balqa Applied University.

### **Study Terms and Procedural Definitions**

Some basic terms related to the study will be defined as follows:

#### **1- Academic Compatibility**

A'rem (2017) defined it as the student's ability to work seriously on academic studies, adhere to laws within their university, and establish good relations with professors and colleagues.

Hajjo (2015) also defined it as being a situation in which the individual can perceive the different aspects of the situation facing him or her. These aspects are linked to his or her motivations, experiences, and previous experiences of success and failure. It helps him or her to identify the essence of the response that is consistent with the requirements of the current situation. It allows for an adequate adaptation of his or her response. The individual ends up agreeing with the environment and contributing to its activity, and at the same time, they end up in a state of satisfaction and happiness.

Sheriett (2006) defined it as the continuous, dynamic process that the student undertakes to absorb and succeed in the study materials. It helps students achieve compatibility with their university environment, colleagues, social, cultural, and sports activities, study decisions, and the method of academic achievement.

The researchers, respectively, define it procedurally as the sum of the degrees obtained by the male or female student in the academic compatibility scale prepared for this study.

#### **2-Students of Al-Balqa Applied University**

They are all students who are registered in all colleges in different specializations, levels, and degrees at Al-Balqa Applied University.

### **Method and Field Procedures**

**Study Methodology:** The study researchers used the descriptive approach in collecting data on the subject of the study. They interpreted the phenomenon depending on the available data from the study instrument used in this study.

**Study Community:** The study community comprised all Al-Balqa Applied University students in all colleges at all levels and various academic specializations in the second semester of the academic year (2019-2020).

#### **The Study Sample**

The sample of the study comprised (638) male and female students, who were chosen by the random method. (625) questionnaires were retrieved after examining the questionnaires and excluding the missing questionnaires. Some questionnaires were not returned, and the following table (1) shows the characteristics of the study sample following its variables.

**Table (1) Distribution of study sample individuals following the study variables**

Variables	Type	Frequency	Percentage
<b>Gender</b>	Male	298	47.6%
	Female	327	52.4%
<b>Scientific Degree</b>	Diploma	468	74.8%
	Bachelor's	157	25.2%
<b>Academic Speciality</b>	Scientific	305	48.8%
	Humanitarian	320	51.2%
<b>Academic Rating</b>	Acceptable and Good	376	60%
	Very Good and Excellent	249	40%
<b>Academic Level</b>	First and Second Year	335	53.6%
	Third and Fourth Year	290	46.4%
<b>Total</b>		<b>625</b>	<b>100 %</b>

### Study Instrument

The academic compatibility scale was developed for Al-Balqa Applied University students. It was based on the steps of designing the questionnaire by reviewing the educational literature and the available measures in previous studies that were similar to the current study. The previous studies exemplify the studies of (Al-A'sbool and Fateel, 2019) ; (A'boud, 2016); (Hajjo, 2015); (Al-Ziyoud, 2015). (47) items have been drafted that measure the level of academic compatibility among students in their initial form.

### The Psychometric Properties of the Scale

#### Scale Validity

The validity of the study instrument was verified by the following

**First:** The apparent validity of the instrument (the validity of the referees).

The researchers presented the study instrument in its initial form to several referees specializing in the fields of educational and psychological sciences in the various Jordanian universities. They are experts in the fields of curricula, teaching methods, measurement and evaluation, educational administration, educational psychology, and educational guidance. They were asked to explain their opinions about the appropriateness of the instrument's phrases in measuring the level of academic compatibility among Al-Balqa Applied University students. Besides, they were to make any appropriate compatibility by merging, deleting, and adding to some items, where a percentage of (85%) or higher was given as a percentage of agreement on accepting the items. Some of the items were deleted, merged, and modified for some of them, so that the instrument was composed of its final form of (40) items.

**Second:** The validity of the internal consistency of the questionnaire items:

The internal consistency of the study instrument's items was calculated on a survey sample comprising (30) male and female students from the same study community, but outside its sample. It is done by calculating the correlation coefficients between the degree of each item and the overall degree of the instrument, and the following table (2) shows that.

