# Academic Compatibility and its Relationship to Targets Designation Among A sample of Higher Level of Basic Education Students

## By

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## Abstract

The current study aimed to identify the level of academic compatibility and its relationship to the Targets Designation of a sample of students of the higher level of basic education in the Al-Qasr Brigade schools. The study sample consisted of (120) students, their ages were from (13-16) years, and two scales were developed: and target orientations, and their psychometric properties were verified. The results of the study concluded that there is an average level of scholastic compatibility and Targets Designation among students, and that there is a positive correlation between scholastic compatibility and a performance-footage goal, and a mastery goal, and a negative relationship between academic compatibility and a performance-avoidance goal, and based on the results of the study, some Recommendations, including: Working on paying attention to the dimensions of academic compatibility among students, and developing them through counseling Programs.

**Key words**: academic compatibility, Targets Designation, higher level of basic education students.

## Introduction and Theoretical Background

Academic compatibility is an aspect of psychological compatibility, through which the student can achieve his goals. They gave definitions and concepts, including:

Students face many forms of consistency in school from year to year, such as compatibility in changing teachers, school procedures and rules, compatibility with peers, compatibility with expected achievement, with work or difficult tasks, and desire for self-motivated learning, and this is what determines if there is Incompatibility or misalignment in the study (Schunk & Pintrich & Meece, 2008)).

Visharanti (2014) defined academic compatibility as: the student's ability to face social situations, satisfy individual needs, and achieve harmony between the student and the environment, and thus is considered a process of adapting behavior with changes in the environment. It was also defined as: a continuous dynamic process between the student and the surrounding internal and external indicators. (Al-Noubi, 2010).

There are three main aspects that are considered basic determinants of academic compatibility, namely: the individual aspect, which depends on the student in his ability to maintain his emotional balance, flexibility in his dealings with others, and the aspect of the study environment, which is represented in the student's ability to establish good relations with his colleagues and harmony with the subjects school, as well as the social environment by enjoying good relations with his family, neighbors, and the surrounding community (Shaheen, 2010).

The target orientations appeared in (1986) as an integrative pattern of beliefs, reasons for attributing and emotional aspects that generate in the individual reasons for adopting certain behavioral patterns. The main focus was on students' perceptions of themselves and their perceptions of the learning task they are involved in and the nature of their response towards a specific goal or how they perform in a learning situation. Thus, it can be said that target orientations are based on the cognitive, emotional and behavioral responses that the learner shows in achievement and achievement situations; If the goals orientations focus on the orientations of the characteristics of learners towards achieving certain goals (Akpur, 2016).

While Gamze (2017) mentions that target orientations are: a type of cognitive activities associated with success or failure in performing the given tasks, in addition to being one of the variables that direct the regulation of the behavioral patterns of individuals in performance situations, and individuals have different reasons for participating and engaging in The task given to him, which confirms that they adopt different goal orientations, and the target orientations of individuals depend on their possession of different levels of internal motivation directed to the behavioral patterns shown by individuals while performing the task given to them.

As for the upper basic stage, which corresponds to one of the stages of growth determined by psychologists (the stage of adolescence), students enter this stage while they are at the gates of the stage of adolescence, and some define this stage as starting from sexual puberty around the age of (13) and extending to about the age of (21) Their bodies reach their maximum growth, as the individual approaches the completion of mental development, and the individual approaches the end of emotional maturity, and growth at the beginning of the adolescence stage is a rapid increase in the length, width, depth and weight of the body, and females are heavier than boys between the age of eleven and fifteen, and their growth exceeds their height at about seventeen (Sbeitan, 2017).

## The Problem Study and The Questions

Some studies indicated that low academic compatibility reduces the level of goal orientation, which negatively affects the academic life of the individual, as in the study of Miskulin and Vordoljak (2017), which aimed to reveal the relationship between goal orientations, learning approaches, academic achievement, and predictability of achievement from during target orientations.

As the researchers felt the existence of the problem through their interviews with more than (20) students in more than one of the Al-Qasr Brigade schools, whose ages range from (13-16) years, and they are in their teens, i.e. from the seventh to the tenth grade, and orally they By asking a question to the students about the problems they are exposed to, and in a way that approximates the concept of scholastic compatibility and goal orientations, where most of the students answered: that academic compatibility contributes to determining their goal orientations, while others answered: It does not

contribute to their goal orientations. So they found the need to study these variables.

