RESEARCH ARTICLE

The Student Adaptation to College Questionnaire (SACQ) for Use With Romanian Students

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Abstract

The paper discusses the cultural adaptation of the SACQ — The Student Adaptation to College Questionnaire, in Romania. It describes the translation and adaptation process, the structure of the Romanian normative sample and the psychometric characteristics of the Romanian form of the measure. Also, conclusions drawn are discussed regarding implications of the normative sample, regarding comparisons between specific criterion groups contained in the normative sample. Our interest on SACQ is based on two general reasons. First of all, SACQ is the most popular questionnaire that measures multi-dimensionally the students' adaptation to college, and secondly, we wish to bring to the market an instrument which may be useful to all counseling centers from the universities and high-schools in Romania. In Romania, the standardized sample had a volume of 1806 subjects, out of which 1167 were women (64.61%) and 639 men (35.38%), to maintain equivalence in proportions to the total of the student population in universities. The participants aged 17 to 64 years old, 94.7% of the students were 25 years old, and 75.19% were first-year students.

Keywords

adaptation to college, academic adjustment, attachment

Introduction

The transition from high-school life to university life may be challenging, considering the individual's private life (leaving family and friends, new financial autonomy etc.), academic rigors (different evaluation system, teamwork, etc.), and social aspects (new colleagues and friends, new cultural environment, adaptive cultural shock); the process of adjustment may be very demanding (Azar & Reshadatjoo, 2014; Wintre, Gates, Pancer, Pratt, Polivy et al., 2008).

A recent study conducted on Romanian students showed that their main difficulties are adjustments to the specifics of higher education such as teaching-learning pace, information management, teachers' attitude and support for student's learning process and efforts to prevent demotivation, failure or even academic dropout (Sava, Bunoiu, Lucheș, & Malița, 2015). A cross-cultural approach on identifying the causes of students' failure to adjust to college indicated that Romanian students regard primarily motivational and environment control as the main cause of their adjustment failure and secondarily relationships with teachers or family issues (Aysan, Băban, Savage & De Vijver, 2001). Also, the Romanian students point to the situational aspects of academic failure, and assign the latter some external causes such as teachers' personality, teaching methods or family. Once they enter the university, students develop a mental frame with expectations and obligations they wish the academic staff and institution to fulfill. These aspects create a psychological contract

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between students and their educational providers (often the academic staff). As for the freshman students, the pre-entrance expectations may be based on previous similar experiences – from school or other colleagues; pre-entrance information could derive from some promotional materials used by universities: *Open days* meetings, reputation or information from third parties (previous experiences of teachers or other students). Moreover, most of the promises on teaching and learning experience made to students before they arrive at the university rather comes from marketing teams, and not directly from the academic teaching staff; therefore, the messages may be conveyed distorted and incongruent, and even leading to unmet expectations. Thus, the post-admission experiences may create a "reality shock" (Tomprou & Nikolau, 2011). Understanding the first-year students' expectations is therefore imperative to succeed and contribute to students'development (Briggs, Clark, & Hall, 2012).

The first year is a transition period and one of the most critical periods of the university experience and coincides with numerous social and emotional changes and psychological challenges. A lack of information just as an inadequate academic or cultural preparation can impede the student's integration into the university context and can lead to the decision to drop-out (Da Re & Zago, 2015). Studies have demonstrated that many students in the first year are unprepared for the transition and this can explain why entering a new educational system can lead to difficulties that can trigger course changes, study delays, or even the decision to leave the university (Da Re & Zago, 2015). The transition is made up of different dimensions linked to personal, academic, economical to social expectations.

Also, according to Tinto (1975), students not only need to persist in their study to graduate, but they also need to participate in the student culture, both within and outside the context of the learning environment. Tinto (2006) has suggested that a broad array of forces, cultural, economic, social, and institutional shape student retention. The developmental model of student adaptation and achievement (Wintre, Bowers, Gordner, & Lange, 2006) furthers this argument, taking into account the influence of personal characteristics such as gender and socioeconomic status on the transition experience of students. Bowles, Fisher, McPhail, Rosenstreich and Dobson (2014) suggest that students are most likely to decide to leave within the first semester of their studies, reinforcing the importance of providing adequate support during the transition period. Transition to university involves moving to a more massive, more impersonal structure and increased focus on achievement and its assessment (Azar & Reshadatjoo 2014: Wintre & Yaffe, 2000). To improve the students' retention and facilitate accommodation it is important for the higher education institutions to identify and support students' needs, especially along the first year of study, the main support coming from the centers of counseling and career guidance. Some research indicates that institutes and the social networks have a large influence on how students adjust (Christie, Munro & Fisher, 2004; Zepke & Leach, 2005; Zhou, Jindal-Snape, Topping & Todman, 2008). Students' retention is a matter of social justice that shows the extent in which students are stimulated to continue their studies at higher education establishments to make progress to graduate the program of study within a given period (Quinn, 2013).

