Compatibility with University Life for Al Ain University Students in Light of a Number of Demographic Variables

[1] Prof. Yousef A. Abuhmaidan, [2] Dr. Khawlah M. AL-Tkhayneh, [3] Mr. Tamim A. Jabarah

[1,2,3] Department of Humanities and Social Sciences, Al Ain University,

ABSTRACT

This study aimed to investigate the reality of compatibility in its four domains, i.e. social, academic, disciplinary, and emotional among students of Al Ain University in the UAE. It also aimed to know the differences in the reality of compatibility according to the variables under study and the interaction between them (college, gender, change of specialization, and residence in the place of the university), to achieve the objectives of the study, the two researchers used the University Compatibility Scale. The sample consisted of (422) male and female students, including (173) male and (249) female students in the second semester 2019/2020. The results showed that the reality of compatibility in all its four dimensions is positive among the sample members, as in the first rank came the social domain at a ratio (74.8%), followed by the emotional (56.47%), then disciplinary (54.80%), and finally the academic (51.53%). The study results also revealed no statistically significant differences in the reality of compatibility in each domain (social, academic, and disciplinary) in the college variable. It was clear that there are differences in the emotional domain in favor of the human faculties and the absence of differences in the two domains, i.e. social and emotional in the gender variable. The study also resulted in the absence of differences in the disciplinary domain in the variable of change of specialization, while the existence of statistically significant differences in the domains (social, academic and emotional) according to the variable of change of specialization, in favor of students who did not change their specialization in the social and academic domains, and the overall degree of compatibility. The results also indicated that there are no differences in the residency in the location of the university variable in the two domains, i.e. disciplinary and emotional, while the differences in the two domains, i.e. social and academic are in favor of students who reside in the location of the university, in light of the results of the study, some recommendations were mentioned.

Keywords:

Sociology, University life, gender, UAE

Article Received: 18 October 2020, Revised: 3 November 2020, Accepted: 24 December 2020

1. Introduction

Compatibility plays an essential role in shaping the personality, as it is an important, necessary, and continuous process that the individual performs to reach successful behavior that makes a difference in his life and helps him continue, progress, and achieve. Therefore, compatibility in its various forms (personal, emotional, social, and academic) is considered one of the most important indicators of mental health (Abu Hmaidan, 2019). Each stage of human development has basic requirements that must be fulfilled for the individual to move to the next stage. Positive compatibility must continue for a better life.

The university environment requires a lot of effort, focus, and attention. Students face many academic, social, psychological, and economic challenges that may affect their performance at the university and experience a state of frustration, loss of confidence, and lack of security, in addition to the pressures of exams and assignments dictating students' pressure, especially that many of our university students are workers, which would increase the difficulty of compatibility among them. Therefore, compatibility with university life is a prerequisite for students 'success and continued study (Rabdi, 2012). University life itself is a renewed experience for students because it is full of methodological and extracurricular activities and crises. Tinto (1996) in his study indicates that (40%) of students enrolled in college in America do not complete their studies and that (57%) of all

students leave the university before second-year life's compatibility is indicated a problem with compatibility with university life.

Universities are trying to develop many programs to help students overcome such difficulties and help them align and achieve the desired academic progress. This study aims to know the compatibility with university life for university students with its four dimensions, and its relationship to several demographic variables such as gender, college, marital status, and professional status. It also aims to know the differences in the level of compatibility due to the demographic variables.

2. Literature review

An individual's transition to university life means moving to an entirely new environment full of challenges, difficulties, and new situations, which require a significant effort both academically and socially. Here, the role of mental capabilities and social competence in helping the individual reconcile with this new environment emerges (Arkoff, 1968) believes that university life's compatibility means the individual's ability to form good and friendly relations with colleagues and classmates (Al-Reedy, 2012).

The student's burden of having many academic assignments, tests, and projects requires confidence and stability. Psychological and social readiness for all of this is a prerequisite. It is worth noting that many university students work in addition to being a university student, which makes compatibility with university life not easy. Kisker (1977), as stated in Hajo (2015), indicates that university students have distinctive characteristics, as they are exposed to many stressful situations and many crises, such as exam positions, relationships with colleagues, teachers, and competition for success, in addition to the emotional problems that may arise, and dealing with university regulations and instructions, and thinking about the future.

The researchers point out in studies about compatibility with university life, that the transition to such life is not easy, as it may be a painful experience for many university students as they face many personal challenges, including their

need to establish social relationships with others, as well as their need for academic achievement and their need to develop study habits appropriate to university life. Failure to achieve these needs is one of the reasons that lead to a student's failure in university life. It is worth noting that students' beliefs and preconceptions about university life play a significant role in aligning with university life, as students who have positive ideas are more compatible and successful. Still, those who have negative thoughts about the university will face difficult problems in aligning with university life (Al-Quraiti, 1998). Therefore, the student should try to conform and adapt, Radwan (2002) indicates that compatibility contributes to solving the dilemmas faced by the individual in his daily life, and compatibility also means the ability to solve problems that hinder his path successfully and increase his ability to control internal and external situations.