**Table (2) Correlation coefficient and level of significance between each instrument item and its overall score**

Number	Correlation Coefficient	Statistical Significance	Number	Correlation Coefficient	Statistical Significance
1	*0.487	0.000	23	**0.531	0.000
2	**0.447	0.000	24	**0.556	0.000
3	**0.547	0.000	25	**0.542	0.000
4	**0.497	0.000	26	**0.436	0.000
5	**0.430	0.000	27	**0.590	0.000
6	**0.568	0.000	28	*0.520	0.000
7	**0.557	0.000	29	**0.492	0.000
8	**0.582	0.000	30	**0.448	0.000
9	**0.547	0.000	31	**0.552	0.000
10	**0.521	0.000	32	**0.509	0.000
11	*0.561	0.000	33	**0.578	0.000
12	**0.503	0.000	34	**0.645	0.000
13	**0.579	0.000	35	**0.671	0.000
14	*0.496	0.000	36	**0.536	0.000
15	**0.581	0.000	37	**0.634	0.000
16	**0.430	0.000	38	**0.528	0.000
17	*0.536	0.000	39	**0.506	0.000
18	*0.657	0.000	40	**0.433	0.000
19	**0.568	0.000	** indicates correlation at the significance at the level of (0.01)		
20	**0.610	0.000			
21	**0.547	0.000			
22	**0.496	0.000			

Table (2) shows that all probability values were less than the significance level (0.05). This indicates that the correlations are statistically significant, therefore the scale of the study and its items enjoy a good internal consistency.

#### **Scale Reliability**

The reliability of the study instrument was verified in several ways, including:

##### ***First: The Cronbach Alpha Method***

As the Cronbach Alpha Coefficient was extracted to verify the reliability of the items of the study instrument, the following table (3) shows that the coefficients of stability are high.

##### ***Second: the Mid-Way Segmentation***

The Pearson Correlation Coefficient was calculated between the two halves of the test, adjusting the length of the test by using the Spearman Coefficient, as in table (3).

**Table (3) The reliability coefficient values for the study instrument items as a whole**

The Domain	Items Number	Pearson Coefficient	Spearman-Brown	The Cronbach Alpha Coefficient
Academic Compatibility Scale	40	0.86	0.848	0.880

Table (3) clarifies that the value and coefficient of total reliability are (0.880), indicating that the study instrument has a high degree of reliability. Thus, these values make it suitable for its application to the study sample and give confidence in its results.

#### **Scale Correction**

The Likert -Fifth Scale has been adopted, whereby the student answers each of the items of the scale in one of the following options (Strongly Agree, Agree, Neutral, Disagree, Strongly, and Disagree). The researchers estimate the responses by giving them grades (5, 4, 3, 2, 1) respectively, if the significance of the statement is positive; (1, 2, 3, 4, 5) respectively, if the meaning of the statement is negative. The level of academic compatibility of the student is calculated with the sum of the total grades obtained by the scale. The higher the score was, the higher the compatibility was and vice versa. If the grades were low, the lower the compatibility was, with the overall score of the scale reaching (200) and the lowest (40). The level of compatibility among Al-Balqa Applied University students was divided into three categories: positive trends, intermediate trends, and negative trends. The highest degree of item (5) was divided into (3), which are the compatibility levels. Thus, the result was (1.33). This number was adopted as the length of the direction-determining category, and thus the length of the direction-category is as follows:

Negative trends ranged from (1) to (2.33) degrees, moderate trends ranged from (2.33) to (3.67) degrees, and positive trends ranged from (3.68) to (5) degrees.

#### **Statistical Treatments**

To achieve the objectives of the study, several appropriate statistical methods were used using the Statistical Package for Social Sciences (SPSS) program. The following are the statistical methods used in data analysis:

- 1- Arithmetic means and standard deviations were calculated for the items of the level of academic compatibility among Al-Balqa Applied University students.
- 2- Cronbach Alpha Test to find the stability of the vertebrae of the study instrument.
- 3- Pearson Correlation Coefficient for measuring the validity of the items of the study instrument.
- 4- Spearman Brown's equation for stability.
- 5- A t-test is used to calculate the difference between the mean of two independent samples.

