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Un model integrativ al adaptării academice: interacțiunea dintre cerințe, resurse și caracteristici individuale în contextul universitar românesc

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Cercetarea adaptării academice



Cine reușește la universitate? Factori cognitivi și non-cognitivi predictorii ai (in)adaptării și riscului de abandon la studenții din anul I

Cod: PN-III-P1-1.1-TE-2021-0576

<https://succes.unitbv.ro/>



Studentul angajat: Rolul predictiv al interacțiunii dintre cerințe și resurse asupra adaptării academice și a adaptabilității în carieră

Cod: PN-IV-P1-PCE-2023-0852

<https://wiseadapt.unitbv.ro/>





Adaptarea academică la studenții din anul I

- Etapa de tranziție
 - noi provocări sociale și personale
 - redefinirea identității
 - explorarea de noi roluri și responsabilități
 - dobândirea competențelor/abilităților necesare exercitării unei cariere profesionale
- Experiențe provocatoare (schimbări în mediul educațional, sarcini academice nefamiliare, noi rețele sociale și dezvoltarea unei noi identități) care ar putea afecta performanțele academice
- Adaptarea academică= capacitatea de a interacționa eficient cu noul mediu academic și de a răspunde cerințelor acestuia, prin implicarea strategiilor de coping specifice (*Baker & Siryk, 1989, Páramo et al., 2017*)

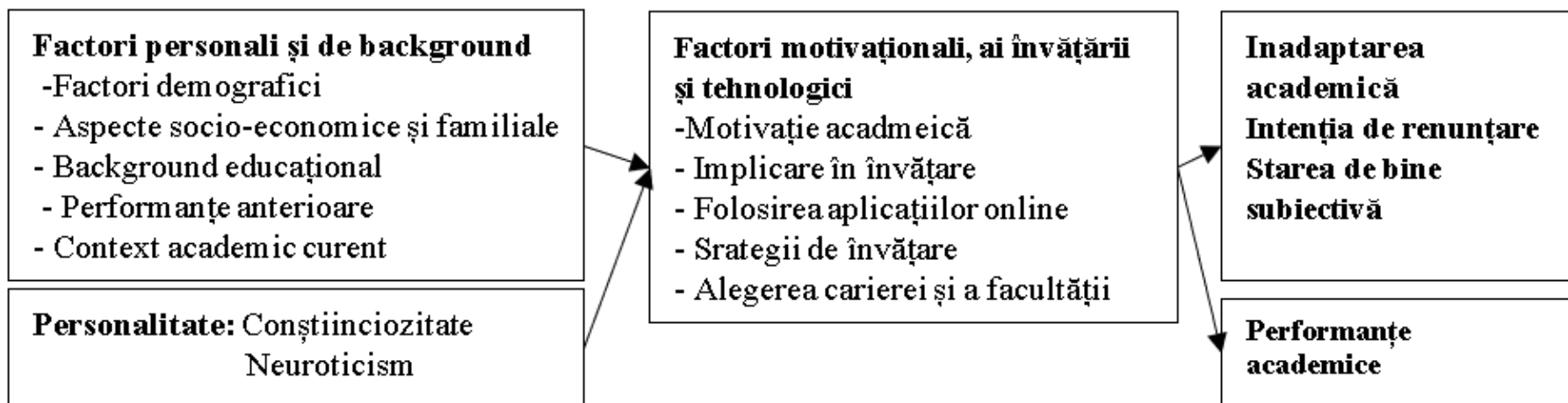




Adaptarea academică la studenții din anul I

- O tranziție reușită are impact pozitiv asupra **succesului și bunăstării academice** (*Bowman, 2010, Gale & Parker, 2014*) și crește șansele studenților în ceea ce privește **performanța și persistența academică** (*Lowe & Cook, 2010*).
- Efectele inadaptării sunt asociate cu **performanțe academice scăzute, abandon academic, risc mai mare de abandon** (*Adams, 2017*)
- **Adaptarea academică- un concept multidimensional**
 - a. **Realizarea academică:** implică adaptarea abilităților la cerințele academice, motivația de învățare, scopuri academice clare, satisfacție generală față de mediul de academic;
 - b. **Adaptarea sociala:** implică capacitatea de a stabili relații sociale și de a se integra în viața socială universitară;
 - c. **Adaptarea emoțională:** reprezintă capacitatea de a face față provocărilor legate de studiu, care poate determina stres și anxietate.