Adaptation to the university environment relies on a broad spectrum of predicting factors, starting with demographics (McDonald & Vrana 2007; Schneider & Ward, 2003; Sennett, Finchilescu, Gibson, & Strauss, 2003; Rice, Vergara, & Aldea, 2006), personality traits, social support (Schneider & Ward, 2003) and ending with the relationships with parents (Hickman & Andrews, 2003). Factors that facilitate the adjustment include parents encouraging autonomy, family cohesion, quality of attachment (Hinderlie & Kenny, 2002; Wintre & Sugar, 2000). On the opposite side there stand parental authority, family conflicts, emotional abuse (Caplan, Henderson, & Henderson, 2002; Hickman & Andrews, 2003). A relevant aspect is the higher predictive support of accommodation to university environment over the academic

performances and dropout presented in specific studies (Baker & Siryk, 1984; Sennett, Finchilescu, Gibson, & Strauss, 2003; Wintre & Yaffe, 2000, Abdullah, Elias, Mahyuddin, & Uli, 2009), while others report a less intense relationships (Jackson, Pratt, Hunsberger, & Pancer, 2005).

A meta-analytic study (k=237, N=44,668) indicates that adjustment to college is multidimensional, predictive of college grades, and an unusually good predictor of college retention. Adjustment to college is also shown to be moderately related to individual traits, social support, and students' relationships with their parents (Crede & Niehorster, 2013).

Through the present paper, we intend to draw attention to the cultural adaptation of SACQ, *The Student Adaptation to College Questionnaire*, which measures the degree of adjustment to the university environment. Our interest in SACQ focuses on two general reasons. First, SACQ is the most popular questionnaire that measures multi-dimensionally the students' adaptation to college, and secondly, we wish to bring to the market an instrument which may be useful to all counseling centers from the universities and high-schools in Romania. We propose the adaptation of this questionnaire in the context in which, according to the data presented in a report of the National Council for Statistics and Forecast of Higher Education, 2018/2019, the retention rate in the first academic year is 82.3%, and in the analyses carried out by ANOSR (The National Alliance of Student Organizations in Romania) finds that only 61% of the students enrolled in the first year have completed their undergraduate studies.

The Student Adaptation to College Questionnaire (SACQ) (Baker & Siryk, 1999) was developed as a self-report measure that describes the adjustments students make to cope with the academic, social, personal-emotional and environmental challenges involved in attending university. Most studies concerning the SACQ have been conducted with samples of North-American college students, which limits the extent to which the results can be applied to other student populations. Other studies focused on Dutch-speaking Belgian (Beyers & Goossens, 2002), Portuguese (Rocha & Matos, 2008), Chinese

(Tao, Dong, Pratt, Hunsberger, & Pancer, 2000), Malaysian (Abdullah et al., 2009) French (Carayon & Gilles, 2005), and Spanish students (Rodríguez, Tinajero, Guisande, & Páramo, 2012). The research findings reinforce the potential usefulness of the questionnaire as an internationally relevant measure of adjustment to university.

Method

Participants

The collection of standardized data was carried out over a period of six months in universities from Bucharest, Sibiu, Alba Iulia, Arad and Timișoara, covering areas like the central, western, north-eastern part of the country and Bucharest. All participants included in the research sample are students attending the BA programs of study in different academic fields of study (e.g., Psychology, Medicine, Economics, Law, etc.). The primary objective of collecting the standardized data was to assure a much-extended distribution by providing some participants belonging to different university centers. In Romania, the standardized sample had a volume of 1806 subjects (1167 women (64.61%) and 639 men (35.38%)), to maintain equivalence in proportions to the total of the student population in universities. The participants ages ranged from 17 to 64 years old, 94.7% of the students had ages up to 25 years old, and 75.19% were first-year students.

