

ADAPTATION TO THE STUDENT ENVIRONMENT AND ACADEMIC DEMANDS: EMPIRICAL ANALYSIS

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Abstract. The study investigates the relationship between quality of life and psychosocial adaptability in students with anxiety, analysing the level of adaptation to the university environment and academic demands. The research was conducted on a sample of 420 students from Romania and the Republic of Moldova, using the Student Adaptation to the Environment and Academic Demands Questionnaire (AMSSA). The results highlight the predominance of medium and high levels of socio-communicative, eco-social and professional adaptation, but also the existence of important vulnerabilities in the socioeconomic domain, academic relationships and personal time management. Effective communication with relatives, colleagues and teachers was associated with an increased level of resilience and social integration. In contrast, difficulties in time organisation and economic insecurity were correlated with anxiety and psychological discomfort. The results emphasise the need to implement psychological and educational interventions aimed at strengthening psychosocial adaptability.

Key words: psychosocial adaptation, adaptation to the student environment, academic demands, anxiety, quality of life, student.

ADAPTAREA LA MEDIUL STUDENȚESC ȘI SOLICITĂRILE ACADEMICE: ANALIZĂ EMPIRICĂ

Rezumat. Studiul investighează relația dintre calitatea vieții și adaptabilitatea psihosocială la studenții cu anxietate, analizând nivelul de adaptare la mediul universitar și solicitările academice. Cercetarea a fost realizată pe un eșantion de 420 de studenți din România și Republica Moldova, utilizând Chestionarul de adaptare la mediul studentesc și solicitările academice (AMSSA). Rezultatele evidențiază predominanța nivelurilor medii și înalte de adaptare sociocomunicativă, ecosocială și profesională, dar și existența unor vulnerabilități importante în domeniul socio-economic, al relațiilor academice și al managementului timpului personal. Comunicarea eficientă cu rudele, colegii și cadrele didactice s-a asociat cu un nivel crescut al rezilienței și al integrării sociale. În schimb, dificultățile de organizare temporală și insecuritatea economică au fost corelate cu anxietate și disconfort psihologic. Rezultatele subliniază necesitatea implementării intervențiilor psihologice și educaționale orientate spre consolidarea adaptabilității psihosociale.

Cuvinte-cheie: adaptare psihosocială, adaptare la mediul studentesc, solicitări academice, anxietate, calitatea vieții, student.

Introduction

In the context of accelerated social transformations, psychosocial adaptability represents an essential factor for maintaining emotional balance, social integration and increasing quality of life. The concept of psychosocial adaptation is approached in the specialised literature as a dynamic and continuous process involving emotional, cognitive

and behavioural adjustments according to the demands of the social and academic environment. Unlike biological adaptation, psychosocial adaptation presupposes active interaction between the individual and the environment, being oriented not only towards accommodation, but also towards self-realisation and personal development.

During the student years, the adaptation process acquires particular importance, because young people simultaneously face academic, social and professional demands. The level of integration into the university environment, the quality of interpersonal relationships, socioeconomic security and the ability to manage time directly influence mental health and vulnerability to anxiety. Recent research highlights the fact that adaptation difficulties may lead to stress, social isolation, diminished academic performance and reduced life satisfaction.

The present study analyses the relationship between quality of life and psychosocial adaptability in persons with anxiety, also aiming to identify the level of adaptation to the student environment and to academic demands. The results obtained provide a complex perspective on the protective factors and psychosocial vulnerabilities specific to the contemporary university environment.

Theoretical framework

At present, the scientific debate concerning the concept of psychosocial adaptation is becoming increasingly important, with a considerable impact on studies related to quality of life. When describing the adaptation process, it is necessary to follow the changes that occur in personality with reference to three levels: 1. emotional, 2. cognitive and 3. behavioural, in order to describe in detail the tasks solved by the individual at each stage. Researchers emphasise that, in order to understand how psychosocial adaptation is achieved, it is essential to analyse the interactions between the individual and others, as well as the individual's relationships with the entire social environment, which imposes numerous demands. A set of social factors, which are in continuous interaction, influences the individual's level of adaptation [2]. Compared with biological adaptation, psychosocial adaptation presents several distinct characteristics: 1. Psychosocial adaptation is achieved mainly through adjustment to a continuously changing environment, which requires shifting the research focus from the state of adaptation to the characteristic of personality adaptability. 2. The process of psychosocial adaptation has no clear boundaries and unfolds throughout the entire ontogenetic development of the human being. 3. Psychosocial adaptation is distinguished by remarkable individualisation and by the uniqueness of adaptation modalities. 4. An essential aspect of psychosocial adaptation is the high degree of implementation of the function of active transformation, both of personality and of the environment. 5. The process of psychosocial adaptation is rather an equal interaction between the parties than a simple accommodation of the individual to the environment. 6.