Noiembrie 2022 T1
-Factori personali -Alegeri si decizii de carieră -Performanțe anterioare -Personalitate - Motivație -Adaptare academică

Martie-aprilie 2023 T2
-Factori personali -Strategii de învățare - Motivație și implicare -Folosirea aplicațiilor online -Adaptare academică

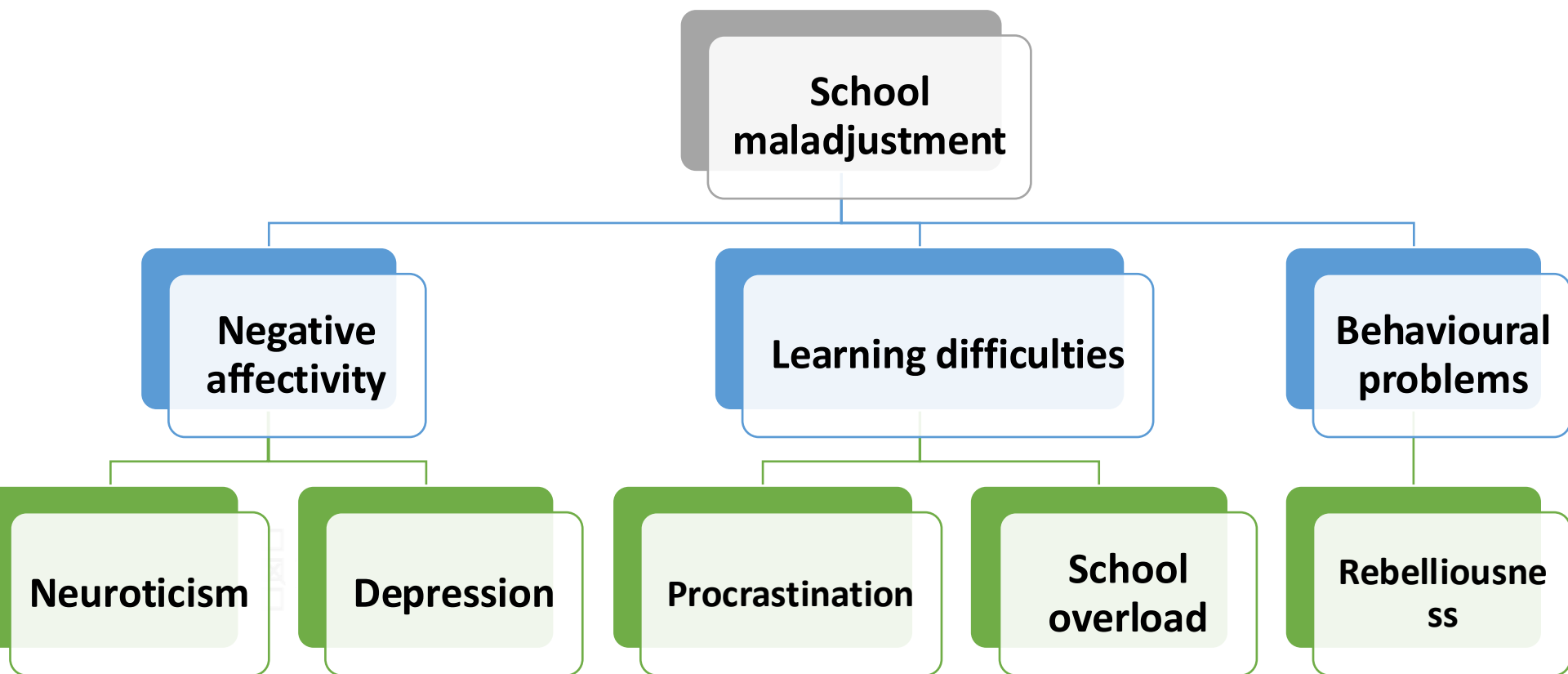
Octombrie 2023 T3
-Factori personali -Strategii de învățare - Motivație și implicare -Folosirea aplicațiilor online -Stare de bine -Adaptare academică

Ianuarie 2024 T4
-Factori personali -Strategii de învățare - Motivație și implicare -Folosirea aplicațiilor online -Stare de bine -Adaptare academică

Mai 2024 T5
<u>Follow up</u> - Motivație și implicare -Adaptare academică - Performanțe - Stare de bine -Abandon



The maladjustment model (Clinciu & Cazan, work in progress – preuniversity level)





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School Maladjustment

- School maladjustment reflects **students' difficulties in adapting to academic demands and the educational environment.**
- It emerges when the **demands of school exceed students' personal and emotional resources**, leading to different forms of maladaptive responses.
- The model conceptualizes school maladjustment as a **multidimensional construct** including:
 - **emotional distress** (e.g., neuroticism, depression)
 - **learning regulation difficulties** (e.g., procrastination, academic overload)





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School Maladjustment

Item development

(67 items Yes/ No items reflecting emotional, behavioral and academic difficulties)