Procedure

The cultural adaptation for Romania started in 2016. The traditional dyadic method realized the translation of the instrument: translation-retroversion and a first version of the questionnaire was obtained, by following the method recommended by the International Test Commission (2010). The translation was done by following the English version of the questionnaire, as the original version obtained with the right of usage from the author. The students received the paper and pencil administration of the surveys, during both semesters of the same university year. Students marked on the scale the point corresponding to the answer which represented the degree in which the

affirmation was considered to be true for himself or herself at the moment of testing. The questionnaires were administered with help from operators, and the questionnaires were applied both individually and in group.

Measures

The questionnaire of adaptation to the academic environment (SACQ, The Student Adaptation to College Questionnaire) was created to measure the level of students' adjustment to college. SACQ has proved to be useful to students' counseling, developing university programs and policies and to the core research. The first version of the questionnaire (Baker & Siryk, 1984b) comprised 52 items. This first version was subsequently completed up to 67 items, and this new version is described in several publications (Baker, McNeil, & Siryk, 1985; Baker & Siryk, 1986; Graham, Baker, & Wapner, 1984; Smith & Baker, 1987a). At the basis of SACQ designing and development lies the hypothesis that adjustment to the university environment has more facets. Thus, each item of the questionnaire refers to one of the numerous facets of the process of adjustment to the academic environment and, explicitly or implicitly, to the way student face these demands. SACQ includes fours main subscales, which focus on certain aspects of the process of adaptation to the university environment. *Academic Adjustment* subscale consists in 24 items that measure different didactic demands which are characteristic to the faculty experience. The 20 items that make up the *Social Adjustment* subscale are relevant for the interpersonal-social demands that are typical for the process of adjustment to college. *Personal-Emotional Adjustment* subscale comprises 15 items built to measure the student's emotional and physical state – the general degree of psychological discomfort and any physical issues associated. *Attachment* subscale contains 15 items created to explore the students' feelings regarding the general college experience and with the college he or she is attending in particular. This subscale mainly measures the quality of the student-institution relationship. SACQ (the Romanian version) offers five basic types

of scores: the Complete Scale score, which is based on all 67 items, and the scores for all four subscales. The items that compound the inventory represent a scored statement on a 9-point scale, which goes form "applies very closely to me" on the left side, to "doesn't apply to me at all" on the right side. SACQ may be administered any moment along the student's university career, but it has been used mainly upon the first-year population of students. Administration may be accomplished individually or in groups, for no more than 20 minutes; paper and pencil, also computerized versions, manual or electronic scoring. In Romania, the instrument is adapted to automated scores.

Results

Table 1 presents the standard means and deviations for men, women and combined, relative to the standardized sample in Romania.

The statistical data presented in Table 1 indicates the fact that there are no significant differences in scores for the Social Adjustment between women and men, and the scoring values for the Personal-Emotional Adjustment are higher in women. The scoring values obtained for the Academic Adjustment and Attachment scales are higher in men than in women, but there are no significant differences between men and women at the Complete Scale. We need to remind that for 67 items assessed on a 9-point scale, each scale may have a maximum of 603, which places the theoretical mean at 301 points. The mean obtained by us at Complete Scale is not much inferior to that. The majority of scales have scores lower than the theoretical means. The score clusters also differ from scale to scale; Table 1 describes scales with a larger dispersion of scores, and also scales with a limited dispersion of scores. Example: scales of Academic Adjustment (27.35) or Attachment (20.03). The absence of some significant effects according to gender over the Complete Scale or over the Academic Adjustment and Attachment subscales is in accordance with other studies in that they do not report any difference associated with the gender of tested people for any of the SACQ

indicators (Flescher, 1986; Savino, Reuter-Krohn & Costar, 1986). The variables measured by SACQ are not necessarily stable and lasting traits of the tested people, but states that may vary according to the changes occurring in students' environment, regarding life events and possibly characteristics of his or her personality. Thus, an estimate of the internal consistency is adequate as an approach than the calculation of test-retest reliability.