The main purpose of psychosocial adaptation is not exclusively adaptation, but the individual's self-realisation [6]. In this context, recent research places special emphasis on the impact of the rapid social changes of recent years on quality of life, psychosocial safety and the social integration of individuals [1]. This approach reflects the importance of capitalising on human and social capital in the analysis of strategic directions for adaptation.

Research methodology

In the research conducted on the topic *Quality of Life and Psychosocial Adaptability in Persons with Anxiety* we aimed to identify the level of adaptation to the student environment and to the academic demands of the experimental subjects.

The sample consisted of 420 subjects, selected voluntarily and anonymised, in accordance with the ethical principles of psychological research, all of whom were students enrolled in higher education institutions in Romania and the Republic of Moldova: from two university education institutions, one institution in Bucharest and one institution in the municipality of Chişinău.

In the research carried out on the given topic, the experimental subjects were administered the *Questionnaire on Adaptation to the Student Environment and Academic Demands (AMSSA)*, developed by S. Rusnac together with other researchers. It is an instrument for assessing the impact of the micro-, meso- and macrosocial changes faced by young people in the process of integration into the academic environment. The questionnaire contains 45 items, formulated as statements whose wording involves an individualised attitude of the respondents, offering the possibility of providing an answer with a personal character. Respondents are offered the option to express their level of agreement/disagreement with the questionnaire statements using five rating values: 1 - not at all, 2 - sometimes, 3 - depending on the situation, 4 - almost always, 5 - always. The 45 statements refer to affective states (14), reasoning processes (11) and behaviours (20). The questionnaire contains 3 main scales and 9 secondary scales. The values measured by the questionnaire describe:

1. *The state of comfort/discomfort, determined by changes in the social environment - macrosocial:* a. satisfaction of socio-communicative needs; b. satisfaction of eco-social needs; c. satisfaction of socioeconomic needs.
2. *The state of comfort/discomfort, determined by mesosocial changes:* a. satisfaction of communication needs with relatives and friends; b. satisfaction of communication needs with faculty colleagues; c. satisfaction of communication needs with teachers.
3. *The state of comfort/discomfort, determined by changes at the level of aspirations and personal achievements - microsocial:* a. satisfaction of professional identification

needs; b. satisfaction of professional training needs; c. satisfaction of personal time management needs [5].

Results and discussion

Table 1 presents the results for the three scales describing: satisfaction of socio-communicative needs; satisfaction of eco-social needs; satisfaction of socioeconomic needs; satisfaction of communication needs with relatives and friends; satisfaction of communication needs with faculty colleagues; satisfaction of communication needs with teachers; satisfaction of professional identification needs; satisfaction of professional training needs; satisfaction of personal time management needs.

Table 1. Score distributions for adaptation to the student environment and academic demands

	Scales	Levels	Frequency	%
1.	Satisfaction of socio-communicative needs	Low adaptation	22	5.2
		Medium adaptation	206	49.0
		High adaptation	192	45.7
2.	Satisfaction of eco-social needs	Low adaptation	21	5.0
		Medium adaptation	219	52.1
		High adaptation	180	42.9
3.	Satisfaction of socioeconomic needs	Low adaptation	39	9.3
		Medium adaptation	238	56.7
		High adaptation	143	34.0
4.	Satisfaction of communication needs with relatives and friends	Low adaptation	66	15.7
		Medium adaptation	172	41.0
		High adaptation	182	43.3
5.	Satisfaction of communication needs with faculty colleagues	Low adaptation	56	13.3
		Medium adaptation	236	56.2
		High adaptation	128	30.5
6.	Satisfaction of communication needs with teachers	Low adaptation	55	13.1
		Medium adaptation	208	49.5
		High adaptation	157	37.4
7.	Satisfaction of professional identification needs	Low adaptation	36	8.6
		Medium adaptation	110	26.2
		High adaptation	274	65.2
8.	Satisfaction of professional training needs	Low adaptation	38	9.0
		Medium adaptation	213	50.7
		High adaptation	169	40.2
9.	Satisfaction of personal time management needs	Low adaptation	97	23.1
		Medium adaptation	217	51.7
		High adaptation	106	25.2

The research results for all secondary scales are described below.

