

**„ION CREANGĂ” STATE PEDAGOGICAL UNIVERSITY OF CHIȘINĂU  
DOCTORAL SCHOOL OF PSYCHOLOGY**

As a manuscript

U. D. C.:159.922.7+159.947(043.2)=111

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**DEVELOPMENT OF VOLITIONAL QUALITIES IN PREADOLESCENTS**

**Specialty: 511.02 – Developmental psychology and Educational psychology**

**Summary of the Doctoral Thesis in Psychology**

**CHIȘINĂU, 2022**

The thesis was elaborated within the Doctoral School of Psychology of „Ion Creangă” State Pedagogical University of Chişinău

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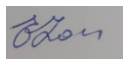
The defence will be held on 27 of June 2022, at 11.00, in the meeting of the Doctoral Commission within the Doctoral School of Psychology at „Ion Creangă” SPU (Ion Creangă street, No.1, block 2, Senate Hall)

The doctoral thesis in Psychology and the abstract can be consulted at the Scientific Library of „Ion Creangă” State Pedagogical University and on the website of ANACEC ([www.cnaa.md](http://www.cnaa.md)).

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## CONCEPTUAL LANDMARKS OF THE RESEARCH

**The actuality and importance of the theme.** Volition is the strongest force of human behaviour. Volition involvement is a difficult process, which includes factors of a personal, behavioural and contextual nature [39]. Volition requires more than just motivation. Motivation is the desire to do something; volition is the absolute commitment to accomplish something. In order to activate their volition, individuals must overcome a mental barrier.

Preadolescence is the period marked by multiple neurological, biological and physiological transformations, emotional-behavioural problems, such as depression, anxiety [18, 19, 31] difficulties in self-concept formation [27], difficulties of interpersonal nature (bullying) and increased risk-taking behaviours [36, 37], increased addictive behaviour [32], adaptation difficulties [12]. Questions like: "Who am I?", "Who would I like to be?", "Am I nice?", "Am I accepted / Do I accept myself?" characterize preadolescents today. These questions require the development of personal resources such as the capacity to set goals, make decisions, overcome obstacles, and implement previously established plans. Therefore, volition and volitional qualities occupy a special place in the personality of the preadolescent. Lack of volition, or insufficient development of volitional qualities, can often lead to inhibition of behaviour, undermining one's own resources, decreased work capacity, activity productivity, and relationship difficulties. Volition is essential in personal development; it gives the power to turn intention into action. Volition and volitional qualities are continuously formed throughout life through the succession of voluntary actions required by the context of daily life and as a result of self-imposed exercises. This way, certain qualities are acquired that describe the volitional capacity of the person. The most important volitional qualities are: the capacity to reach goals, perseverance, independence, promptness in decision making and self-control. Becoming an autonomous, independent and self-regulating person is a key aspect in developing preadolescent identity. Self-regulation is defined by K. Moilanen as the ability to flexibly activate, monitor, inhibit, persevere, and / or adapt behaviour, attention, emotions, and cognitive strategies in response to direction from internal cues, environmental stimuli, and feedback from others, in an attempt to achieve relevant personal goals.

**Description of the research situation and identification of the research problem.** The phenomenon of volition has been studied by several specialists in various fields of psychology: general (M. Zlate, P. Popescu-Neveanu, A. Cosmovici, T. Ribot, Е. Ильин), educational (M. Deimann, L Corno, V. Mih), social (J. Kuhl, R. Baumeister, A. Duckworth, M. Inzlicht, C. Frith, J. Parkinson, E. Asselmann, N. Baumann, J. Diefendorff, P. Pintrich), cognitive-behavioural (H. Heckhausen, J. Keller, B. Zimmerman), neuroscientific (C. Gomes, B. Libet, M. Brass, P. Haggard, J. Coxon, M. Watanabe, H. Liljenström, C. Ganos, D. Inkvar), sports (Н. Высочина, А. Ловягина) and organizational (A. Yancey). Also, the disorders of volition have drawn the attention of specialists in the field of clinical psychology, psychopathology and psychiatry (G. Watson, S. Forstmeier, G. Ainslie, T. Goshke, P. Liddle, T.