Another issue is that university life's compatibility has positive effects on students 'social interaction and academic achievement. Habayeb (2009) indicate that several obstacles affect this compatibility, such as gender, personal and social needs, mental capabilities, study skills, and family conditions; this results in incompatibility with university life, so the student must work quickly and seriously in finding ways to lead to compatibility.

The topic of university compatibility has received the attention of researchers and educators, as Abuhmaidan & Alzoubi (2015) conducted a study to know the degrees of compatibility with the university life of the University of Jordan students and its relationship to the characteristics of the extroverted and neurotic character. The study sample consisted of (344) male and female students from the University of Jordan from the humanitarian and scientific colleges. The social compatibility and personality style scales were used. The results indicated that there is a statistically significant correlation between academic and social compatibility as well as with a commitment to achieving goals and emotional harmony. As for the correlation of personality traits

with the different types of university harmony, the neurotic feature was positively correlated with emotional harmony and inversely to achieving goals. The diastolic trait was positively correlated with the degrees of social harmony and commitment to achieving the goals. By calculating the ability of a neurotic feature to predict the different university compatibility dimensions separately using linear regression analysis, the results showed that the highest variable that neuroticism was able to predict is the student's emotional compatibility variable, which predicted (16%) of the size of the explained variance and (9%) of the commitment to achieve the goals. In contrast, they did not predict other dimensions. When calculating the ability of the diastolic feature to predict separately the different dimensions of university compatibility using linear regression analysis, the results showed that the highest variable that diastolic was able to predict is the student's social compatibility variable, which predicted (8%) of the size of the explained variance and (4%) of the commitment to achieving goals and academic compatibility (2%). In contrast, it did not predict the dimension of emotional compatibility.

Hajo (2015) study aimed to know the compatibility with university life among Al-Quds Open University students and its relationship to demographic variables (gender, college, academic level, and GPA). The sample of the study consisted of (320) male and female students. The results showed differences between males and females in the level of compatibility for the benefit of males and for the benefit of humanities colleges, and that those who obtained high rates had better compatibility. Social harmony came first, the psychological domain ranked second, and the academic domain ranked third.

Elias, Noordin, Mahyuddin & Uli (2009) also conducted a study on a sample of Malaysian students aimed at finding out the realities of compatibility with university life and the role of gender on compatibility with academic achievement. They used the Baker & Siryk (1986). The results indicated that there is acceptable compatibility and that males are more compatible than females. The results showed that the presence of compatibility demonstrated the prediction of higher academic achievement with university life in general, academic compatibility, and emotional compatibility.

Habayeb (2009) conducted a study aimed at knowing the level of compatibility in its four social, academic, disciplinary, and emotional domains among students of Al-Najah University, as well as knowing the differences in the level of compatibility according to some variables and the interaction between them such as the college and gender variable and the change of specialization and residence. The sample of the study consisted of (845) male and female students. The results showed that compatibility with university life in all its dimensions was positive for the sample members. The social domain came first, then the emotional, followed by the commitment, and finally the academic. There were no significant differences between these four domains according to the variable of the college. At the same time, there were differences in the emotional domain in favor of humanities colleges and the absence of differences in study and commitment domains. The results showed no differences in the disciplinary domain in the change of specialization and differences in the social, academic, and emotional compatibility of students who did not change their specialization. The results also showed no differences in the residence variable in the university's location in the disciplinary and emotional domains. In contrast, the differences in the social and academic domains favored students who resided in the university's location.

Ramos & Nicholas (2007) studied the relationship between self-efficacy and compatibility among college students in the university years; the study sample reached (192) students. The results indicated that first-year students with high self-efficacy have compatibility in their colleges; the study results also revealed that college students of various years with high self-efficacy have better compatibility in their colleges.

Smith (2007) study aimed at knowing the effect of parental authority on self-efficacy and

self-esteem of adolescents and the effect of these factors on compatibility in the college, and the sample of the study consisted of (203) students who were exposed to the Self-Efficiency Scale and the Compatibility Scale in the College, the results indicated that students who possess high self-esteem or high self-efficacy have better behavioral and emotional compatibility in the college.

Barakat (2006) also conducted a study to compare the ability to study the compatibility between married and unmarried female students and its relationship to some variables such as place of residence, age, specialization, and grade point average over a sample of (190) students from Al-Quds Open University. The results showed significant compatibility in favor of married female students. Simultaneously, the time-life variable was significant, especially for those between the ages of 38-47, and the results did not show differences between married and unmarried female students due to the variables of the place of residence, specialization, and grade point average.