1. Analysis of score distribution on AMSSA - Satisfaction of socio-communicative needs.

Table 1 reflects the levels of socio-communicative adaptation, namely the way in which participants manage to satisfy their needs for social interaction and communication. This

dimension has an essential role in psychosocial adaptability, directly influencing social support, group integration and emotional balance.

Distribution by levels:

- Low adaptation was reported by 22 participants (5.2%). These subjects manifest difficulties in establishing and maintaining social contacts; tendencies towards isolation or social anxiety; limitations in satisfying the needs for belonging and interpersonal support. This category is the most vulnerable from a psychosocial perspective.
- Medium adaptation is present in 206 respondents (49.0%), representing almost half of the sample. These participants manage to satisfy their socio-communicative needs partially and have basic relational networks; however, the quality and consistency of social interactions may be limited; emotional balance depends to a large extent on the context and on the availability of social resources.
- High adaptation is reported by 192 persons (45.7%), indicating a high level of socio-communicative functioning. These subjects show the ability to build and maintain healthy social relationships; openness towards interaction and mutual support; solid interpersonal resources that support emotional resilience and reduce the risk of isolation.

According to the specialised literature, satisfying socio-communicative needs is a strong predictor of quality of life; a protective factor against anxiety, depression and loneliness; and a central element of psychosocial adaptability, by facilitating social integration and emotional self-regulation. Thus, low adaptation is associated with the risk of alienation and psychological distress; medium adaptation reflects relatively stable, but not optimal, functioning; high adaptation indicates strong interpersonal resources and contributes to the individual's general resilience.

The results show a polarised profile: almost half of the participants have high adaptation, benefiting from solid social and communicative networks, while the other half are situated at low or medium levels, suggesting vulnerabilities in satisfying needs for belonging and communication. The cumulative distribution highlights the importance of strengthening social and communication skills in the population studied; the central role of interpersonal relationships in reducing anxiety and increasing quality of life; and the need for educational and psychological programmes that stimulate interaction, empathy and cooperation.

2. Analysis of score distribution on AMSSA - Satisfaction of eco-social needs. The same Table 1 illustrates the degree of eco-social adaptation, namely the way in which participants manage to satisfy their needs related to interaction with the social and community environment. This dimension reflects the level of social integration, community belonging

and participation in social life, factors that are essential for psychosocial adaptability and for maintaining quality of life.

Distribution by levels:

- Low adaptation was reported by 21 participants (5.0%). These individuals show difficulties in integration into social and community networks; assuming social roles and participating in collective activities; and developing a sense of belonging. Psychologically, this category is predisposed to isolation, alienation and emotional vulnerability.
- Medium adaptation is present in 219 respondents (52.1%), constituting the largest part of the sample. This group is characterised by moderate eco-social functioning, with partially satisfactory social networks; fluctuating and sometimes superficial integration; and a limited capacity to access community resources in stressful situations.
- High adaptation is reported by 180 persons (42.9%), representing a consistent segment. These participants demonstrate good social and community integration; active involvement in relationships and collective activities; and the perception of a stable connection with the social environment, which functions as a protective factor against anxiety and stress.

From the identified theoretical perspective, some authors emphasise that eco-social needs are part of the sphere of belonging and integration needs (Maslow, 2013) and are considered in modern psychology to be a central pillar of resilience and mental health [4]. Low adaptation is correlated with loneliness, a sense of marginalisation and an increased risk of anxiety disorders. Medium adaptation suggests acceptable social functioning, but with areas of fragility and instability. High adaptation reflects consistent social and community resources, associated with a high quality of life and robust psychosocial adaptability.