The problem of the current study lies in answering the following main question: What is the level of academic compatibility and its relationship to target orientations among a sample of higher level of basic education students?

Accordingly, the study problem was determined in answering the following questions:

1       What is the level of academic compatibility among the students of the upper basic stage?
2       What is the level of target orientations of the students of the upper basic stage?
3       Is there a statistically significant correlation at the significance level      ($\alpha \leq 0.05$) between academic compatibility and goal orientations?

## The Aims of The Study

The current study aims to:

1       Detecting the level of academic compatibility among students of the upper basic stage.
2       Identifying the level of target orientations of the students of the upper basic stage.
3       Revealing the correlation between academic self-efficacy and academic compatibility.

## The importance of the Study

The importance of the study emerges as follows:

### Theoretical importance

It highlights its importance in shedding light on the level of academic compatibility and its relationship to the target orientations of a sample of students of the upper basic stage, which is an important segment, which constitutes nearly a quarter of society, enriching theoretical literature, and linking transmitted and existing literature among many scholars, and also through It meets the needs of several segments of society, starting with students, passing through their families, their families, and everyone who deals with them.

### The practical importance

which emerges in the benefit of students, counselors, teachers and families, in knowing the level of each of the variables, in order to contribute to modifying and improving the conditions of this category, and helping students to explore their level of academic compatibility and goal orientations, and providing measures that can contribute to diagnosing some problems among This category.

## The Limits of The Study

Objective limits: The study is determined by the standards that the researchers developed for the purpose of achieving the objectives of the current study.

Time limits: the study year (2021 / 2022).

Spatial boundaries: the schools affiliated to the Qasr Brigade.
Human limits: students of the higher level of basic education in public schools.

# Conceptual and Procedural Terms

## Academic Compatibility

Students' desire and love for education, and striving to achieve in a manner compatible with their personal abilities, while building good social relations with everything that surrounds it, and complying with the rules of the educational process (Hatem, 2015). The study is based on the academic compatibility scale prepared for the purposes of this study.

## Target Orientations

A system of mental representations of beliefs, perceptions, perceptions, interpretations, desires, interests, and goals, which work to move and activate the achievement behavior, choose its type, determine its form, level of intensity and continuity, until the goal is achieved (Al-Zogoul, 2006), and procedurally defined: It is the degree obtained by the study sample members on the scale of target orientations prepared for the purposes of this study, bearing in mind that there is no total degree, but rather a degree for each dimension.

The upper basic stage: It is a compulsory educational stage secured by the Jordanian state by providing education for free, and it is from the seventh grade to the tenth grade (Awad, 2007).

# Previous Studies

The following is a presentation of some studies that examined psychological aspects related to academic compatibility and goal orientations, which are related to the subject of the current study:

## Previous studies that dealt with academic compatibility:

Al-Rubaie (2019) conducted a study aimed at identifying the relationship between the level of the school climate and the level of academic compatibility among secondary school students in the schools of the capital, Sana'a. And female students, who were selected by the cluster method, and the results concluded that the level of school climate and school adjustment among secondary school students is average, and there is a positive correlation with statistical significance between the level of school climate and academic adjustment, and the presence of statistically significant differences in the level of school climate according to the gender variable in favor of females .

Al-Nour (2019) conducted a study aimed at identifying the relative contribution of achievement motivation in predicting academic compatibility and academic achievement, and the descriptive analytical approach was used. The results showed that the level of achievement motivation and academic compatibility among the sample members is high, and that achievement motivation contributes to predicting academic compatibility with a statistically significant effect.

Abdullah (2019) conducted a study that aimed to reveal the relationship between personality traits and academic compatibility and aggressive behavior among secondary school students in Khartoum locality. The scale of personality traits, academic compatibility and

aggressive behavior was applied, and the results showed that there is a statistically significant relationship between personality traits, academic compatibility and aggressive behavior among secondary school students, and there are no statistically significant differences in academic compatibility and aggressive behavior according to the two variables: gender and grade level.

Al-Shahrani (2020) conducted a study aimed at identifying the degree of practicing school activities, the degree of school compatibility and the relationship between them, and the detection of differences according to the classroom variable among talented students in secondary school in Bisha Governorate. The study sample consisted of (77) gifted students who were chosen by random stratified method, and the measure of academic compatibility and school activities was used. General very high.