Baker (2004) also conducted a study to determine the relationship between the type of motivation, compatibility with university life, psychological pressures, and well-being, and an assessment of the impact of the type of motivation (internal, external, and ordinary) on student performance in a sample of second-year students. The results showed that students with normal motivation were characterized by low psychological compatibility to compatibility with university life and a high malaise level. On the other hand, those with internal motivation showed less psychological pressure. Concerning the relationship with academic performance, no kind of motivation had any effect on this. Students who had positive attitudes towards life before entering university obtained better academic results in the following years.

The Grayson (2003) study aimed to know the effect of early university compatibility on academic achievement. The study sample consisted of all first-year students at York University / Trento; the study results indicated a positive effect on the sample members represented in their achievement of high grades and the easy completion of university requirements. The results also showed the effect of early compatibility, as it has a slight impact on grades, while students who did not adapt early in the university are not necessarily related to negative impact.

Wilson (1984) tried to find out the problems of university compatibility among university students in Zambia, and the sample consisted of (242) students from first-year, and (60) students from fourth-year. A questionnaire was applied to the sample members that was prepared for this purpose prepared by the researcher, and the results of the study showed the existence of compatibility problems due to the capabilities available at the university and the services it provides.

Jackson, Lynne, Pincer. Mark, Pratt. Michael & Hansberger. (2000) tried to uncover the relationship between students' expectations about the university and university compatibility during university studies among students at the University of Toronto. The study sample consisted of students wishing to join the university by answering an open question about their expectations about the university related to optimism, readiness, fear, and compatibility. The study results revealed that the apprehensive students showed high psychological pressure, depression and an inability to conform, and a decrease in achievement, while the students who were characterized by readiness, preparation, and motivation were more compatible and higher in academic achievement.

Al-Zoubi & Al-Tkhayneh (2018) noted that The social responsibility of educational institutions and others has valuable outcomes in improving the organizational image   To reach the required compatibility with the institutional life of the employee and the customer.

Through the previous presentation on the differences in the aspects of agreement and disagreement in the previous studies about the variables (the subject of the study), the door remains open in the continuity of research on the topic of compatibility due to its importance in human life in general and students in particular and society alike.

This study is based on knowing the compatibility with university life for Al Ain University students and its relationship to demographic variables. The research problem can be identified in the following main question: What is the effect of each of the variables (college, gender, change of specialization, residency in the location of the university) on compatibility in its four dimensions (social, academic, disciplinary, and emotional among students of Al Ain University, and this question is divided into a group of questions Subsets which are as follows:

1. What is the reality of university compatibility among Al Ain University students?

2. Are there statistically significant differences at the significance ($\alpha=0.05$) in the reality of university compatibility among Al Ain University students due to the college variable?

3. Are there statistically significant differences at the significance ($\alpha=0.05$) in the reality of university compatibility among Al Ain University students due to the gender variable?

4. Are there statistically significant differences at the significance ($\alpha=0.05$) in the reality of university compatibility among Al Ain University students due to the change of specialization variable?

5. Are there statistically significant differences at the level of significance ($\alpha=0.05$) in the reality of university compatibility among Al Ain University students due to the residency in the university variable?s location'

Identify the sources of compatibility with university life and determine the importance of these sources (academic compatibility, social compatibility, personal (emotional) compatibility, commitment to achieving the goals), and the level of influence in university life's compatibility. It is worth noting that the current study has tackled two variables that were not attacked by previous studies within the limits of the researchers' knowledge,

which are the social and professional status variables that were exposed here because of the characteristics of the Emirati society. Accessing the results of this study would help the university administration stand on compatibility and prepare the necessary programs to increase and deepen the level of compatibility with university life.

The Limits of the Study

This study was restricted to Al Ain University students enrolled in the second semester of the year 2019-2020 from humanities and scientific colleges.

The study is limited to several demographic variables, gender, college, professional status, and marital status?

Theoretical and Procedural Terms

Compatibility with university life: it is defined by Abbas (1984) as an ongoing dynamic process carried out by the university student through his understanding of the subjects and success in them and achieving compatibility in the university environment and its basic components of professors, students, academic, cultural, social and sports activities and a level of academic achievement. Procedurally, it is defined as compatibility with university life: it is the degree the student attains on the social compatibility scale. This scale includes four types of compatibility: academic compatibility, social compatibility, personal compatibility, and commitment to achieving goals.

3. Method and procedures.

3.1. Population of the Study

The study population consisted of undergraduate students at Al Ain University for Scientific and Humanities Faculties in the second semester of the academic year 2019/2020, which numbered 32,658 students.

3.2. Sample of the Study

The study was conducted on a sample of (450) male and female students, and it was chosen by the random stratification method in the compulsory university requirements courses for all faculties.

The outcome of the retrieved questionnaires was (432), and (10) questionnaires were excluded because they did not fulfill the required instructions, and this means that the questionnaires that were relied upon and statistically analyzed were (422) questionnaires. Thus the study sample represented (9.3%) of the study population. Table (1) shows the distribution of the study sample according to its independent variables.