According to the cumulative distribution, approximately 57.1% of participants are in the low or medium adaptation range, which indicates that more than half do not completely satisfy their eco-social needs. However, 42.9% show high adaptation, which constitutes an important segment, with potential for psychosocial stability and community integration. Thus, the distribution of scores suggests that most participants have partial or significant difficulties in satisfying eco-social needs, which may contribute to psychological vulnerability and to the intensification of anxiety. Nevertheless, the existence of a consistent core of persons with high adaptation (42.9%) confirms that social and community networks can function as protective resources, supporting emotional balance and quality of life. These results emphasise the need for psychosocial and community interventions to strengthen social integration; programmes for developing a sense of

belonging and collective involvement; and the facilitation of access to support networks and social activities that reduce the risk of isolation and alienation.

3. Analysis of score distribution on AMSSA - Satisfaction of socioeconomic needs.

Reflecting on the way in which participants manage to satisfy their needs related to material resources, financial security and living conditions, Table 1 presented the levels of socio-economic adaptation. This dimension has a direct impact on emotional balance, psychological stability and the general perception of quality of life.

Distribution by levels:

- Low adaptation was reported by 39 participants (9.3%). They experience insufficient socioeconomic resources, which may generate constant financial stress; feelings of insecurity and instability; and an increased risk of economic anxiety and demotivation.
- Medium adaptation is present in 238 respondents (56.7%), representing the largest category. These students have partially satisfactory resources, but their perception of their standard of living is fluctuating; emotional balance is often conditioned by the economic context; basic needs may be covered, while higher aspirations often remain unsatisfied.
- High adaptation is reported by 143 participants (34.0%), an important segment. They show a positive perception of their personal and family economic situation; access to sufficient financial and material resources for a comfortable life; and a sense of security and stability, factors that reduce vulnerability to stress and anxiety.

In fact, specialised sources show that socioeconomic needs are situated in the area of basic needs, constituting the foundation for satisfying the other dimensions: health, relationships and self-realisation [3]. Low adaptation is correlated with material insecurity and chronic stress, factors that may exacerbate anxiety and reduce motivation. Medium adaptation reflects a state of relative, but fragile, balance, where the satisfaction of needs is partial, leaving room for frustrations and instability. High adaptation constitutes a major protective factor, providing a sense of safety and supporting personal development and psychosocial resilience.

The results show that the socio-economic dimension is an important source of vulnerability for more than half of the participants. Lack of material and financial security may accentuate anxiety, may limit access to educational and health resources and may reduce the sense of control over one's own life. Conversely, the group with high adaptation (34.0%) demonstrates that a solid socio-economic basis supports psychological balance, optimism and overall life satisfaction.

4. Analysis of score distribution on AMSSA - Satisfaction of communication needs with relatives and friends. This dimension is one of the most important for emotional balance and psychosocial adaptability, because the quality of communication with relatives and

friends directly influences the level of social support, emotional self-regulation and life satisfaction.

Distribution by levels:

- Low adaptation is reported by 66 participants (15.7%). These individuals encounter significant difficulties in maintaining efficient and harmonious communication with family and friends. Psychologically, this level is associated with emotional isolation or frequent relational conflicts; lack of consistent support in moments of stress; and increased vulnerability to anxiety and emotional distress.
- Medium adaptation is present in 172 respondents (41.0%), constituting almost half of the sample. These participants benefit from a partially satisfactory level of communication, but relationships may be perceived as inconsistent or ambivalent, affective support is fluctuating, and social functioning remains relatively stable, but not optimal.
- High adaptation is reported by 182 persons (43.3%), representing the largest category. These subjects demonstrate close, functional and supportive relationships; capacity for emotional expression and receptivity; and access to a solid support network, which constitutes a major protective factor against anxiety.

In fact, communication with relatives and friends constitutes the core of attachment and belonging relationships. The specialised literature shows that a low level is associated with social isolation, feelings of loneliness and an increased risk of emotional disorders; a medium level reflects relatively stable functioning, but vulnerable to conflicts and stress; and a high level is associated with psychological resilience, reduced anxiety and increased quality of life through consistent social and affective support.

5. Analysis of score distribution on AMSSA - Satisfaction of communication needs with faculty colleagues. The results presented in the table illustrate how respondents manage to satisfy their needs for interaction and communication in the academic context, a key factor for psychosocial adaptability and for reducing university stress.