Table 1. *Means and clusters for the Romanian standardized sample*

	Combined		Men		Women	
	M	SD	M	SD	M	SD
Academic Adjustment	90.63	27.35	92.62	27.87	89.52	27.15
Social Adjustment	71.08	21.24	71.39	22.09	71.12	20.69
Personal-Emotional Adjustment	63.68	24.09	60.84	23.31	65.13	24.38
Attachment	46.61	20.03	49.38	21.54	45.01	18.90
SACQ Full Scale	284.90	79.07	289.18	83.22	282.87	76.75
Academic Adjustment - Motivation	18.79	8.53	19.25	8.31	18.57	8.64
Academic Adjustment - Application	16.67	6.45	17.28	6.39	16.34	6.47
Academic Adjustment - Performance	38.43	12.60	39.60	12.48	37.69	12.65
Academic Adjustment - Academic Environment	16.82	7.80	16.60	8.33	16.97	7.51
Social Adjustment - General	24.56	9.55	23.96	9.75	24.92	9.41
Social Adjustment - Other People	25.05	8.76	25.46	9.08	24.82	8.54
Social Adjustment - Nostalgia	11.23	6.10	11.24	6.18	11.24	6.05
Social Adjustment - Social Environment	11.14	4.95	11.13	5.05	11.14	4.93
Personal-Emotional Adjustment - Psychological	37.71	15.39	36.62	15.48	38.22	15.32
Personal-Emotional Adjustment - Physical	25.98	10.66	24.25	9.99	26.90	10.91
Attachment - General	6.60	5.06	7.60	5.62	6.04	4.65
Attachment - This College	9.95	6.61	10.37	6.63	9.70	6.58

Table 2. *Alpha coefficients for the entire Romanian standardized sample*

	Combined	Men	Women
Academic Adjustment	.86	.86	.86
Social Adjustment	.79	.81	.78
Personal-Emotional Adjustment	.87	.87	.87
Attachment	.85	.87	.84
SACQ Full Scale	.94	.95	.94
Academic Adjustment - Motivation	.69	.65	.72
Academic Adjustment - Application	.58	.56	.60
Academic Adjustment - Performance	.75	.73	.76
Academic Adjustment - Academic Environment	.77	.81	.73
Social Adjustment - General	.76	.78	.74
Social Adjustment - Other People	.50	.56	.48
Social Adjustment - Nostalgia	.56	.61	.54
Social Adjustment - Social Environment	.37	.42	.36
Personal-Emotional Adjustment - Psychological	.82	.83	.81
Personal-Emotional Adjustment - Physical	.72	.69	.73
Attachment - General	.73	.75	.71

Attachment - This College	.72	.69	.75

Table 2 presents the Alpha coefficients for the entire Romanian standardized sample, both globally and on subscales. SACQ obtained good reliability (.94) at the level of the whole testing, even since the first version of its translation in Romanian. The values of Alpha coefficient on subscales are comprised between .79 for Social Adjustment, .85 for Attachment, .86 Academic Adjustment and .87 Personal-Emotional Adjustment. In this version of SACQ, 67 items, the Attachment subscale contains one item from the Academic Adjustment subscale and eight items belonging to the Social Adjustment subscale, a fact that leads automatically to higher correlations between the Attachment subscale and the other two subscales. We may notice that the smallest parameters of internal consistency are signaled at the subscale Social Adjustment .79 and at the items group that measures Social Environment, respectively .37. To the items group that measures the satisfaction regarding the social aspects of the university environment there appear differences in Alpha coefficients between female .36 and male .42. The result obtained by our research team is comparable with the one obtained by various research studies, as shown in Table 3 (Baker & Siryk, 1999; Waller, 2009; Rodriguez, Tinajero, Guisande, & Páramo, 2012).

Table 3. *Reliability for SACQ in Baker & Siryk, Waller, Rodriguez et al. and our study*

	Academic Adjustment (24 items)	Social Adjustment (20 items)	Personal-Emotional Adjustment (15 items)	Attachment (15 items)	Full Scale (67 items)
Baker &Siryk	.84	.84	.81	.80	.92
Waller	.86	.84	.83	.87	.92
Rodriguez et al	.90	.85	.89	.84	.94
Our study	**.86**	**.79**	**.87**	**.85**	**.94**

The values obtained in the studies developed by the authors of SACQ for the freshman students indicate large enough Alpha coefficients; for the Academic Adjustment subscale they may vary between .81 and .90, for the Social Adjustment subscale between .83 and .91, for the subscale Personal-Emotional Adjustment between .77 and .86, for the Attachment subscale between .85 and .91, and for the Full Scale between .92 and .95 (Baker & Siryk, 1999). The results are comparable to those registered in our research study (Table 4). The details regarding the psychometric characteristics of the test are satisfying. The internal consistency is also satisfying for all the scales.