#### **The Study Results and Discussion**

The first question of the study: What is the level of academic compatibility among Al-Balqa Applied University students from their viewpoints?

To answer this question, the researchers calculated the arithmetic means and standard deviations for the items of the

academic compatibility scale among Al-Balqa Applied University students from their viewpoints; the scale as a whole and the following table (4) shows that.

**Table (4) Arithmetic means and standard deviations for the items of the academic compatibility scale among Al-Balqa Applied University students, in descending order following their averages**

Rank	Statement	Arithmetic Mean	Standard Deviation	Rating Degree
1	Joining university gives me new experiences and skills	4.57	0.58	High
2	I enjoy scientific discussions during the lectures of some professors	4.52	0.57	High
3	I face some difficulties in obtaining some courses	4.47	0.59	High
4	My relationship with most of my college professors is good	4.39	0.55	High
5	I feel comfortable with the quality of the courses offered at the college	4.36	0.54	High
6	I suffer from a lot of exams during the semester	4.30	0.52	High
7	I find it easy to establish good relations with others and get along with them	4.29	0.68	High
8	I am satisfied with the major I am studying	4.27	0.61	High
9	I have friendly relations with some of the faculty respondents of the college	4.24	0.59	High
10	I maintain my relationship with others even if they have ideas that contradict my thoughts.	4.00	0.51	High
11	I attend classes regularly	3.90	0.63	High
12	I am proud to belong to my current college	3.84	0.51	High
13	Spending my free time with students at college is fun	3.83	0.63	High
14	My relationship with my fellow students is good	3.81	0.70	High
15	I feel relaxed when I help others	3.79	0.62	High
16	It bothered me that professors did not put my circumstances into consideration	3.77	0.59	High
17	I am compatible with college life	3.75	0.51	High
18	I feel stress and anxiety when the exams approach	3.73	0.64	High
19	I feel enthusiastic when the school day begins	3.71	0.59	High
20	I feel unsure about my answers in the exams	3.70	0.67	High
21	I find it difficult to speak to students during lectures	3.70	0.69	High
22	I find it difficult to take notes during the lectures	3.70	0.63	High
23	I see that life with others in college is simple and easy	3.70	0.62	High
24	I find it difficult for the subjects that I study	3.69	0.61	High
25	I feel comfortable when some teachers miss the lectures	3.69	0.75	High
26	I feel my academic results are poor for my great effort	3.68	0.64	High
27	I feel that my current major is not consistent with my academic inclinations	3.66	0.78	Average
28	I am bored of attending lectures	3.66	0.70	Average
29	I feel that some of the subjects I study do not keep pace with scientific development	3.65	0.72	Average
30	I can understand the subject	3.63	0.64	Average



Rank	Statement	Arithmetic Mean	Standard Deviation	Rating Degree
31	I find it difficult to win the love and appreciation of my college professors	3.62	0.55	Average
32	I am bothered by some teachers' bias towards some students	3.61	0.64	Average
33	I have difficulty organizing my study times	3.60	0.58	Average
34	I feel that some of the subjects are out of my major	3.60	0.73	Average
35	Most professors' teaching methods are useless	3.58	0.61	Average
36	I enjoy writing down university lectures	3.55	0.56	Average
37	I try to get to know every student who studies with me the same subject	3.50	0.64	Average
38	I often withdraw from some courses when I start studying with them	3.48	0.72	Average
39	I am bothered by the increased expenses of college study	3.45	0.63	Average
40	I keep visiting the college library to increase my knowledge	3.42	0.51	Average
<b>Total Degree</b>		3.83	0.56	High

Table (4), shows that the level of academic compatibility among Al-Balqa Applied University students was high on the instrument items as a whole. (26) items obtained a high degree, but (14) items obtained an average degree. The arithmetic means of items ranged from (3.42) to (4.57). The item 'Joining university gives me new experiences and skills' was in the first place with an arithmetic mean of (4.57) and a standard deviation of (0.58). Then, the item "I enjoy scientific discussions during the lectures of some professors" was second, with an average arithmetic (4.52) and a standard deviation (0.57). However, the item "I am annoyed by the increase in expenses for university studies" got a pre-final position with an average mean of (3.45) and a standard deviation of (0.63). The item "I keep visiting the college library to increase my knowledge " got the last rank with a mean (3.42) and a standard deviation of (0.51).