Distribution by levels:

- Low adaptation: reported by 56 participants (13.3%). These individuals encounter difficulties in relating to colleagues, which may be explained by a lack of social skills or interpersonal anxiety; a sense of isolation in the university environment; and reduced access to social and academic support. This category is vulnerable to educational stress and problems of psychosocial integration.
- Medium adaptation: present in 236 respondents (56.2%), constituting the majority of the sample. These participants have functional, but not highly consolidated, peer relationships, characterised by occasional collaboration and limited support; relationships that are more formal than affective; and satisfactory, but fragile, integration into the student environment.

- High adaptation: reported by 128 persons (30.5%), a significant group. These participants show positive and collaborative relationships with colleagues, a sense of belonging to the university community, as well as mutual support and social resources that protect against anxiety.

The quality of communication with faculty colleagues has a direct impact on academic motivation and performance, on the level of university anxiety and stress, and also on general life satisfaction and the sense of belonging. According to research, peer support and social integration in the educational environment represent essential factors for the psychosocial adaptation of young adults.

The results of the cumulative distribution show that, despite the existence of a consistent group (30.5%) with high adaptation in peer communication, the majority (69.5%) face difficulties or limitations in social integration within the university environment. This situation suggests increased psychosocial vulnerability among students; the risk of academic and emotional isolation, which may amplify anxiety; and the need for counselling programmes and cohesion activities, such as communication workshops, team projects and support groups.

6. Analysis of score distribution on AMSSA - Satisfaction of communication needs with teachers. The table captures the degree to which students manage to satisfy their needs for interaction and communication with teachers, a central component for educational integration, academic motivation and emotional balance.

Distribution by levels:

- Low adaptation: reported by 55 participants (13.1%). These students encounter significant difficulties in relating to teachers, which may translate into a feeling of distance and inaccessibility in relation to teachers; lack of confidence in requesting support or feedback; and increased risk of academic isolation and university anxiety.
- Medium adaptation: present in 208 respondents (49.5%), that is, almost half of the sample. These students manage to maintain functional, but superficial, communication with teachers, which means that they have access to basic information, but emotional support and mentoring are limited; the teacher-student relationship is often formal, focused strictly on academic tasks.
- High adaptation: reported by 157 participants (37.4%), a consistent percentage. These students feel supported and encouraged by teachers and show openness in requesting clarifications and feedback; a sense of belonging and appreciation within the academic environment; and motivational and emotional resources that facilitate their adaptation.

Communication with teachers is essential, from a psychological perspective, for the development of academic and professional competences; the reduction of educational anxiety; and the increase of intrinsic motivation and the sense of self-efficacy. Educational

literature shows that students who perceive teachers as available and supportive manifest lower levels of stress and burnout, better social and academic adaptation, and superior school performance.

According to the data of the cumulative distribution, the results indicate a polarisation of the academic experience. For almost two thirds of students, communication with teachers is limited, which may fuel feelings of distance, anxiety and academic insecurity. For more than one third, relationships with teachers function as a protective factor, facilitating integration, motivation and psychosocial adaptability. This distribution underlines the need to improve teacher-student relationships through educational policies and training for teaching staff; the promotion of a climate of openness and collaboration in the university environment; and the development of mentoring and academic support programmes that reduce communication barriers.

7. Analysis of score distribution on AMSSA - Satisfaction of professional identification needs. This dimension reflects the extent to which participants manage to define and assume their professional identity, to project their career and to integrate psychologically into their future role as professionals. It is closely related to academic motivation, self-realisation and psychosocial adaptability.

Distribution by levels:

- Low adaptation: reported by 36 participants (8.6%). These individuals encounter difficulties in clarifying professional objectives; assuming academic identity and the future professional role; and building a coherent perspective on their career. Psychologically, this group is vulnerable to uncertainty, future-related anxiety and academic demotivation.
- Medium adaptation: present in 110 respondents (26.2%). These participants are in a process of partial crystallisation of professional identity; they have certain objectives and career benchmarks, but these may be fragile or inconsistent; they show hesitation and a need for educational guidance and career counselling; and they experience ambivalence between personal wishes and the demands of the social environment.
- High adaptation: reported by 274 participants (65.2%), constituting the largest category. These subjects have a clear vision of their professional identity and trajectory, the ability to integrate current studies into future plans, and solid motivational and cognitive resources for personal and professional development.