Table 1. Distribution of the study sample according to the independent variables (n = 845)

Variables	Variable levels	Frequency	Percentage
College	Humanities	316	74.9
	Scientific	106	25.1
Gender	Male	173	40.9
	Female	249	59.1
Change of specialization variable	Yes	85	20.1
	No	337	79.9
Residency in the location of the university	Yes	125	29.6
	No	297	70.4

3.3. Description of the study tool

Compatibility with the University Community Scale: This scale consists of (44) items distributed into four domains, the first: the social domain and includes (14) items with the following numbers: (1,2,4,8,10,15,16,19,26,29,32,34,38,42), the second: the disciplinary domain, and it includes (9) items: (6,11,20,23,24,27,30,43,44), and the third: the emotional domain, and it includes (11) items with the following numbers (5,13,7,17,21,25,31,35,37,39,40), and the fourth: the academic domain and it includes (10) items: (9,3,12,14,18,22,28,33,36,41), the scale included negative and positive items, and the number of negative items reached (26) items, which carry the following numbers: (1,3,4,5,6,8,9,10,11,13,14,18,20,21,22,23,29,31,35,36,37,38,39,40,41,43), while the number of positive items was (18) items with the following numbers: (2,7,12,15,16,24,19,17,25,26,27,28,30,32,33,34,42,44), the scale was corrected by giving two scores to the subject who answers (yes) to each positive statement and its connotation indicates compatibility, and one score for the subject who answers (no) to each negative statement whose significance indicates a bad compatibility, and thus the score ranges between (0-1).

3.4. Validity and Reliability of the Tool

The scale was presented to a group of specialized professors in some Emirati and Arab universities, their number reached (9) who hold a doctorate in Psychology, and they made some observations and directions on some items. Some amendments were made to some items after two-thirds of the arbitrators agreed on the amendment in a manner consistent with UAE environment.

To ensure the validity of the tool and its validity in measuring what it was developed to measure, the scale was applied to an exploratory sample of (60) male and female students outside the original sample, and the Pearson correlation coefficient was extracted through the correlation of the items with the total score of the scale, as the correlation coefficients ranged between (0.30 - 0.88) and all of them were statistically significant at the level (0.05).

With regard to the reliability of the scale, the method test/retest was used, as the first application of validity was approved, and after two weeks, the second application was performed, and the Pearson correlation coefficient was used to extract the reliability, where the reliability coefficient reached (0.92) and this is a high percentage that meets the purposes of the study.

3.5. Statistical Treatment

In order to process the data, the Statistical Package for Social Sciences program was used (SPSS),

using arithmetic means and (T) test for two independent groups.

4. Results and discussion

First: The results related to the first question: What is the reality of the university compatibility among Al Ain University students?

To determine this, Means were used for each statement and for the overall score for each of the scale domains. Tables (2), (3), (4), (5) show that, while Table (6) shows a summary of the results, and to interpret the results, and since the response scale consists of two responses (yes, no), the arithmetic mean (5.0) or more was adopted to indicate positive compatibility. And less than (5.0) to denote negative compatibility.

1. The social domain

Table 2. Means for university compatibility among students of Al Ain University for the Social Domain (N = 845)

Item N.	Items	Average response *	Compatibility
8	Colleagues often neglect my views.	0.8994	positive
4	Often students make fun of me if they get the chance.	0.8343	positive
1	It is rare for any male (female) student to make friends with me at this university.	0.8175	positive
42	I collaborate with most of the professors at the university.	0.8010	positive
38	I feel that what I'm saying is being ignored by the professors.	0.8012	positive
29	My friends (my girlfriends) are very few at university.	0.7964	positive
2	The professors quickly liked and appreciated me.	0.7728	positive
15	It is fun to spend most of the time with the students at university.	0.7456	positive
26	I do not hesitate to argue with any university officials	0.7172	positive
10	My relationships should only be with a small group of students.	0.6923	positive
19	The success of a colleague is the success of all.	0.6899	positive
32	I find all the respect and appreciation in the university.	0.6757	positive
34	I'm trying to get to know every student in the subject.	0.6661	positive
16	I would like to participate in the social activities of the university.	0.6651	positive
The overall degree of the social domain		**0.7480**	positive

The maximum score for the response is (1).

Through the results in Table (2), it becomes evident that the university compatibility among students of Al Ain University in the social domain was positive on all statements, where the arithmetic mean was more than (0.05), and concerning the total score of the domain by (0.7480). It was found that the top three items for social compatibility among students are item (8), which states: "Colleagues (female colleagues) often neglect my views" with an average of (0.8994), followed by item (4), which refers to: "Often students make fun of me if they get the chance" with an average of (0.8343),

finally, item (1), which states: "It is rare for any male (female) student to make friends with me at this university." With an arithmetic average (0.8178), while the lowest three items for social compatibility were item (43), which states: "I'm trying to get to know every student in the subject." With an arithmetic average of (0.6661), followed

by item (61). I would like to participate in the university's social activities with an average of (0.6651). Finally, item (32) which states: I find all respect and appreciation in the university with an average of (0.6757).