Metzinger, P. Hertel, J. Nitschke, M. Donati, L. Wilmshurst, S. Henderson).

Related to the age specificity of preadolescents, we find numerous works and articles published by specialists in the field of developmental psychology (J. Piaget, E. Erikson, L. Steinberg, E. Shulman, E. Verza, U. Șchiopu, A. Munteanu, T. Crețu, G. Sion, F. Golu, E. Vladislav, I. Racu, Iu. Racu, M. Negreț, G. Pânișoara, V. Sălăgean) [4, 18, 25, 26, 27, 28, 36, 37].

The doctoral research conducted in the Republic of Moldova by I. Mulco on the topic „*Development of the volitional sphere in pre-schoolers during choreography activities*” shows that the development of volition is strongly connected with the development of motor skills. The results of the study suggest that in the early stages of preschool, volition of the young child is a necessary condition for making movements and for self-regulation. Later on, the pre-schooler will become aware of the specifics of the execution of the movements and will form a plan of internal action for their realization [13]. Another doctoral thesis by N. Gîncota entitled „*Development of the affective-volitional sphere at early school age in different social situations of development*” highlights that the development of the emotional-volitional sphere in young students from different social situations of development depends on the specific different experience of communicating with adults and peers. There were differences in the development of the emotional-volitional sphere in students from incomplete unfavourable families and closed-type institutions and those from favourable full families [6].

Following the above, we find that the issue of volition and volitional qualities in preadolescence is insufficiently investigated. Thus, the mentioned points generate the research problem which consists of formulating the answer to the following question: *What would be the model of diagnosis and effective psychological intervention for the development of volition and volitional qualities in order to ensure the harmonious development process of the emotional-volitional sphere and personality of the preadolescent?*

**The aim** of the research is to study the particularities of volition and volitional qualities in preadolescents, as well as the development and implementation of a new model of psychological interventions with the purpose of developing volition and volitional qualities, and thereby contribute to the development of personality traits.

**The objectives** set for the achievement of the above purpose were: 1) The analysis of psychology literature regarding volition, volitional qualities, preadolescent age, manners of studying volition, as well as the methods, techniques and ways of developing the volitional qualities; 2) Identifying and highlighting the differences of gender and age in manifesting the volition in preadolescents; 3) Establishing the ways of manifesting the volitional qualities in preadolescents; 4) Highlighting gender and age differences in the manifestation of volitional qualities in preadolescents; 5) Highlighting the personality traits of preadolescents with various levels of development of volition; 6) Elaborating and implementing a model of psychological intervention program aimed at developing volition and

volitional qualities such as the capacity to reach goals, courage and capacity to make decisions, perseverance and firmness, initiative and independence and self-control and endurance in preadolescents of 10 – 15 years old.

**The theoretical support of the research** included: *theories and conceptions regarding volition* (A. Cosmovici, P. Janet, T. Ribot, M. Zlate, P. Popescu-Neveanu, R. Baumeister, A. Duckworth, J. Kuhl, J. Keller, Н. Высочина, А. Воробьева, М. Василенко and Ф. Высочин) [2, 3, 5, 16, 23, 33, 36, 37, 38, 43], *theories on volitional qualities* (J. Kuhl, А. Пуни, Е. Ильин, В. Калинин, Р. Popescu-Neveanu, М. Zlate, Т. Crețu, I. Mitrofan, М. Aniței) [16, 29, 37, 40, 41, 42], *conceptions regarding the specificity of preadolescent age* (E. Badea, U. Șchiopu, E. Verza, I. Racu, Iu. Racu, Т. Crețu, D. Papalia, S. Wendkos Olds, S. Duskin Feldman, G. Sion, L. Steinberg) [1, 4, 15, 18, 25, 29, 37].

**The methodology of scientific research** consisted of theoretical methods (analysis and synthesis of literature; hypothetical-deductive method for interpreting and explaining the results obtained in the research); empirical methods (questionnaire, test, finding and control experiments, psychological interventions); mathematical and statistical methods (Pearson correlation coefficient calculation method, T-student test, Mann-Whitney U test and Wilcoxon test). The empirical methods used are: *Self-Assessment of Volition Questionnaire* (after E. Руденский), *Grit Scale* (after A. Duckworth), *Technique for the study of volitional qualities of personality* (by Н. Стамбулова) and *5-Factor Personality Questionnaire (5FPQ)* (after M. Albu).