### Studies that Dealt with Goal Orientations

Putin and Daniels (Putwain & Daniels, 2010) conducted a study aimed at identifying the relationship between competency beliefs and test anxiety that are affected by goal orientations. The study sample consisted of (202) male and female high school students in the northwest of Britain. The test, the goal-orientation scale, the competency belief scale. The results of the study revealed that students with low proficiency beliefs in mathematics reported worrying thoughts when they adopted (avoid-mastery) goals, and females with low verbal proficiency beliefs expressed more behaviors that stopped performing the task when they set goals (performance-action). , while males with low verbal aptitude beliefs reported less task-stopping behaviors, if they had goals (performance-action).

Um and Rice (2011) conducted a study aimed at identifying test anxiety, perfectionism, target orientations and achievement. The study sample consisted of (134) students in the southern region of the United States of America. The researcher used the cognitive test anxiety scale, and goal orientation scale. And the measure of perfectionism, and the results of the study showed a positive, significant relationship between test anxiety on the one hand and an attitude (performance-avoidance) and an orientation (mastery-avoidance), and the results indicated that the person with high test anxiety is more likely to be female. Among those who adopt avoidance tendencies (perform-avoid) and (master-avoid).

Al-Safsafa (2017) conducted a study aimed at investigating the relationship between future anxiety among graduate students at Mutah University, their goal orientations, and their perceived self-efficacy. The study sample consisted of (410) students expected to graduate, the following measures were applied to them: Future level anxiety , goal orientations, and perceived self-efficacy, and the results indicated that the relationship between future anxiety and both target orientations and perceived self-efficacy is medium and inverse. Students in humanities colleges.

Maskulin and Vordoljak (2017) conducted a study aimed at revealing the relationship between target orientations and learning approaches, academic achievement and the possibility of predicting achievement through goal orientations. The study sample consisted of (346) male and female students in the Osijek region of Croatia. The researcher used the goal orientation scale The learning approach and academic achievement, and the results of the study indicated a positive relationship between performance goals and strategic deep learning, and a positive relationship between the goal mastery orientation and the deep and strategic learning approach, and also indicated that the target orientations were a positive predictor of academic achievement.

### Commenting on Previous Studies

By reviewing previous studies, it is noted the importance of academic compatibility in

alleviating the pressures and problems that students are exposed to. As for the studies of target orientations and their relationship to other variables, how did they affect the student's life, and helped in obtaining results indicating the importance of the presence of these variables, especially as they dealt with the same target group, which is the stage High School, and it agreed with the study of Al-Rubaie (2019).

Therefore, the current study comes, which is expected to help researchers fill the void in previous studies, and the current study benefited from previous studies to the importance of academic compatibility and academic self-efficacy among students. One of the high school students.

# The Methodology of the Study

The current study follows the descriptive, correlative approach, due to its relevance to the study objectives.

# Study Personnel

The study members consisted of (140) students of the upper basic stage, and they were chosen by a simple random method, and their ages ranged from (13-16) years, i.e. from the seventh grade to the tenth grade, and the measurements were applied to them electronically using mobile phones.

# The Tools of Study

The study criteria were as follows:

### Academic Compatibility Scale
The academic compatibility scale was developed by returning to the theoretical literature and previous studies: Wadi study (2016), Abdullah study (2019), Al-Nour study (2019) and Daoud study (2019). The scale may initially consist of (28) items and four dimensions: Relationship With teachers, relationship with colleagues, time management, relationship with study materials.

In order to verify the suitability of the scale for the purpose of the study and its environment, the following psychometric properties of the scale were verified:

### The validity of the study tool
Apparent honesty (the honesty of the arbitrators):

To ensure the scale's validity and relevance to the objectives of the study and the clarity and linguistic integrity of the paragraphs, the scale was presented to faculty members working in the faculties of education in Jordanian universities in the specializations of psychological counseling and psychology, and a test of agreement (10) was adopted by arbitrators to maintain or amend the paragraph, and to make amendments what they see fit. And based on their suggestions, linguistic modifications were made in (5) paragraphs, and (4) paragraphs were deleted, so that the number of paragraphs of the scale became (24) paragraphs, and it became in the final form:

### Dimension

The relationship with teachers: It is a relationship that is considered the basis of the positive and productive educational process, as the harmony between the two parties allows each of them to obey the other, and creates an integrative environment that achieves what the two parties seek, represented by paragraphs (1-6).

### Dimension

The relationship with colleagues: a positive complementary relationship with each other and mutual respect away from self-reflection or violence, which contributes to providing a safe school environment that helps achieve the student's goals academically and socially, represented by paragraphs (7-12).