Data collection

N = 923 secondary and high school students



Factor analyses: EFA + CFA



Five dimensions identified

Neuroticism

Procrastination

Rebelliousness

Depression

Academic overload



Psychometric evaluation

Good reliability and structural validity





Factor structure of the School Maladjustment Questionnaire

<i>Dimension</i>	<i>Example items</i>	<i>N items</i>	<i>α</i>	<i>Variance</i>
Neuroticism	“I’m very afraid of some teachers.” / “I feel overwhelmed and helpless at school.”	11	.79	18.4%
Procrastination	“I postpone starting my homework as long as I can.” / “My thoughts wander during lessons.”	8	.75	7.51%
Rebelliousness	“I often skip classes.” / “I have been reproached for behavioral problems.”	13	.80	6.16%
Depression	“Sometimes I think it would be better if I didn’t exist.” / “Life sometimes seems meaningless.”	8	.77	3.57%
Academic overload	“School tasks are too many and too difficult.” / “Teachers have exaggerated requirements.”	8	.72	3.28%

Total reliability: $\alpha = .90$. **Total variance explained:** 38.9%

Exploratory and confirmatory factor analyses identified five dimensions.

The largest proportion of variance was explained by neuroticism, followed by procrastination and rebellious behavior.

All subscales demonstrated satisfactory internal consistency, and the overall instrument showed high reliability.





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Gender and educational level differences

Gender differences

- Girls reported **higher levels of depression**
- Boys reported higher levels of:
 - procrastination
 - academic overload
 - rebellious behavior

Educational level

- High school students showed **higher levels of maladjustment** than secondary school students
- except for **neuroticism**





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Predictive validity

School maladjustment and academic performance

Key results:

- **Rebelliousness** showed the strongest association with lower performance

$(r = -.48, p < .001)$

- **Academic overload** showed a moderate association

$(r = -.22, p < .001)$

Overall:

School maladjustment



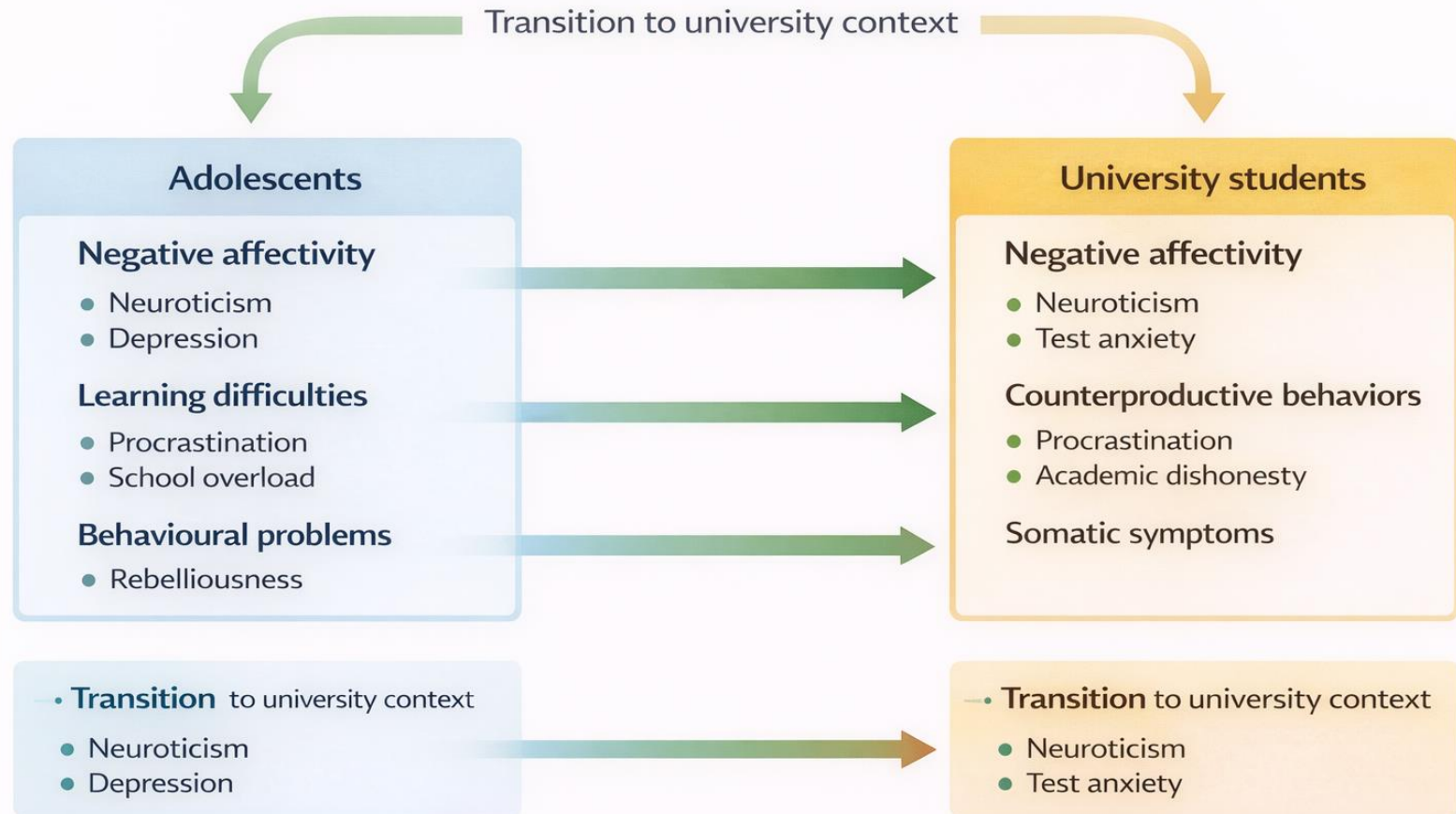
Lower academic performance

$r = -.29, p < .001$





From school maladjustment to academic maladjustment



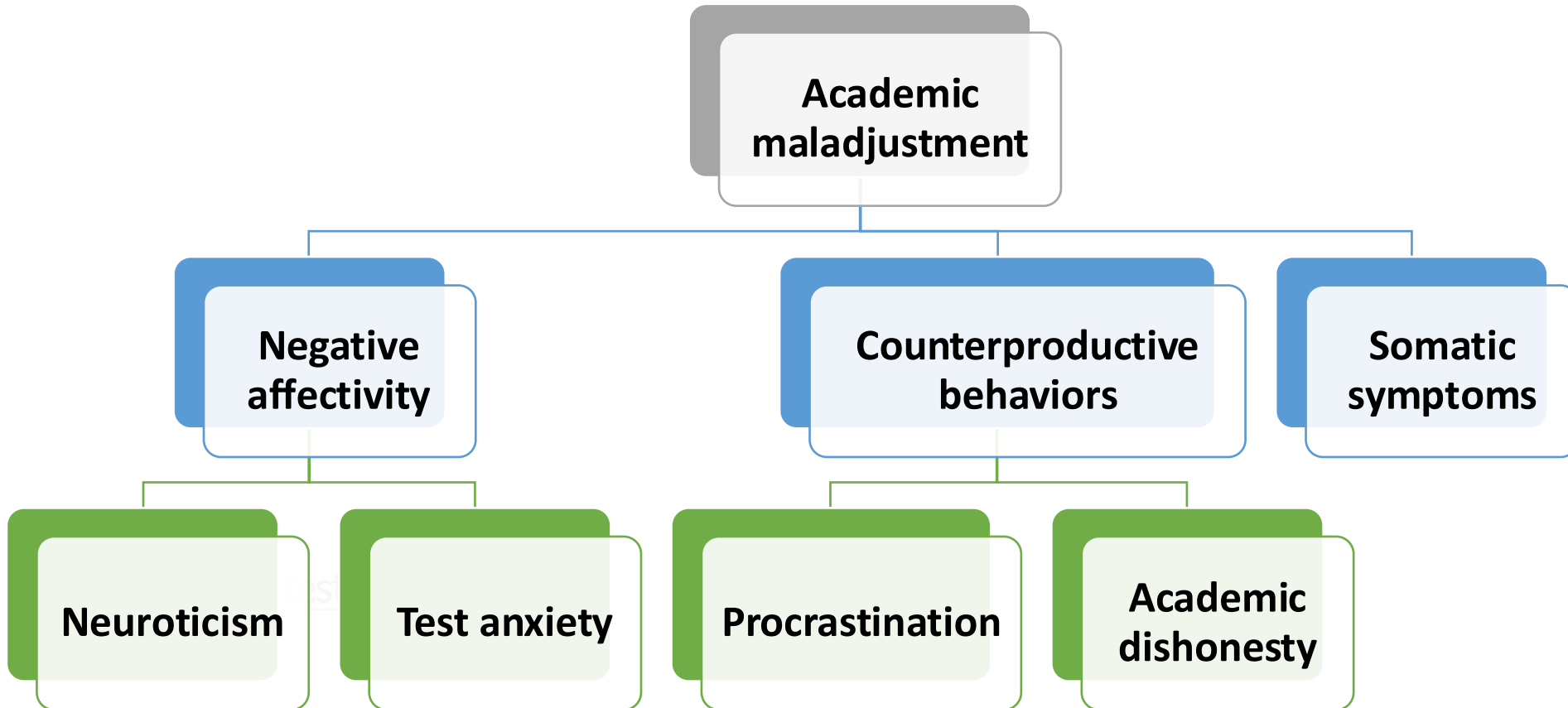


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The maladjustment model (Cazan et al., 2023)

<https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2023.1275939/full>

university level





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Chestionarul inadaptării academice (Cazan et al., 2023)

<https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2023.1275939/full>



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Validation study for the Academic Maladjustment Questionnaire on a Romanian sample

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Introduction: The problem of academic dropout in the first year of studies represents an important issue for higher education, in that it accounts for an important indicator of quality but also for the negative consequences it produces on individual, institutional and social level. The main aim of the study is to validate and evaluate a robust measure of overall academic maladjustment.