**Scientific novelty and originality.** For the first time at a national level, a theoretical-experimental approach was carried out regarding volition and volitional qualities in preadolescents. A psychodiagnostics model of investigating volition, volitional qualities, and related personality traits in preadolescents has been conceptualized. The evolution of volition and volitional qualities during the preadolescent age was highlighted. The specific character of volition and volitional qualities in preadolescents boys and girls was established. Particular personality traits for preadolescents with different levels of will development were examined. The psychological portrait of the adolescent with a high level of development of volition was highlighted. A model of psychological interventions aimed at developing volition and volitional qualities in preadolescents was elaborated and verified.

**The results that were obtained and which contribute to solving the scientific problem** consist of the integrated conceptualization of volition deduced from the approach of gender and age, of elucidating the characteristics of volitional qualities dependant on gender and age and in terms of highlighting the manifestation of personality traits in preadolescents with different levels of volition development, which was the basis for the development and implementation of a model of psychological interventions that contributed to the development of volition and volitional qualities (capacity to reach goals, courage and capacity to make decisions, perseverance and firmness, initiative and independence, self-control and endurance).

**Theoretical significance of the paper.** The results of the theoretical-experimental approach enrich the field of Developmental Psychology and Educational Psychology with new extensive knowledge on the development of volition and volitional qualities in preadolescence, gender and age differences in the manifestation of volition and volitional qualities in preadolescents, as well as personality particularities and the developmental regularities of preadolescents with different levels of volition. The results of the investigation and the formulated conclusions are important for the theoretical elaboration of the problem of volition, of the emotional-volitional sphere and of personality in the context of the field “Cognitive and psychosocial development in preadolescence”.

**The applicative value of the paper.** The ideas and regularities presented in this research on the development of volition and volitional qualities, interrelationships with personality traits can be used in the process of developing and forming a balanced and harmonious personality. The psychodiagnostics tools proposed for the examination of volition, volitional qualities and personality traits can be used by school psychologists, clinical psychologists and psychotherapists, teachers, etc. The program of psychological interventions aimed at developing volition and volitional qualities can be used by school psychologists, psychotherapists conducting personal development groups, teachers, parents and preadolescents and can be the basis for a methodological guide of good practices.

**Main scientific results submitted for defence:**

1. The high level of self-assessed volition is characteristic of a small number of preadolescents and has a specific development according to age, gender and is associated with certain personality traits, with more pronounced manifestations in boys and late preadolescents.

2. We find a high level of perseverance in a higher number of preadolescents. The peculiarities of perseverance are outlined by the dimensions of age and gender and are accompanied by certain personality traits; perseverance being more developed in girls and with a higher prevalence among preadolescents aged 14 – 15.

3. Preadolescents under investigation demonstrate a predominantly low and medium level of development of all volitional qualities (capacity to reach goals, courage and capacity to make decisions, perseverance and firmness, initiative and independence, self-control and endurance).

4. Preadolescents with a high level of volition development are characterized by the following distinct personality traits: agreeableness, conscientiousness, and emotional stability. The personality traits of the preadolescents with a high level of perseverance are: conscientiousness, emotional stability, and autonomy.

5. Specially organized psychological interventions positively influence the development of volition and volitional qualities (capacity to reach goals, courage and capacity to make decisions, perseverance and firmness, initiative and independence, self-control and endurance) in preadolescents and thereby contribute to personality development.

**Implementation of scientific results.** The results of the theoretical-experimental research were implemented in the international mobility program Erasmus+ (University of Granada, Spain, 2018), in the teaching process of preparation and formation of students in the disciplines of Developmental Psychology, Personality Psychology, Psychology of Regulatory Processes, of Masters and PhD students in Psychology faculties within higher education institutions and during continuous formation courses and scientific and methodological seminars of psychologists, school counsellors and teachers.