### Dimension

Time management: The ability to manage reading time in an orderly manner, by clarifying the time needed to complete the reading while making sure to complete it on time, represented by paragraphs (13-18).

### Dimension

The relationship with the study subjects: a process in which the student gives special attention to the study subjects, and his ability to ignore all matters that distract his thoughts to reach a good education, represented by paragraphs (19-24).

### *The validity of the internal structure*

The validity of the construction was confirmed by sending the scale electronically to an exploratory sample of (30) students, from the study members and outside the sample. And the total score ranged from (0.31-0.67), and all items were statistically significant at the significance level (0.05), and the correlation coefficients were a function of the four dimensions: the relationship with teachers, the relationship with colleagues, time management, the relationship with the study subjects, with the total score, respectively. (0.62, 0.61, 0.60, 0.57).

### *The Stability of Tool of Study*

To ensure the stability of the academic compatibility scale using two methods of calculating the stability:

### *Test Re-test*

The scale was applied to an exploratory sample of (30) students from the study members and outside the sample, and they were asked to answer the paragraphs of the scale, then it was re-applied two weeks after the first application, and the Pearson correlation coefficient was calculated showing the degrees of the sample members in the two applications, and on the four dimensions of the scale, The reliability coefficient reached by the recurrence method for the total score (0.87), and for the four dimensions: the relationship with teachers, the relationship with colleagues, time management, and the relationship with study subjects, respectively (0.86, 0.81, 0.86, 0.89).

### *Cronbach Alpha method*

The stability of the internal consistency was calculated using the Cronbach alpha equation on the members of the exploratory sample. The stability coefficient of the internal consistency method for the total degree was (0.89), and for the four dimensions: the

relationship with teachers, the relationship with colleagues, time management, the relationship with materials study, respectively (0.86, 0.80, 0.85, 0.84).

Application, correction and interpretation of the academic compatibility scale according to the direction of the paragraphs

The scale consisting of (24) items has been applied, and the degree on the scale items ranges accordingly between (24-120), where the scores are given in the case of a high academic compatibility rate as follows: always (5), often (4), sometimes (3), rarely ( 2), never (1). All paragraphs of the scale are positive, and to explain the paragraphs of the scale, a range was used, in which the degree is divided according to the arithmetic mean of the paragraph between (1-5) into three levels as follows: Range = largest value - smallest value / number of levels. 5 -1/3 = 1.33

The score is between (1-2.33) a low level
The score is between (2.34-3.66) intermediate level
The score is between (3.67-5) high level.

### Scale of goal orientations
The objective orientation scale was developed by returning to the theoretical literature and previous studies, which dealt with the subject of goal orientations, including (Bani Mufarrej, 2014), (Al-Safafa, 2017 (Al-Azzam, 2019), and the scale may initially consist of (24) items. and three dimensions:

In order to verify the suitability of the scale for the purpose and environment of the study, the following psychometric properties of the scale were verified

### The validity of the study tool

### Apparent honesty (the honesty of the arbitrators)
To ensure the validity of the scale and its relevance to the objectives of the study, and the extent of the clarity of the paragraphs and their linguistic integrity, the scale was presented to a number of arbitrators, which amounted to (14) arbitrators from faculty members working in the faculties of education in Jordanian universities, and the test of agreement (10) arbitrators was adopted to keep the paragraph Or modify them, and based on their suggestions, linguistic modifications were made in (6) paragraphs, bringing the number of paragraphs of the scale to (24) paragraphs, and it became in the final form:

### The first dimension
Performance goals - footsteps represented in paragraphs (1-8): they are goals in which the individual focuses on external standards of competence, especially comparison with others, and they are described as step-by-step orientations.

### The second dimension
The goals of mastery represented by paragraphs (9-16): these are goals set by some learners who consider the school an opportunity to compete or to challenge their abilities, so they focus on acquiring the smallest details and are distinguished by continuous perseverance even in difficult tasks.

### The third dimension
Performance goals - avoidance, represented by paragraphs (17-24): They are goals in which the individual tries to avoid negative judgments about competence or his attempt to

obtain positive judgments about them.