Table 4. *Alpha Coefficients for the SACQ for first-year students at the Universities from Sibiu, Alba Iulia and Arad*

Sample	N	Academic Adjustment (24 items)	Social Adjustment (20 items)	Personal-Emotional Adjustment (15 itemis	Attachment (15 items)	Complete Scale (67 items)
Sibiu **Semester I**	222	.87	.85	.87	.87	.94
Arad **Semester 1**	53	.76	.63	.79	.69	.87
Alba Iulia						

| **Semester 1** | 92 | .90 | .83 | .85 | .89 | .95 |

The students' good adaptation to academic demands presumes the accomplishment of some professional objectives, which often involve good interaction with colleagues, teamwork abilities, participation in extracurricular activities; implicitly, the premises of students' integration in the atmosphere of student life are created. For instance, Savino, Reuter-Krohn and Costar (1986a), have reported major negative correlations during both semesters of the first academic year between the scoring values of Social Adjustment subscale and the number of students' visits at home. As an extra criterion relating for Social Adjustment, Baker and Siryk (1999) have identified the fact that students involved in romantic relationships obtained higher scores for the Social Adjustment subscale in comparison to the students who did not have a romantic relationship at the moment.

We identified low correlations, both for the female sample and for the male one, between the subscales Personal-Emotional Adjustment – Psychological State and Academic Adjustment – Academic Environment, .24, .25 respectively. This result is expected as satisfaction regarding the academic environment; its offer needs a period of accommodation which supposes the dissolution of emotional dependency for others (parents, friends), and that is pretty difficult to do during the first year in college. The integration of this student life rhythm aims both at the social and academic dimensions; students' adjustment needs to be facilitated cumulatively on both aspects.

Similar to Abdullah, Elias, Mahyuddin and Uli (2009) our research team found that male students are better adjusted to university life, when compared with female students. In our analysis conducted with first-year students (278 male, 472 female), we found no significant differences between male and female regarding Academic Adjustment and Social Adjustment. There is a significant difference between men and female in terms of personal-emotional adjustment (t[748]=-3.34; p<0.01) and Attachment (t[497,48] =-3.05; F=23.53; p<0.01). These findings on gender differences in college adjustment are similar to many other studies (Wintre & Yaffe, 2000; Gadzella & Carvalho, 2006; Enochs & Roland, 2006). Clinciu (2013) find a better personal-emotional adjustment for male students, but a compensatory better academic adjustment for female students: that fact makes gender differences in university adjustment should not be so straight. In the same study, Clinciu (2013), presents that the differences between rural-urban students are small and unimportant, with some exceptions: Nostalgia from SACQ Social Adaptation scale is greater for students from an urban environment (t (68, 89) = 2.74, p = .07).

Limitations

The first limitation of this research was that the specific objective of our paper does not include a validation analysis. Our future purpose is to examine the construct validity of the SACQ in first-year students. Our study will address three aspects of construct validity: substantive, structural and external. For the fundamental and substantive aspects, we will examine the factor structure of the SACQ by reviewing two models, a one-dimensional model and a four-factor structure that corresponds to the four facets identified by Baker and Siryk (1999). To address the external aspect, we shall examine the relationships of the subscales identified via EFA with measures of personality and college stress. For future research, we suggest the development of studies to analyze the relationship between the four subscales and the Complete Scale, and specific behavioral criteria supposed to be relevant in a differentiated manner for the adjustment areas represented by subscales.

Table 5. *Intercorrelations among SACQ, male sample under the diagonal and female above the diagonale*