2. Academic domain

Table 3. The Means of university compatibility among Al Ain students for the academic domain (n = 845)

Item N.	Items	Average response *	Compatibility
12	Going to university brings me new experiences and skills.	0.9479	positive
18	I often withdraw from some subjects when I start studying with them.	0.7964	positive
41	I have a desire to move to another university.	0.7053	positive
28	Some books and references are very useful.	0.6663	positive
33	I feel refreshed and lively at the start of the semester.	0.5266	positive
9	My score in many subjects drops from time to time.	0.4096	negative
14	Most of the teachers' teaching method is not useful.	0.4000	negative
3	Some of the material I'm studying is of no significance.	0.2710	negative
36	Some of the subjects I learn are difficult and require introductory materials.	0.2438	negative
22	There is difficulty and lack of organization in the vocabulary of the academic subjects.	0.2154	negative
	Overall degree for the domain of study	**0.5053**	positive

The maximum score for the response is (1).

It is evident from Table (3) that the reality of university compatibility among students of Al Ain University for the sections of the domain of study was positive, as the arithmetic means of the response reached (0.5053). The most prominent three aspects of university compatibility in the student's domain of study were evident in Item No. (12), which states: "Going to university brings me new experiences and skills" with an average of (0.9479). Item (18) followed, which states: "I often withdraw from some subjects when I start studying with them." as the arithmetic average of the

response was (0.7964), and finally item (41) which states: "Most of the teachers' teaching method is not useful. With a percentage of (0.7053), on the other hand, the lowest manifestations of university compatibility in the domain of study were for Item (22), which states: "There is difficulty and lack of organization in the vocabulary of the academic subjects." with an average of (0.2154), followed by Item (36), which states: "Some of the subjects I learn are difficult and require introductory materials." with an average (0.2438), and finally Item No. (3) which states: "Some of the material

I'm studying is of no significance." with an average of (0.2710).

3. Disciplined domain

Table 4. Means of Al Ain students' university compatibility status in the disciplined domain (n = 845)

Item N.	Items	Average response *	Compatibility
27	I submit my homework on time.	0.7716	positive
6	I turn left and right many times during a lecture.	0.7148	positive
20	The homework is annoying and complaining.	0.6888	positive
30	I get distracted in the lectures when the student moves.	0.6154	positive
23	The professor is asking me to be focused and attentive.	0.5302	negative
24	Obey the instructions posted on the notice board.	0.4876	negative
43	The university system is applied to some students, but not to others.	0.4533	negative
11	I am glad the professor was absent or late.	0.4071	negative
44	I prefer to spend most of my time on the university's activities available.	0.1988	negative
Overall degree of disciplinary domain		0.5408	positive

The maximum score for the response is (1).

It is evident from Table (4) that the reality of university compatibility among students of Al Ain University for the disciplinary items was positive, as the arithmetic mean of the response reached (0.5408). The highest manifestations of compatibility were in the disciplinary domain for item (27), which states: "I submit my homework." with an arithmetic average (0.7716), followed by Item No. (6) which states: "More than turning left and right during a lecture." with an arithmetic average (0.7148). Finally, item (20) which states: "The homework is annoying and complaining." with an arithmetic average (0.6888) on the other hand, the least manifestations of compatibility were in the disciplinary domain among university students, item (44) which states: "I prefer to spend most of my time on the university's activities available." with an arithmetic average (0.1988), followed by item (11), which states: "I am glad the professor was absent or late." with an arithmetic average (0.4071). Finally, item (43), which states that "The university system is applied to some students, but not to others." with an arithmetic average (0.4533).

4. Emotional domain

Table 5. Means of Al Ain students' university compatibility status in the emotional domain (N = 845)

Item N.	Items	Average response *	Compatibility
17	I feel confident in the work I do at the University.	0.8509	Positive
31	I feel I did not hear what was said in the lecture well.	0.7834	Positive
7	I like to compete with my colleagues	0.7515	Positive
13	I feel sad about the bad luck during my studies.	0.7041	Positive

25	I am neither bothered nor complaining about the number of materials I learn.	0.6107	Positive
35	I feel unread what is written in front of me during the lecture.	0.5728	Positive
37	I am concerned about asking me questions during the lecture.	0.4686	Negative
21	I feel shy when I start talking about the topic of the lesson.	0.4485	Negative
40	I feel unsure about my answers in the exams.	0.4284	Negative
39	I am concerned about the multitude of duties and research being asked of me.	0.3870	Negative
5	I feel distracted and overthinking when I start studying.	0.2059	Negative
The overall degree of the social domain		**0.5647**	Positive

The maximum score for the response is (1).