### The validity of the internal structure

The validity of the construction was confirmed by distributing the scale to an exploratory sample of (30) female teenage students from the study community and outside the sample, and then calculating the correlation coefficients between each of the items with the dimension, and the correlation of the items with the dimension, and the correlations ranged between the item and the degree The totality ranged between (0.31-0.68), and all items were statistically significant at the significance level (0.05), and the correlation coefficients were a function of the three dimensions: performance goals - footsteps, mastery goals, and performance goals - avoidance, with the total score as follows (0.56, 0.62, 0.60), and all dimensions are statistically significant.

### The Stability of Tool of Study

To ensure the stability of the study tool, two methods were used to calculate the stability, which are:

### Test Re-test

The scale was applied to an exploratory sample of (30) female students from the study community and outside the basic sample, and they were asked to answer the paragraphs of the study tool, and then it was re-applied to them two weeks after the first application, and after that, the Pearson correlation coefficient was calculated showing their scores in the two applications, and on the dimensions The three dimensions of the scale, the reliability coefficient of the repetition method for the total score was (0.89), and for the dimensions performance goals - courage, mastery goals, and performance goals - avoided, respectively (0.82, 0.84, 0.89)

### The second method: Cronbach Alpha method

The stability of the study tool was calculated by using Cronbach's alpha equation on the exploratory sample. The stability coefficient by the internal consistency method for the total degree was (0.91), and for the three dimensions: performance goals - courage, mastery goals, performance goals - avoidance, respectively (0.81, 0.86, 0.84).

## Scale application, correction and interpretation:

The scale consisting of (24) items has been applied, and the degree on the scale items ranges between (24-120), where the scores are given as follows: always (5), often (4), sometimes (3), rarely (2), never (1 ). All the items of the scale are positive, and to explain the items of the scale, a range was used, in which the score is divided according to the arithmetic mean of the item between (1-5) into three levels as follows: 5-1/3 = 1. 33

The degree is between (1-2.33) a low level of goal orientations.
The degree between (2.34-3.66) is an average level of goal orientations.
The score is between (3.67-5), a high level of goal orientations.

## The Procedures of The Study

The following procedures were followed in the implementation of the current study:

1       Refer to the theoretical literature and previous studies related to the subject Jand prepare the two study tools, and verify the indications of their validity and reliability.
2       Determining the study members and their sample.

3       Applying the two study tools to a sample of higher level of basic education students.
4       Clarify the purpose of the study, and that the answers will be treated confidentially, and that this information will be used for scientific research purposes only.
5       The study scales were distributed to the study members electronically and individually electronically.
6       Collecting and analyzing data to reach results, discussing them and making appropriate recommendations.

# The Used Statistical Methods

To achieve the objectives of the study, the following statistical methods were used:

1       To calculate the significance of validity and reliability, Pearson correlation coefficients were used.
2       To answer the first and second questions, the arithmetic means, standard deviations and the level were extracted.
3       To answer the third question, Pearson correlation coefficients were used.

# Study results, discussion and recommendations:

The following is a presentation of the study results, discussion and recommendations:

Presentation of the results related to the second question: What is the level of academic compatibility among the students of the upper basic stage?

To answer this question, the arithmetic means and standard deviations of the academic compatibility scale were calculated, and Table (1) shows the results:

**Table (1)** Arithmetic means and standard deviations of the academic compatibility scale

| No. | Paragraph | Standard Deviation | Arithmetic Average | Order | Estimate |
|---|---|---|---|---|---|
| 1 | Relationship with teachers | 3.22 | 1.08 | 2 | Average |
| 2 | Relationship with colleagues | 2.34 | 0.73 | 1 | Average |
| 3 | Time management | 3.28 | 1.16 | 3 | Average |
| 4 | Relationship with academic courses | 3.33 | 1.20 | 4 | Average |
|  | Overall score | 2.87 | .620 | Average | |

Table (1) shows that the academic compatibility of the students of the higher level of basic education was at a medium degree, and it came with an arithmetic mean (2.87), and a standard deviation (0.62), as it came with medium degrees in the four dimensions and came less after the relationship with colleagues, then the relationship with teachers , then time management came higher after the relationship with the subjects.

The researchers attribute the difference in the level achieved by the students of the higher level of basic education in academic compatibility to a moderate degree, to the fact that they suffer from a lack of attention from parents and school, and distanced themselves from their colleagues, not sitting with them, and interacting with colleagues; This has an effect on the academic compatibility of the higher level of basic education students.

It is noted that the relationship with the study subjects came to the highest dimensions,

due to the fact that the students of the upper basic stage, may know how to follow their lessons and pay attention to them by listening and listening well to the subject teacher, and sitting quietly while listening to the lesson.