**Approval of research results.** The research results were discussed and approved during the meetings of the Department of Psychology of „Ion Creanga” State Pedagogical University of Chisinau and in the Department of Developmental Psychology of the University of Granada, Spain (in the context of the Erasmus+ mobility), in scientific conferences and in scientific journals: Conference „Current Issues of the Humanities”, „Ion Creanga” SPU, Chisinau 2016, 2018, 2019; Conference „Current issues of the humanities”, SPU „Ion Creanga”, Chisinau 2017; Conference „Modern trends in practical psychology”, „Ion Creanga” SPU, Chisinau 2018; Scientific Conference with International Participation „Higher Education: Traditions, Values, Perspectives”, TSU, Chisinau 2021; International Scientific-Practical Conference of Psychologists „Psychological Assistance at the Contemporary Stage – Realities and Perspectives”, ARSUB, Bălți 2021; Scientific Conference with International Participation „Personal Development and Social Integration of Educational Actors”, „Ion Creanga” SPU Chisinau, 2021; National Scientific Conference with International Participation „Problems of socio-humanities and modernization of education”, „Ion Creanga” SPU, Chisinau, 2022.

**Publications on the topic of the thesis.** 10 scientific papers: of which 2 articles in national and international scientific journals and 8 articles in scientific conference materials.

**Volume and structure of the thesis:** The thesis consists of preliminaries (annotation in three languages, list of abbreviations and introduction), three chapters, general conclusions and recommendations, bibliography of 227 titles and 6 annexes, 137 pages of main text and includes 63 figures and 16 tables.

**Keywords:** volition, perseverance, volitional qualities, personality traits, psychological intervention program, preadolescent age.

## THESIS CONTENT

**The Introduction** includes the arguments and the importance of the research topic, the description of the situation in the research field, the purpose, objectives and hypotheses of the research, the results that were obtained which contribute to solving the important scientific problem. The scientific novelty of the obtained results, the theoretical importance and the applicative value of the paper are exposed and substantiated.

**Chapter 1**, entitled "*The problem of volition in psychology*", examines and describes the theoretical approaches of volition, the structure and stages of the volitional act, the main volitional

qualities, disorders and pathologies of volition are presented and highlighted. It also includes a synthesis on the peculiarities of preadolescence and the volitional sphere in preadolescence.

The synthesis of the scientific literature allows us to notice that volition is approached distinctly in psychology and this fact is due to the complexity of this phenomenon. Volition can be understood as a mental process, aptitude / ability and personality trait [2, 3, 5, 7, 29, 33, 34]. Multiple definitions of volition have some essential elements in common: volition is included in all psychic processes – perception, memory, attention, thinking, imagination, affectivity and motivation; volition always means organized effort, commitment and effort to achieve certain goals / objectives; volition means overcoming all internal and external difficulties and obstacles; the endeavour and effort made is closely related to the obstacles and barriers encountered during the achievement of the goal / objectives.

The analysis of the structure and stages of the volitional act highlights the following components of a voluntary act: finalizing the motivation and formulating a goal / objective, designing the plan / project, deliberating, choosing the decision, taking actions to achieve the plan / project and evaluating the obtained results [3, 8, 16, 30].

Based on the investigations carried out with regard to the volitional qualities, we point out that they are presented either in dyads, having mutual relations with each other, or in a singular, particular way. From the manifestation of volitional qualities, we will list: simple, moral and complex volitional qualities, basal and systemic / secondary volitional qualities, actual volitional qualities, emotional-volitional and moral-volitional qualities. The most significant volitional qualities are: strength or willpower, courage, independence, initiative, perseverance, firmness, prompt decision-making, endurance and self-control [38, 40, 41, 42].

The study of psychological research highlights the existence of deficiencies in the manifestation of volition: deficiencies resulting from excess inhibition, deficiencies resulting from inhibition deficiency, deficiencies resulting from excess impulses and deficiencies resulting from lack of impulses. Among the most common disorders of volition, we will list: fixed ideas or obsessions, impulses and abulia (motor abulia, intellectual abulia, constitutional abulia and systematized abulia). Also, some anxiety disorders or depressive disorders can condition the disorganization and deficiencies of volition [11, 24, 31, 32].