Method: The participants were 809 first-year students from various Romanian



- **Chestionarul inadaptării academice (Cazan et al., 2023)**
- **Intenția de abandon** – 5 itemi, $\alpha = .82$, scoruri mari indică o intenție mai mare de abandon academic
- **Conștiincuoșitatea & Neuroticismul** - IPIP scales (Iliescu et al. 2015)
- **Scala pentru Motivație Academică** (Valerrand et al., 1993)
- **Scala Implicării în învățare** (Schaufeli & Bakker, 2003)
- **Inventarul Stilurilor de învățare** (Vermunt et al, 2004)
- **Chestionar date factuale**- aspecte demografice (gen, vârstă, mediu de proveniență), aspecte socio-economice, background educațional



- Un student poate înregistra niveluri semnificativ diferite de adaptare pe anumite dimensiuni ale vieții academice - poate funcționa relativ bine în planul adaptării la solicitările și sarcinile academice, în timp ce înregistrează dificultăți majore de adaptare socială sau personal – emoțională
- O abordare longitudinală permite înțelegerea în profunzime a variației în timp a adaptării academice – se pot identifica cele mai solicitante perioade pentru studenți și, consecutiv, se pot iniția programe de intervenție care să susțină studenții în perioadele solicitante.
- Adaptarea academică este un fenomen complex, dinamic și multi-fațetat
- O singură evaluare realizată într-un singur moment de timp nu poate surprinde complexitatea acestui proces - dinamica interacțiunilor dintre factorii determinanți - proces dinamic în timp
- Percepția asupra dificultăților de adaptare și asupra abilităților personale de a face față acestora se modifică odată cu trecerea timpului.



Factor structure of the Academic Maladjustment Questionnaire

Dimension	Example items	N items	α	Variance
Procrastination	"I delay starting academic tasks as long as possible." / "I often run out of time and leave assignments unfinished."	7	.87	28.23%
Dishonesty – unethical behavior	"I have copied assignments from colleagues." / "I would allow someone else to take an exam for me."	7	.83	11.79%
Test anxiety	"I feel panic when I have to answer during seminars." / "I stammer or cannot find my ideas when answering."	4	.89	5.35%
Machiavellian attitude	"The end justifies the means to obtain good academic results."	5	.83	3.58%
Neuroticism	"Criticism deeply upsets me." / "I am very sensitive to remarks."	3	.79	3.10%
Somatisation	"I have sleep problems because of academic stress." / "I experience physical symptoms due to emotions."	4	.78	2.98%
Disengagement	"I am often late for classes." / "I postpone preparing for courses."	3	.65	2.72%

Total reliability: $\alpha = .93$. Total explained variance: 57.75%

Seven factors were initially identified; however, the disengagement factor showed a weaker structure and was further examined in the confirmatory analysis.



Chestionarul inadaptării academice (Cazan et al., 2023)

Items	Dimensions	Loadings
F1 Procrastination	Academic maladjustment total	0.904
F2 Dishonesty – unethical behavior		0.384
F3 Test anxiety		0.721
F4 Machiavellian attitudes		0.443
F5 Neuroticism		0.693
F6 Somatization		0.885
24 I feel attracted by all sorts of small activities, which distract my attention from my school obligations.	F1 Procrastination	0.687
23 When I am at home, I have the habit of procrastinating starting doing my homework as long as I can.		0.705
09 I often sit at my working desk reluctantly and vacantly.		0.787
01 I enter a time crisis very often and that is why I frequently get with my homework being undone.		0.624
12 I cannot organize either my time or my school activity.		0.745
07 When we are unexpectedly given a current examination, I am almost sure that I shall not manage.		0.639
02 I cannot follow the lectures in the classroom too long because my thoughts fly away		0.653
31 I don't see any problem in letting someone else solve my course or seminar assignments.	F2 Dishonesty – unethical behavior	0.710
28 I have copied the assignment requested for a seminar or exam from a classmate before.		0.743
32 I would be willing to let someone better prepared take an exam on my behalf.		0.599
35 If I were in a time crisis, I would not hesitate to buy a pre-made thesis or dissertation.		0.541
29 I have no problem with giving information to someone or allowing them to copy during an exam.		0.603
27 I sometimes “draw inspiration” from my colleagues to solve homework or academic tasks.		0.708
39 I wouldn't have any problem “peeking” at my colleagues' papers to better respond to the requests of an important exam.		0.782

Chestionarul inadaptării academice (Cazan et al., 2023)