It is evident from Table (5) that the reality of university compatibility among students of Al Ain University for the disciplinary items was positive, as the arithmetic means of the response reached (0.5647). And the highest responses in this domain for the item (17) which states: "I feel confident in the work I do at the University." with an arithmetic average (0.8509), followed by item (31) which states: "I feel I did not hear what was said in the lecture well" with an arithmetic average (0.7834). Finally, item (7), which states: "I like to compete with my colleagues." with an arithmetic average

(0.7515), While the least responses were in the emotional domain to the item (5) which states: I feel distracted and overthinking when I start studying. With an arithmetic average (0.2059) followed by item (39), which says: "I am concerned about the multitude of duties and research being asked of me." with an arithmetic average (0.3870). Finally, item (40), which states that "I feel unsure about my answers in the exams." with an arithmetic average (0.4284).

5. Summary of the results and ranking for domains and overall score

Table 6. Arrangement, the arithmetic means and percentages of domains and the overall score (n = 845)

Ranking	Domains	Average of response*	Compatibility
1	The social domain	0.7480	positive
4	The academic domain	0.5053	positive
3	The disciplined domain	0.5408	positive
2	The emotional domain	0.5647	positive
Overall degree of compatibility		**0.5897**	positive

The maximum score for the response is (1).

Table (6) shows the following: The reality of the university compatibility among students at Al Ain University was positive, as the arithmetic means of the response to the overall score reached (0.5897), and the order of the domains came as follows: The first rank: the social domain (0.7480), the second rank: the emotional domain (0.5647), the third

rank: the disciplinary domain (0.5408), the fourth rank: the academic domain (0.5053).

This means that the compatibility in its four domains (social, academic, disciplinary, and emotional) towards the subject variables is positive among Al Ain University students. And the more the male or female student progressed in their university studies, the greater their agreement in

the university community, and this may be because the individual's presence within a certain group is imperative for him to adapt and agree to perform his duties successfully.

These results are consistent with some of the results of previous studies, including the study of Abuhmaidan & alzoubi (2015) study, and the jamal allayl study (1993), the Baker (2004), and the Grayson (2003). Some of the results of the studies differed with the study of Wilson (1984), which resulted in the existence of general problems related to the university's potential, as well as with the study of Samuel (1999), which indicated the existence of problems and difficulties in

compatibility of students with the goals of the university, and inconsistency and conformity with their desires.

Second: The results related to the second question: Are there statistically significant differences at the level of significance (α≤0.05) in the reality of the university compatibility of Al Ain University students due to the college variable?

To answer this question, (T) test was used for two independent groups, and the results of Table (7) show that.

Table 7. The (T) test results to indicate the differences in the reality of university compatibility among Al Ain University students according to the college variable

Domains	Humanity (n = 633)		Scientific (n = 212)		(T)	Significance
	Average	Deviation	Average	Deviation		
The social domain	0.7506	0.21	0.7402	0.13	0.66	0.50
The academic domain	0.5088	0.21	0.4948	0.18	0.86	0.39
The disciplinary domain	0.5450	0.17	0.5283	0.12	1.25	0.21
The emotional domain	0.5758	0.14	0.5317	0.09	4.20	*0.001
Overall score	0.5951	0.11	0.5738	0.06	2.55	*0.001

Statistically significant at the level of significance (α≤0.05)

It is evident from Table (7) that there are no statistically significant differences at the level of significance (α≤0.05) in the university compatibility of Al Ain University students in the domains: (social, academic, and disciplinary) attributable to the variable of the college. The differences were statistically significant in the emotional domain, and the overall degree of university compatibility between students of humanities colleges and students of scientific colleges in favor of students of humanities colleges. And perhaps the reason for this is due to the nature of the courses that students of the humanities colleges learn and the absence of

academic pressure, as is the case with students of scientific colleges, in addition to the fact that students of scientific colleges are characterized by sound logical thinking and more calm, restrained and orderly than their peers in the literary colleges.

Third: The results related to the third question: Are there statistically significant differences at the level of significance (α≤0.05) in the reality of the university compatibility among Al Ain University students due to the gender variable?

To answer the question, T-test was used for two independent groups, and the results of Table (8) indicate that.

Table 8. The T-test results to indicate the differences in the reality of university compatibility among students of Al Ain University according to the gender variable

Domains	Male (n = 346)		Female (n = 499)		(T)	Significance
	Average	Deviation	Average	Deviation		
The social domain	0.7635	0.22	0.7373	0.17	1.87	0.06

The academic domain	0.4708	0.20	0.5293	0.20	4.09	*0.001
The disciplinary domain	0.5944	0.14	0.5037	0.17	7.99	*0.001
The emotional domain	0.5688	0.13	0.5619	0.13	0.74	0.45
Overall score	**0.5994**	**0.09**	**0.5830**	**0.10**	**2.22**	***0.02**

Statistically significant at the level of significance (α≤0.05)

It is evident from Table (8) that there are no statistically significant differences at the level of significance (α≤0.05) in the university compatibility of Al Ain University students in the domains: (social, and emotional) attributable to the Gender variable, while the differences were statistically significant in the academic and disciplinary domains, and the total degree of university compatibility according to the gender variable, in favor of males in the domain of discipline in the total degree of university compatibility and in favor of females in the academic domain, and this may be because co-education contributes to the balanced behavior of male students, in addition to the fact that students are free to spend their leisure time more than female students who stay at home and spend more time in studies and at home than males. Social upbringing plays an effective role in devoting the

two dimensions of discipline and study to females, as there is strict control over females' behavior compared to males.