Presentation of the results related to the second question: What is the level of target orientations among students of the higher level of basic education in the schools of the Kasbah of Karak Governorate?

To answer this question, the arithmetic averages and standard deviations of the goal-orientation scale were calculated. Table (2) shows the results:

**Table (2)** Arithmetic Means and Standard Deviations of the Scale of Objective Orientations

| No. | Paragraph | Standard Deviation | Arithmetic Average | Order | Estimate |
|---|---|---|---|---|---|
| 1 | Performance goals - courage | 3.11 | 1.11 | 2 | Average |
| 2 | Mastery goals | 3.22 | 1.08 | 3 | Average |
| 3 | Performance goals - avoidance | 2.34 | 0.73 | 1 | Average |
| | Overall score | 2.89 | .640 | Average | |

Table (2) shows that the students' target orientations were of a medium degree, and it came with an arithmetic mean (2.89) and a standard deviation (0.64), as it came with medium degrees in the three dimensions and came lower after performance goals – avoidance and then performance goals – courage and came higher After mastering goals.

The researchers attribute the difference in the level achieved by students in target orientations between medium to low, to their being students in their teenage years, and due to the lack of interest of the students' parents, school and teachers in improving goal orientations, and the lack of interest of parents to follow up their children in this difficult stage they are going through.

It is noted that the trend towards the goal of mastery came in the highest dimensions, and this is due to the fact that the students have the desire to reach their goals; And achieve them, but because the parents are not interested in the educational aspect, and the students are not committed to studying, and they may not know how to listen and listen well, and sit quietly while listening to the lessons, and they need training of that

Presentation of the results related to the third question: Is there a statistically significant correlation at the significance level ($\alpha \leq 0.05$) between academic compatibility and goal orientations?

To answer the current question, the Pearson correlation coefficient was used between academic compatibility and target orientations among students of this stage. Table (3) shows the results:

**Table (3)** Correlational relationship between academic compatibility and students' goal orientations

| Objective Orientations / Academic Compatibility | Objectives of Performance - Courage | Goals of Mastery | Objectives of Performance - Avoidance |
|---|---|---|---|
| Relationship with teachers | 0.52** | 0.42** | -0.40** |

| | | | |
|---|---|---|---|
| Relationship with colleagues | 0.43** | 0.45** | -0.39** |
| Time management | 0.44** | 0.41** | -0.43** |
| Relationship with School Courses | 0.48** | 0.52** | -0.51* |
| Total Academic Compatibility | 0.55** | 0.45** | -0.42** |

Table (3) shows that there is a positive correlation between academic compatibility and performance-footage goals, and mastery goals, meaning the higher the academic compatibility, the higher students' performance-footage goals and mastery goals, while there was a negative correlation between academic compatibility and performance-avoidance goals. , since the higher the level of academic compatibility, the fewer the students' performance-avoidance goals, and if this indicates anything, it indicates that there is a positive relationship and a negative relationship between the two variables.

The researchers attribute this result to the parents' lack of interest in their student children, in terms of raising and improving their academic compatibility, through the development of a program to improve the relationship between students, teachers, school, study materials and colleagues, and training on that in cooperation with school counselors in how to organize time, and improve academic compatibility. , until students reach the goals they want to achieve, and get rid of avoidance performance goals.

Where the results of this study agree with some previous studies, such as: Al-Safasfa study (Al-Safasfa, 2017), and the study of Miskulin and Vordoljak (2017), where the studies indicated a positive correlation between academic self-efficacy and mastery goals, and they differed with the study of Eum, & Rice, 2011, where the results indicated a rise in the level of academic self-efficacy among students, and the existence of a statistically significant inverse relationship between goals - performance - courage, and academic self-efficacy among students.

## Recommendations

In light of the results of this study, the following recommendations can be suggested:

1   Working on paying attention to the dimensions of academic compatibility and academic self-efficacy among students, and developing them through counseling programmes.
2   Take advantage of the interrelated relationship between academic compatibility and goal orientations, so that one can be developed to contribute to the development of the other variable.
3   Activating the role of school counselors in increasing the development of scholastic compatibility and target orientations among students of this stage through collective guidance classes and guidance brochures, because there is a positive relationship between them, in any way.
4   Conducting training courses for students of this stage to develop scholastic compatibility and target orientations because of their reflection on each other.
5   Conducting more educational and guidance studies for students of this stage, which relate to relations with teachers, colleagues, and academic behavior.

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