05 When I am requested to answer, I am caught by a state of deep panic and anxiety.	F3 Test anxiety	0.781
16 I have a lump in my throat very easily when I have to answer at seminars.		0.913
15 When I am requested to answer at seminars, I become pale, I stammer, or I cannot easily find my ideas.		0.907
06 I hardly ever have the courage to solve a task in front of my colleagues, even if I know that I could do this thing correctly.		0.688
43 The internet provides plenty of easy ways to get out of trouble at college, which I successfully use.	F4 Machiavellian attitudes	0.553
42 I believe that used cleverly, lying can get you out of many college-related predicaments.		0.792
26 I believe that to achieve excellent academic results, “the end justifies the means.”		0.615
41 In such a competitive world as today’s, I believe you have to be capable of anything to achieve good academic results.		0.766
40 I would be willing to commit some small dishonest acts (copying, whispering) to maintain my scholarship.		0.731
13 I cry very quickly out of nothing.	F5 Neuroticism	0.628
11 Remarks and criticism (even the very small ones) deeply upset me and make me very angry.		0.865
10 I am exaggeratedly sensitive to criticism.		0.898
18 I have an agitated and poor-quality sleep.	F6 Somatization	0.636
19 In the morning I hardly wake up and I seem to be more tired than when I went to bed.		0.705
20 Sometimes I am so fed up with everything.		0.820
17 I have stomach pains, I hardly breathe or my heart beats insanely because of emotions.		0.665

Standardized estimates, *p* values <0.001 for all the items.

Chestionarul inadaptării academice (Cazan et al., 2023)

	1	2	3	4	5	6	7	8	9	10
1 Procrastination	1									
2 Dishonesty – unethical behavior	0.406***	1								
3 Test anxiety	0.550***	0.151***	1							
4 Machiavellic attitudes	0.376***	0.699***	0.166***	1						
5 Neuroticism	0.467***	0.168***	0.563***	0.209***	1					
6 Somatization	0.628***	0.248***	0.575***	0.243***	0.532***	1				
7 Maladjustment total	0.845***	0.641***	0.697***	0.632***	0.651***	0.757***	1			
8 Dropout intention	0.412***	0.231***	0.255***	0.192***	0.200***	0.326***	0.394***	1		
9 GPA	0.056	-0.096**	-0.023	-0.079*	0.014	-0.011	-0.027	0.081*	1	
10 Neuroticism	0.522***	0.111**	0.553***	0.153***	0.532***	0.616***	0.581***	0.387***	-0.010	1
11 Conscientiousness	-0.264***	-0.306***	-0.404***	-0.264***	-0.330***	-0.445***	-0.602***	-0.410***	-0.078*	-0.512***

N = 805, ***Correlation is significant at the 0.001 level (2-tailed).

**Correlation is significant at the 0.001 level (2-tailed).

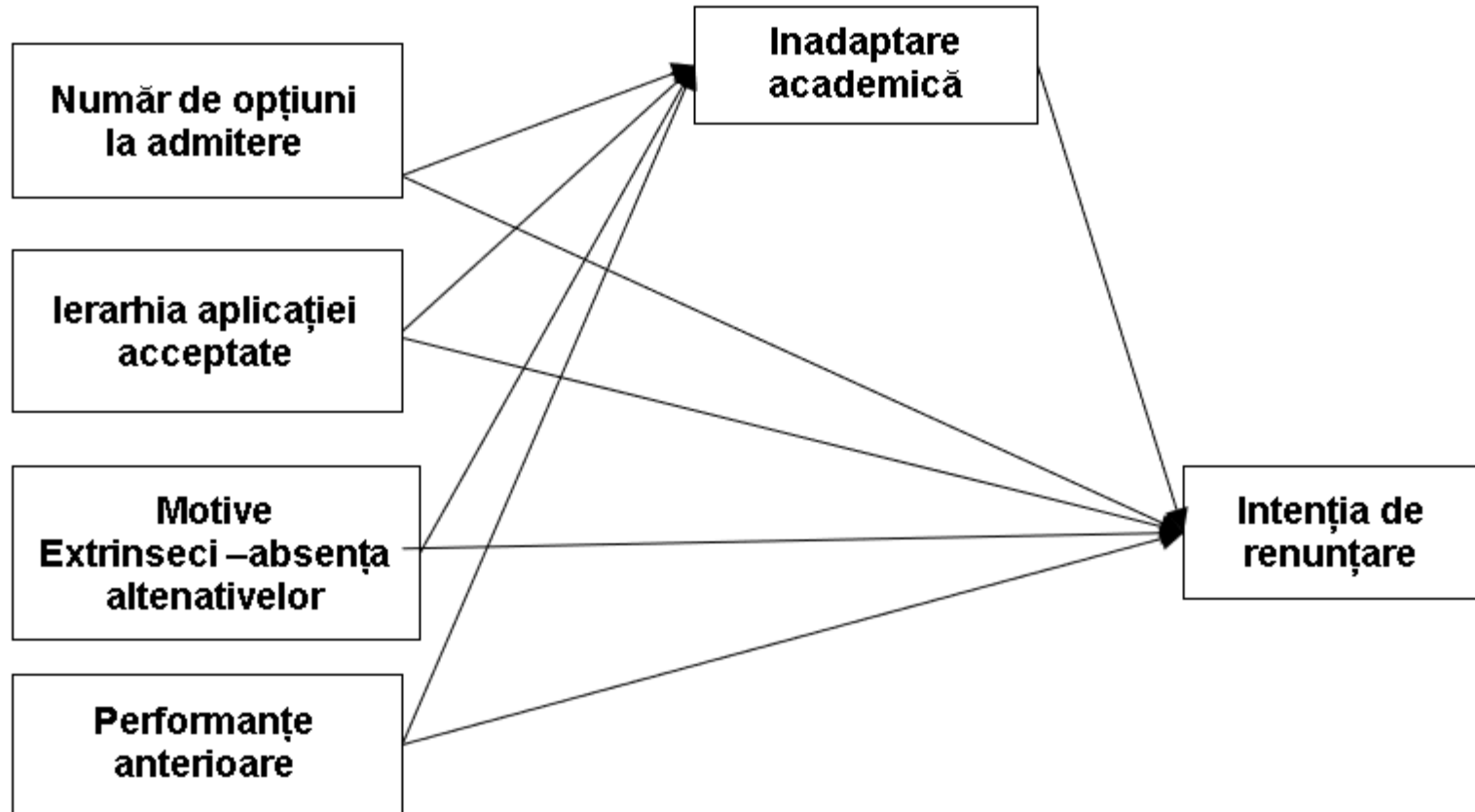
*Correlation is significant at the 0.05 level (2-tailed).