This result is consistent with some of the results of previous studies with the study of Harris & Antone (1995) in that students are more compatible than female students and that they are more in need of students in university life.

Fourth: The results related to the fourth question: Are there statistically significant differences at the level of significance (α≤0.05) in the reality of Al Ain University students' university compatibility due to the change of specialization variable?

To answer the question, T-test was used for two independent groups, and the results of Table (9) indicate that.

Table 9. The T-test results to indicate the differences in the reality of university compatibility among students of Al Ain University according to the change of specialization variable

Domains	Yes (n = 170)		No (n = 675)		(T)	Significance
	Average	**Deviation**	**Average**	**Deviation**		
The social domain	0.5875	0.19	0.7884	0.17	12.82	0.001*
The academic domain	0.3835	0.20	0.5360	0.19	9.04	0.001*
The disciplinary domain	0.5490	0.17	0.5388	0.16	0.71	0.47
The emotional domain	0.6182	0.13	0.5512	0.12	5.97	0.001*
Overall score	**0.5346**	**0.08**	**0.6036**	**0.10**	**7.89**	0.001*

Statistically significant at the level of significance (α≤0.05)

It is evident from Table (9) that there are no statistically significant differences at the level of significance (α≤0.05) in the reality of university compatibility among students of Al Ain University in the disciplinary domain that is attributed to the change of specialization variable. In contrast, the differences were statistically significant in the

domains: (social, academic, and emotional). The overall degree of university agreement according to the variable of change of specialization, the differences were in favor of the students who did not change their specialization in the social and academic domains and the overall degree of university compatibility, while the differences

were in favor of students who changed their specialization in the emotional domain. This may be due to the fact that the students who studied and did not alter their specializations chose their major with internal control and inner conviction without external influences. Besides, students who have not changed their specializations have received directions and instructions related to their professional future, whether from the family or the university, and they have a conviction in the concept of specialization compared to their peers who have changed their professions.

This result is consistent with some of the results of the Jamal Allyel study (1993), which revealed that there are no differences in the

university community according to the specialization variable of students who changed their specializations.

Fourth: The results related to the fourth question: Are there statistically significant differences at the level of significance (α≤0.05) in the reality of Al Ain University students' university compatibility attributed to the variable of residence in the location of the university?

To answer the question, T-test was used for two independent groups, and the results of Table (10) indicate that.

Table 10. The T-test results to indicate the differences in the reality of university compatibility among students of Al Ain University attributed to the variable of residence in the university's location

Domains	Yes (n = 250)		No (n = 595)		(T)	Significance
	Average	Deviation	Average	Deviation		
The social domain	0.6911	0.18	0.5724	0.18	5.48	0.001*
The academic domain	0.5724	0.18	0.4771	0.20	6.28	0.001*
The disciplinary domain	0.5289	0.16	0.5458	0.17	1.33	0.18
The emotional domain	0.5527	0.11	0.5697	0.13	1.69	0.09
Overall score	**0.58**	0.10	**0.5912**	0.10	**0.61**	**0.53**

Statistically significant at the level of significance (α≤0.05)

It is evident from Table (10) that there are no statistically significant differences at the level of significance (α≤0.05) in the reality of university compatibility among students of Al Ain University in the two domains, i.e. disciplinary and emotional. The overall degree of university compatibility is attributed to the residency variable in the university's location, while the differences were statistically significant in the two domains, i.e. social and academic depending on the residency variable in the university's location. The differences were in favor of the students who reside in the university's location due to the ease of their contact with the university and their speed of

access, which is reflected in their participation in the university's activities. In addition, the university environment for the students residing within it facilitates the reconciliation process due to their integration for a longer period vis-à-vis the students away from the university. This result differs with some of the results of Abuhmaidan & Alzoubi (2015) study, which resulted in differences in the extent of compatibility with the university community among the students who reside in the university city, and among students who reside outside of the university city for the benefit of students residing in the city, as well as with

studying some of the results of the night camel study (1993).

5. Recommendations

In light of the previous results and discussion, the researchers recommend:

1. Creating a comfortable psychological atmosphere by the university administration for students and consider their psychological, social, and academic conditions.
2. Developing the university's curricula to become practical.
3. Conducting a similar study dealing with other variables not covered in the current study and comparing its results with the current study results.
4. Activating the university's counseling center to help students successfully perform their academic and social roles.
5. Providing extra-curricular activities for students at the university to enable students to practice them to alleviate the daily burden of study and different life pressures.