Approaching and examining preadolescent age, as well as how volition and volitional qualities develop and build, highlights the fact that the process of restructuring brain structures contributes to better behavioural regulation and increased psychic potential, including volition. Another factor that favours the development of volition is the increasing complexity of activities, difficulties and obstacles in which preadolescents are involved. In particular, they emphasize the ability to examine and assess difficulties and barriers as well as to balance the voluntary effort and invested resources. At the same time, the learning activity that requires the formulation of goals and objectives and which involves a complex and systematic voluntary effort facilitates the development of volition [1, 15, 18, 25, 26, 27]. The intense



development of self-awareness in preadolescence also influences the volitional qualities. Independence, autonomy and the increased decision-making capacity in different situations are amplified and crystallized towards the end of preadolescence [25, 35, 36, 37].

**Chapter 2**, entitled „*Experimental research of volition and volitional qualities in preadolescents*” describes the purpose, objectives, hypotheses and research methodology, highlights the following aspects of the approach: the development of volition and volitional qualities during preadolescent age, gender differences in the manifestation of volition and volitional qualities in preadolescents, characteristic personality traits of preadolescents with different levels of volition development.

The finding research included a sample of 239 preadolescents, aged between 10 and 15 years (117 preadolescent boys and 122 preadolescent girls).

For the finding experiment we launched the following **goal**: to study the particularities of volition and volitional qualities in preadolescents, as well as the determination of personality traits characteristic of preadolescents with different levels of volition development.

The **objectives** of the finding research are the following: 1) identification of gender and age differences in the manifestation of volition in preadolescents; 2) establishing the ways of manifesting the volitional qualities in preadolescents; 3) highlighting gender and age differences in the manifestation of volitional qualities in preadolescents; 4) highlighting the personality traits characteristic of preadolescents with different levels of volition development.

In the finding experiment we launched the following **general hypothesis**: *we assume that the manner of manifestation and the levels of volition in preadolescents are conditioned by gender, age, they determine the presence of certain personality traits and have certain characteristics for this stage of development.*

For the investigations derived from the purpose, objectives and hypotheses of the research we chose a series of questionnaires and scales: *Self-Assessment of Volition Questionnaire (after E. Руденский)*, *The Grit Scale (after A. Duckworth)*, *The technique of studying volitional qualities of the personality (after H. Стамбулова)* and the *5-Factor Personality Questionnaire (5FPQ) (after M. Albu)*.

We conceptualized volition in preadolescents by following and highlighting its peculiarities according to the gender and age dimension by applying the *Self-Assessment of Volition Questionnaire (after E. Руденский)*. The levels of self-assessed volition in preadolescents are shown in Figure 1.