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Cine reușește la universitate?



Truta et al. (2023). Student motivations for attending university and academic adjustment in first-year university students

<i>Antecedents</i>	<i>Direct effects</i> → <i>Dropout intention</i>		<i>Indirect effects</i> → <i>Maladjustment</i> → <i>Dropout intention</i>		<i>Total effects</i> → <i>Dropout intention</i>	
	<i>Path</i>	<i>p</i>	<i>Path</i>	<i>p</i>	<i>Path</i>	<i>p</i>
Number of options	.002	.900	.009	.014	.012	.537
Rank of accepted application	.084	.040	.010	.171	.094	.023
Careerism-Materialism	-.144	< .001	-.008	.157	-.152	< .001
Personal-Intellectual	-.044	.241	-.034	< .001	-.079	.037
Humanitarian	-.008	.773	.006	.172	-.001	.968
Expectation Drive	.007	.690	.014	< .001	.022	.223
Default	.208	< .001	.022	< .001	.231	< .001
Previous performance	.039	.086	-.004	.376	.036	.124



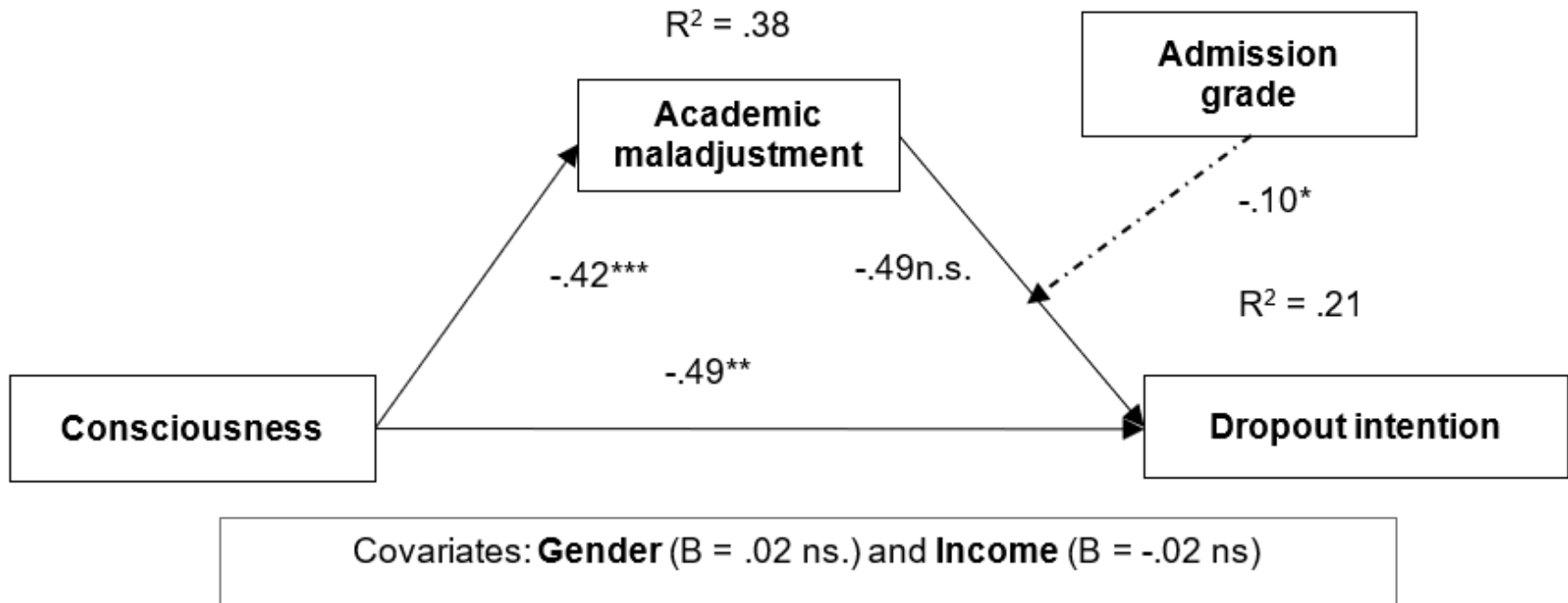


Figure 1. Moderated mediation of the relationship between Consciousness and Dropout intention

Higher grades could reduce the negative effect of maladjustment on Dropout intention. A higher level of previous achievement could suppress the negative effect of academic maladjustment. Although the Admission grades moderated the effect of Maladjustment on Dropout intention, the moderated mediation effect was not significant.





Predictorii adaptării

Predictori pozitivi ai adaptării

- **Conștiinciozitatea**
- Inteligența
- **Performanțele anterioare ridicate**
- **Motive intelectuale, intrinsece**
- **Deciziile informate de carieră**
- **Implicarea în învățare**
- **Strategiile de învățare eficiente.**

Predictori negativi ai adaptării

- **Nevrotismul**
- **Numărul mare de opțiuni**
- **Indecizia de carieră**
- **Motive extrinsece, materialiste, nevoia de a-i mulțumi pe ceilalți**
- **Backgroundul familial**
- **Autonomia scăzută în învățare**
- **Strategii ineficiente de învățare.**





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Psychological and contextual factors shaping academic adjustment

Individual factors

- ❑ **Learning engagement** was positively correlated with learning strategies, more specifically with concrete and deep processing strategies, while significant negative correlations were obtained with the maladjustment dimensions
- ❑ **Neuroticism** and **conscientiousness** were correlated with maladjustment, the correlations being positive for neuroticism and negative for conscientiousness.
- ❑ A lack of well-being and poor adjustment often lead to diminished motivation.

Social factors

- ❑ **Perceived social support** not only directly improves well-being but also **moderates** the relationship between adjustment and mental health-**amplifying its positive effects**.

Outcomes

- ❑ Higher educational level, strong social networks, and exposure to real-world learning (e.g., internships) contribute to **lower anxiety** and **better adjustment**
- ❑ Poor academic adjustment correlates with **negative emotions, psychological distress**, and a **low persistence** (*Shafqat et al., 2024*)
- ❑ Strong predictor for **dropout intention**





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Studentul angajat: Rolul predictiv al interacțiunii dintre cerințe și resurse asupra adaptării academice

- În anumite țări mai mult de jumătate dintre studenți au și statutul de angajați
- România figurează în evidențele Eurostat drept țara membră UE în care proporția tinerilor care studiază și lucrează în același timp relativ redusă dar rata de abandon universitar este destul de ridicată
- Statutul de angajat pe perioada studiilor – caracteristică a studenților celor care abandonează studiile
- Munca în perioada studiilor poate să ducă la:
 - implicare academică scăzută
 - niveluri scăzute de performanță academică
 - stres
 - probleme de sănătate.



Cum susținem adaptarea academică?

Cazan, A. M., Stan.M.M., Truța, C., Maican, C.I., & Stoica, R.E. (2023).

Cum susținem adaptarea studenților din anul I?
Ghid pentru tutori. Editura Universității
Transilvania din Brașov

<https://ebooks.unitbv.ro/produs/cum-sustinem-adaptarea-studentilor-din-anul-i-ghid-pentru-tutori-2/>



Cum susținem adaptarea academică?

Cazan, A. M., Truța, C., Stan.M.M., & Maican, C.I. (2024), *Adaptarea academică: teorii, cercetări și intervenții*. Editura Trei.

<https://www.edituratrei.ro/carte/adaptarea-academica-teorii-cercetari-si-interventii/13559/>



Adaptarea academică: teorii, cercetări și intervenții

(ebook)

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: Ioan Maican (coordonatori)

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- Truta, C., Cazan, A.-M., Stan, M. M., & Maican, C. I. (2023). Student motivations for attending university and academic adjustment in first-year university students. *INTED2023 Proceedings*, 688-695.



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Mulțumesc!

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