References

[1] Abbas, A. (1984). Abstract in mental health. Alexandria: House of University Knowledge

[2] Abdul Aziz, M. (2010) Introduction to Health Psychology. Wael Publishing House.

[3] Abu Hmaidan, Y. & Alzoubi, M. (2015). University Adjustment and Its Relation to the Characteristics of Extroversion and Neuroticism. International Proceeding of Economics Developmental and Research. Humanity and Social science (ICHSS2014). volume 80

[4] Abu Hmaidan, Y. (2019). *Introduction to Personality Psychology*. Amreya for publication and distribution. Amman.

[5] Ali, A. (2003). University Life Compatibility Scale (ATCS) first edition. The Egyptian Renaissance Library, Cairo

[6] Al-Quraiti, A. (1998). Mental Health. Arab Thought House. Cairo.

[7] Al-Rabadi, S. (2012) compatibility with university life for students of the College of Education at Al Qaseem University. Journal of Arab and Human Sciences. Qassim. Volume 6 Number 1, 429-472

[8] Al-Zoubi, M. T., & Al-Tkhayneh, K. M. (2018). Employees' Perception of Corporate Social Responsibility (CSR) and its Effect on Job Satisfaction. *Journal of Social Research & Policy*, 9(2).

[9] Arkoff, A. (1968). Adjustment and mental Health. New York: McGraw-Hill.

[10] Baker, R. & Siryk, B. (1986). Item composition of subscales on the baker-Siryk: Adjustment to college scale. *Journal of Personality and Social Psychology*. Vol. 64. https://doi.org/10.1037/0022-0167.33.1.31

[11] Baker, S. (2004). Intrinsic, extrinsic, and motivational orientation: The role of academic performance. *Current Psychology*, 23 (3). 189-202

[12] Barakat, Z. (2006). Academic compatibility of university students. Journal of the Arab Psychological Sciences Network, Issue 10 and 11, Spring and Summer 2006

[13] Brooks, J. H., & Dubois, D. L. (1995). Individual and Environmental Predictors of adjustment During the First Year of College. *Journal of College Student Development*, 36, 347-360.

[14] Costa, P.T., & McCrae, R.R. (1992). NEO PI-R. Professional manual. Odessa, FL: Psychological Assessment Resources, Inc. https://doi.org/10.1037/1040-3590.4.1.5

[15] Elias, H., Noordin, N., Mahyuddin, R & Uli, J.. (2009). Adjustment Among First Year Student in a Malaysian University. *European Journal of Social Sciences*,8 (3) pp 496-505.

[16] Grayson, J.P. (2003). The consequences of early adjustment to university. *Higher Education*, 64(4). 411-429.

[17] Habayeb, O. (2009). Alignment with university life for Al-Najah National University students in light of some

variables. Al-Najah University Journal for Research (Humanities) Volume 23 (3).

[18] Hajjo, M. (2015). Alignment with university life and its relationship to some variables among students of Al-Quds Open University - Gaza. Palestine University Research and Studies volume. Volume V - First Issue 284-309. https://doi.org/10.12816/0019722

[19] Harris, H. j. & Antone, R. (1985). The importance of assessing needs of male and female College freshmen. *Higher Education*, 2(3). 1 – 17. ERIC. ED 26275.

[20] https://doi.org/10.1023/a:1027315020856

[21] Jackson, Lynne, Pincer. Mark, Pratt. Michael & Hansberger (2000). Great expectation: The relation between expectancies and adjustment during the transition to university. *Journal of Applied social psychology*, 30(10). 2100-2125.

[22] Radwan, S. (2002). Mental Health. Dar Al Mseera for publishing, distribution, and printing. Oman.

[23] Ramos, S. & Nicholas, L. (2007). Self-efficacy of first-generation and non-first-generation college students: the relationship with academic performance and college adjustment. *Journal of College Counseling*, 10 (1). 6. https://doi.org/10.1002/j.2161-1882.2007.tb00002.x

[24] Smith, G. (2007). Parenting effects on self-efficacy and self-esteem in late adolescence and how those factors impact adjustment to college. Paper presented at the annual meeting of the Eastern Psychological Association, Philadelphia, PA, March 23-25 2007, P4.

[25] Tinto, V. (1996). Reconstructing the First Year College. *Planning for Higher Education*, 25(1), 1-6.

[26] Wilson, B. (1984). Problem of University adjustment experienced by undergraduates in Developing Country." Higher Education, 13(1). 1 – 22. https://doi.org/10.1007/bf00136528

[27] Zang, J. & Heinz, M. (2010). Personality and Psychological Adjustment of Chinese International Students in Germany. *Psychological Reports*, vol. 107 2, 511-525 https://doi.org/10.2466/07.09.11.17.pr0.107.5.511-525.