The researchers attributed that most of the items have a high degree regarding the students' satisfaction with their specialization, their university, and their motivation towards study. This confirms that the university community has an appropriate motivation to study; especially Jordanian people sacrifice every thing for higher education. Thus, it is no wonder having the study respondents' of the study sample have a

high level of academic compatibility. University P.h.D holders have higher educational qualifications, which contribute to their abilities to convey knowledge and information to the student in a scientific, simple, easy, and away from complexity.

Also, the students' transition from the school stage to the university stage shows them the major difference between the two stages. It makes them aware of the educational significance. University always seeks to provide students with different positive knowledge and skills, helping them enter the labor market in the future. The teachers' cooperation with students makes them love studying and university environment. It is clear from the results that students join their majors following their desires. This is due to the Jordanian community's understanding of the desires and inclinations of their children, which make them freely choose the university specialization.

Also, scientific and technological development helped obtain knowledge with the least time, effort, and cost. This is what makes students slightly return to the college library because of the availability of information and knowledge they need on the internet.

**The second question of the study: Are there statistically significant differences in the level of academic compatibility among Al-Balqa Applied University students, from their vewpoints, attributed to the gender (male and female) variable?**

To answer this question, a t-test was used to find the significanct differences between the respondents of the study sample following the gender variable (male, female).

**Table (5) The t-test results show the significant differences between the respondents of the study sample following the gender (male and female) variable**

The Domain	Gender	Arithmetic Mean	Standard Deviation	T Value	Significance Level
Academic Compatibility Scale	Male	3.86	0.57	0.52	0.56
	Female	3.82	0.55		

Table (5) shows that there are no statistically significant differences in the level of academic compatibility among Al-Balqa Applied University students, attributed to the gender (male, female) variable. This is since students live at the same economic, social, and academic levels. These levels make them have good academic compatibility with their university environment, and equality between males and females is available in the college and all respects.

**The third question of the study: Are there statistically significant differences in the level of academic compatibility among Al-Balqa Applied University students, from their viewpoints, attributed to the degree (Diploma's and Bachelor's) variable?**

To answer this question, a t-test was used to find the significant differences between the study respondents, following the degree (Diploma's and Bachelor's) variable

**Table (6) The t-test results show the significant differences between the respondents of the study sample following the degree (Diploma's and Bachelor's) variable.**

The Domain	The Scientific Degree	Arithmetic Mean	Standard Deviation	T Value	Significance Level
Academic Compatibility Scale	Diploma's	3.77	0.58	0.57	0.58
	Bachelor's	3.80	0.60		

Table (6) shows that there are no statistically significant differences in the level of academic compatibility among Al-Balqa Applied University students, attributed to the academic degree (Diploma's, Bachelor's) variable. This is because students, whether they are in the diploma's or bachelor's level, live the same university environment and climate. Also, the faculty professors, who teach diploma students are the same ones who teach undergraduate students. Hence, it is natural that there are no statistically significant differences between diploma and undergraduate students. Besides, the administration of the University College of Ajloun seeks to provide the appropriate university environment for all students in it regardless of their academic levels.

**The fourth question of the study: Are there statistically significant differences in the level of academic compatibility among Al-Balqa Applied University students, from their viewpoints, attributed to the academic specialization (scientific and humanitarian) variable?**

To answer this question, a t-test was used to find the significant differences between the study respondents following the academic specialization (scientific and humanitarian) variable as in table (7).

**Table (7) The the t-test results show the significant differences between the respondents of the study sample following the type of academic specialization (scientific and humanitarian) variable**

The Domain	The Scientific Specialization	Arithmetic Mean	Standard Deviation	T Value	Significance Level
Academic Compatibility Scale	Scientific	3.82	0.59	0.59	0.53
	Humanitarian	3.77	0.53		

Table (7) shows that there are no statistically significant differences in the level of academic compatibility among Al-Balqa Applied University students, these are attributed to the academic specialization (scientific, humanitarian) variable.