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1 Academic Adjustment	-	.65	.66	.69	.88	.76	.76	.85	.66	.59	.49	.46	.45	.64	.58	.49	.58
2 Social Adjustment	.71	-	.52	.80	.87	.59	.42	.46	.48	.85	.85	.59	.64	.51	.45	.49	.55
3 Personal-Emotional Adjustment	.65	.50	-	.49	.78	.37	.52	.73	.28	.31	.45	.58	.20	.95	.90	.35	.40
4 Attachment	.69	.85	.56	-	.86	.74	.41	.43	.52	.65	.67	.53	.64	.49	.40	.80	.86
5 SACQ Full Scale	.90	.89	.77	.89	-	.72	.62	.73	.56	.69	.73	.62	.58	.75	.67	.60	.71
6 Academic Adjustment - Motivation	.83	.66	.48	.75	.79	-	.41	.45	.49	.60	.43	.35	.56	.36	.31	.57	.71
7 Academic Adjustment - Application	.70	.43	.41	.39	.58	.44	-	.65	.31	.36	.36	.27	.20	.50	.46	.31	.36
8 Academic Adjustment - Performance	.85	.51	.73	.47	.75	.55	.56	-	.31	.36	.36	.46	.22	.72	.62	.32	.35
9 Academic Adjustment - Academic Environment	.71	.55	.30	.51	.57	.60	.29	.35	-	.51	.32	.25	.39	.25	.27	.29	.38
10 Social Adjustment - General	.60	.80	.27	.57	.65	.58	.39	.36	.57	-	.60	.33	.51	.30	.26	.40	.45
11 Social Adjustment - Other People	.62	.89	.45	.83	.80	.60	.40	.47	.43	.54	-	.33	.43	.42	.40	.35	.42
12 Social Adjustment - Nostalgia	.52	.63	.63	.63	.68	.45	.26	.55	.25	.26	.54	-	.19	.60	.45	.40	.36
13 Social Adjustment - Social Environment	.32	.60	.09	.49	.48	.35	.22	.05	.45	.44	.47	.08	-	.22	.15	.44	.55
14 Personal-Emotional Adjustment - Psychological	.63	.48	.95	.53	.73	.47	.39	.73	.24	.24	.46	.63	.03	-	.72	.36	.40
15 Personal-Emotional Adjustment - Physical	.55	.41	.87	.46	.65	.40	.35	.57	.32	.25	.32	.49	.17	.66	-	.27	.34
16 Attachment - General	.58	.64	.48	.87	.75	.62	.29	.48	.36	.30	.64	.55	.28	.48	.37	-	.68
17 Attachment - This College	.60	.67	.50	.90	.78	.68	.33	.42	.44	.46	.65	.49	.39	.48	.43	.75	-

Practical implications

Also, we think it would be useful to draw the specialist's attention on some of the possibilities, directions and modalities of the practical usage of SACQ. in this sense Some suggestions are briefly mentioned at the beginning of the article. The test instructions book also contains a series of explanations and clarifications of those presented here. First of all, SACQ is a handy instrument which allows for the early identification of actual issues and of those which are likely to occur in the future, in development, in the process of adjustment

to college, thus offering the opportunity to intervene via counseling. After SACQ has been completed, scored and analyzed, the results may be used to select the students who need monitoring through follow-up intervention programs. A useful approach in this regard is the usage of Attachment subscale to identify the students subject to the general risk of dropping out; meanwhile the other subscales may be used to determine the areas in which the student faces difficulties that may lead to academic dropping out. The examining of the subscales will also provide valuable clues towards further interventions. Of course, SACQ may also be used in the process of counseling when we refer to students who do not necessarily face this risk yet they are difficulties worthy of attention. The existence of a diagnose procedure, even if applied as a screening test of SACQ type may help to prevent the students' bias to refuse the benefits of the counseling programs offered by universities, some of its traits being useful in overcoming the students' reserve to call the counseling services (Friedlander, 1980). Colleges and universities allot significant resources on orientation programs in an attempt to help students adapt to college. Participation in such programs is likely to influence the adjustment process by helping students establish relationships, get acquainted (Beyers, 2002) with supporting resources, and outlining the academic demands that they are likely to face. For example, students with low scores at Social Adjustment are likely to miss out on a critical aspect of the college experience, primarily learning to work cooperatively with others, using social support, and resolving interpersonal problems. Interventions include encouragement to participate in extracurricular activities and counseling to improve social support (Feldt, Graham, & Dew, 2011). The results of SACQ represent an excellent source of subjects for debate. Data provided by SACQ offer the possibility to have an easy and comfortable approach, and also some productive interchanges with the theme of student's adjustment to college. According to Baker and Siryk's opinions (1999), the existence of some relevant subjects of debate represent a significant advantage, especially in cases where the student has faced

difficult situations and the results obtained with the testing procedure – whether the Complete Scale, the subscales, the categories of items or those obtained individually on every item – help to determine the areas and sources of difficulties. As it is a questionnaire similar to a structured interview, its usage in a real situation interview is hugely adequate and plausible. Using the SACQ in assessment, counseling and prevention areas will offer better support from the applied psychological research.

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