Erikson states that the need for professional identification is central during the student period, being linked to the formation of personal and social identity (Erikson, 1968); the reduction of role-related and future-related anxiety; and the development of the sense of self-efficacy and professional belonging [7]. A low level signals vocational confusion, insecurity and risk of academic dropout. The medium level suggests that the process of identity construction is ongoing, but requires support for consolidation. The high level

reflects a matured professional identity, which constitutes a positive predictor for psychological resilience, life satisfaction and subsequent socio-professional adaptation.

8. Analysis of score distribution on AMSSA - Satisfaction of professional training needs.

This dimension reflects the extent to which participants perceive that they satisfy their needs for professional development, acquisition of competences and preparation for the future. It has a direct impact on academic identity, learning motivation and psychosocial adaptation.

Distribution by levels:

- Low adaptation: reported by 38 participants (9.0%). These students experience a low level of satisfaction of professional training needs, which may mean lack of access to sufficient educational resources; perception of inadequacy of academic preparation in relation to professional objectives; and increased risk of demotivation, future-related anxiety and academic dissatisfaction.
- Medium adaptation: present in 213 respondents (50.7%), that is, more than half of the sample. These students benefit from relatively satisfactory training, but with limitations. They consider that they only partially achieve their professional objectives; they experience a gap between professional aspirations and the available training resources; and they are in an area of fragile balance, where academic stress or lack of support may amplify vulnerability.
- High adaptation: reported by 169 participants (40.2%). They show a positive and stable perception of the professional training process. They manifest confidence in the value of the studies pursued; the feeling that academic preparation offers them the necessary resources for their career; and high professional resilience and motivation, which support their psychosocial adaptability.

Theoretically, professional training constitutes a fundamental psychological and vocational need during the student period. It correlates strongly with intrinsic motivation for learning; the level of self-efficacy and control over one's career; and the reduction of future-related anxiety. Low adaptation signals the risk of academic alienation and professional insecurity. Medium adaptation suggests a state of partial, but vulnerable, functioning. High adaptation is associated with confidence, satisfaction and clear future orientation.

9. Analysis of score distribution on AMSSA - Satisfaction of personal time management needs. This dimension evaluates how respondents manage their time resources, balancing academic, professional and personal demands. It is closely related to self-control, psychological balance and emotional resilience.

Distribution by levels:

- Low adaptation: reported by 97 participants (23.1%), which constitutes almost one quarter of the sample. These individuals experience major difficulties in organising

time, manifesting procrastination, academic stress and lack of balance between personal life and studies; the perception of lack of control over the daily schedule; and increased vulnerability to anxiety and psychological fatigue.

- Medium adaptation: present in 217 respondents (51.7%), that is, the majority. They manage time in a relatively functional, but not optimal, manner: they can organise daily tasks, but with fluctuations; they face periods of imbalance and pressure; and their balance depends on the context and on the level of external demand.
- High adaptation: reported by 106 participants (25.2%), a smaller but important group. The subjects show efficient planning and prioritisation skills; the capacity to maintain a healthy balance between academic, social and personal activities; and internal resources of self-regulation and resilience that reduce the risk of psychological exhaustion.

It is known that time management is considered a major predictor of academic and professional performance, mental health and emotional balance; at the same time, it is considered a major predictor of the reduction of anxiety and chronic stress. Research shows that a deficit in time organisation is associated with increased stress, procrastination and diminished quality of life; the medium level suggests partially efficient functioning, but vulnerable to overload; and the high level is an important protective factor, correlated with self-control and resilience.

Conclusions

The integrated analysis of adaptation at the macro-, meso- and microsocial levels highlights a complex profile of the state of comfort/discomfort, marked by relative balance, but also by significant vulnerabilities. At the macrosocial level, satisfaction of socio-communicative and eco-social needs indicates a polarisation between high and medium adaptation, suggesting that, although there are solid relational resources, an important proportion of participants encounter difficulties in social and community integration. The socioeconomic dimension appears as a major source of instability, with most participants situated at medium or low levels, which amplifies the risk of stress and anxiety. At the mesosocial level, communication with relatives, friends, colleagues and teachers reflects predominantly medium functioning, characterised by functional but insufficiently consolidated relationships, which may limit emotional support and academic integration. At the microsocial level, most participants show good professional identification, yet difficulties persist in professional training and time management, indicating a fragile balance between aspirations and personal resources. Thus, the results emphasise that psychosocial adaptability is supported by important protective factors, but remains vulnerable to the influence of social, economic and personal stressors, highlighting the need for psychological interventions.

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