This is because students, whether they are in the scientific specialties or the humanitarian ones, face the same problems, conditions, and nature of the academic courses for all specializations. Therefore, no differences emerged between the students of the college in their various scientific or humanitarian specializations, theoretically and practically.

**The fifth question of the study: Are there statistically significant differences in the academic compatibility level among Al-Balqa Applied University students, from their viewpoints, attributed to academic rating (acceptable, good, very good, and excellent) variable.**

To answer this question, a t-test was used to find the significant differences among the study respondents following the academic rating (acceptable, good, very good, and excellent) variable.

**Table (8) The t-test results show the significant differences among the study respondents following the variable of the academic rating of the student (acceptable, good, very good, and excellent)**

The Domain	The Academic Rating of the Student	Arithmetic Mean	Standard Deviation	T Value	Significance Level
Academic Compatibility Scale	Acceptable & Good	4.47	0.62	0.55	0.58
	Very Good & Excellent	4.50	0.64		

Table (8) shows that there are no statistically significant differences in the level of academic compatibility among Al-Balqa Applied University students; attributed to the academic rating of the student (acceptable, good, very good, and excellent) variable. This is because students of all academic ratings live in the same circumstances. However, the average differs because of the student's interest in studying for his or her university courses. Students tend to be friends with those who are at the same level as the academic level. For example, students with high academic grades can be found with their peers, and students of low academic degrees can be found with their ones.

**The sixth question of the study: Are there statistically significant differences in the level of academic compatibility among Al-Balqa Applied University students, from their viewpoints; attributed to the student's academic level (first and second years and third and fourth years) variable?**

To answer this question, a t-test was used to find the significant differences among the study respondents; following the student's academic level (first and second years and third and fourth years) variable.

**Table (9) The t-test find the significant differences between the study respondents following the student's academic level (first and second years and third and fourth years) variable**

The Domain	The Academic Level of the Student	Arithmetic Mean	Standard Deviation	T Value	Significance Level
Academic Compatibility Scale	First & Second Years	4.16	0.59	0.59	0.51
	Third & Fourth Years	4.23	0.62		

Table (9) shows that there are no statistically significant differences in the level of academic compatibility among Al-Balqa Applied University students; these are attributed to the student's academic level (first and second years and third and fourth years) variable. This is since students soon have academic compatibility, whether with each other, with their teachers, with their college, or with their specializations. Academic compatibility makes them in good agreement with their studies; especially as Al-Balqa Applied University is distinguished by its buildings being close to each other. This makes students able to adapt easily and smoothly to the university environment.

## Conclusions

To sum up, the study inferred the following:

- Most of the items of the academic compatibility scale among Al-Balqa Applied University students get a high degree of (26) items. (14) items get an average degree and a high degree for the scale items as a whole.
- There were no statistically significant differences in the level of academic compatibility among Al-Balqa Applied University students attributed to the aforementioned study variables.
- The results of the study are determined by its findings within the limits of the study, which are:  
 The objective limit: It revolves around identifying the level of academic compatibility among Al-Balqa Applied University students from their viewpoints, and its relationship to some variables.  
 Human Limit: The study was applied to a sample of students from Al-Balqa Applied University.  
 Time limit: The study was implemented in the second semester of the academic year (2019-2020).  
 Spatial Limit: The study was implemented on the campus of Al-Balqa Applied University's colleges in Jordan.

### Recommendations

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

- Paying attention to Al-Balqa Applied University students as individuals who have their psychological and social needs, by understanding all their needs; which can affect them and their academic course. Students' success depends on how effective students are, being linked to their well academic compatibility
- Creating a comfortable academic atmosphere at the university and college administration for students and taking into account their psychological, social, and academic conditions.
- Developing university courses to match students' needs.
- Conducting a similar study dealing with other variables, not covered in the current study, and comparing its results with the results of the current study.

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