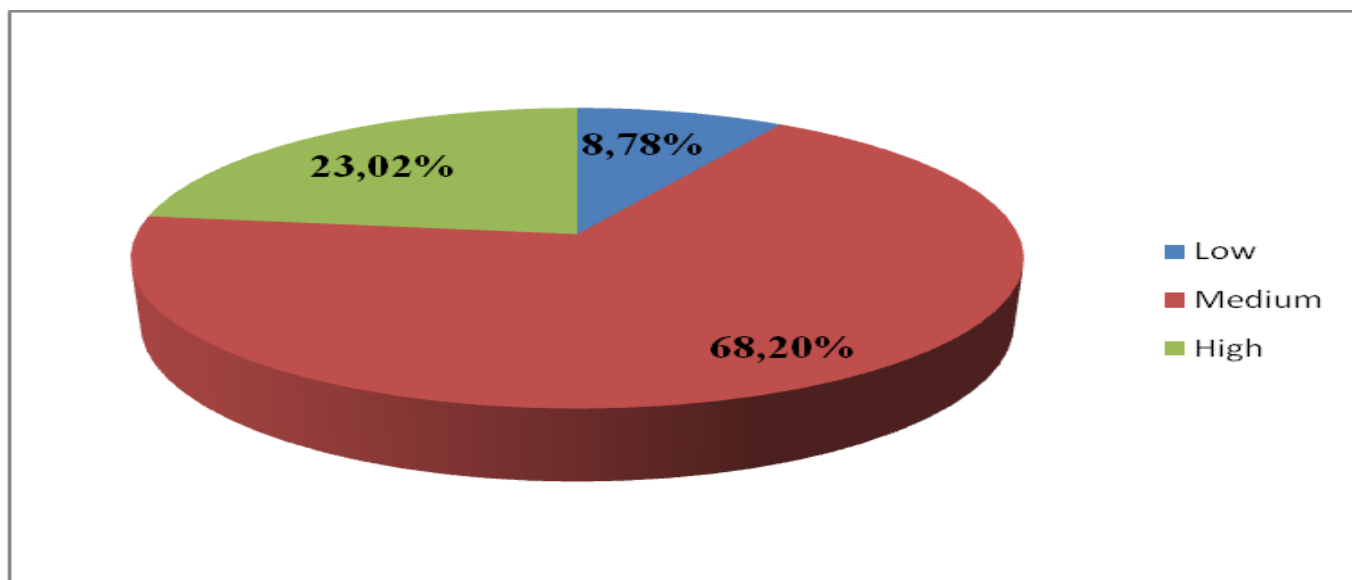


Figure 1. Distribution of results on the level of self-assessed volition in preadolescents

Preadolescents in the experimental group are characterized by all three possible levels of self-assessed volition. A small number of preadolescents (8,78%) obtained a score considered low in terms of volition self-assessment. These preadolescents can be characterized by the fact that they prefer only interesting and easy-to-do activities, even if these may affect their self-image and performance. Over half of them – 68,20% are those who show a medium level of self-assessed volition. They are characterized by the fact that they will seek to overcome the difficulties that have arisen, but if this is not possible, they will choose to avoid them. In 23.02% of preadolescents, we show a high level of self-assessed volition. We will mention that preadolescents with a high level of self-assessed volition will demonstrate a high capacity to organize and guide the effort and endeavour in order to achieve the set goals or to solve certain problems they face. These preadolescents are responsible, disciplined, thoughtful, balanced and show a high level of self-control and self-regulation. In preadolescent boys and girls, for the levels of self-assessed volition we note: for the low level of self-assessed volition, the highest rates are obtained by girls, amounting to 9,84%, unlike boys, whose results indicate the value of 7,69%. For the average level of self-assessed volition, we notice the following trend: 69,67% of girls show an average level of self-assessed volition, compared to 66,67% of boys. For the high level of self-assessed volition, the higher percentage is specific to boys, namely 25,64%, and the results for girls reach the value of 20,49%. Statistically after the T-student test we identify significant differences for the self-assessment of volition between the results of boys (18.8 a.u.) and those of preadolescent girls (17.7 a.u.) ( $T = 2,1$ ,  $p \leq 0.05$ ) with a higher average in preadolescent boys. Preadolescent boys have a higher level of self-assessed volition. We can explain this difference in the self-assessment of volition of the two genders, on account of the biological transformations, but also of the way in which the self-image is constructed during this period in their development. For all three age subgroups that were investigated, we attest that the low level of self-assessed volition is specific to preadolescents of all age subgroups as follows: for 16,16% of

preadolescents aged 10 – 12, 1,70% of preadolescents aged 13 and 4.94% of preadolescents aged 14-15. The average level of self-assessed volition reaches higher levels in preadolescents aged 13, namely 89,83%, compared to 61,61% of preadolescents aged 10-12 and 60,49% of preadolescents aged 14-15 years. For the high level of self-assessed volition, we notice that students aged 14 – 15 have the highest percentage, namely 34,57%, those aged 10 – 12 – 22,22%, and those aged 13 – 8,47%. The statistical study after the T-student test of the results for self-assessment of volition reveals significant differences between the averages of preadolescents aged 10 – 12 (17,85 a.u.) and those of preadolescents aged 14 – 15 (19,12 a.u.) ( $T = 2,1, p \leq 0.05$ ). We highlight the highest average in preadolescents aged 14-15, which allows us to mention that preadolescents aged 14 – 15 have a more developed level of self-assessed volition. This is due to the development of self-awareness and more intense self-knowledge at this age.

Volition in preadolescents was also investigated through the examination of volitional qualities in preadolescents: the capacity to reach goals, the courage and capacity to make decisions, the perseverance and firmness, the initiative and independence, the self-control and endurance. In order to study and highlight the volitional qualities we administered the *Technique for studying the volitional qualities of the personality* (by H. Стамбулова). The levels of volitional qualities are illustrated in Figure 2.

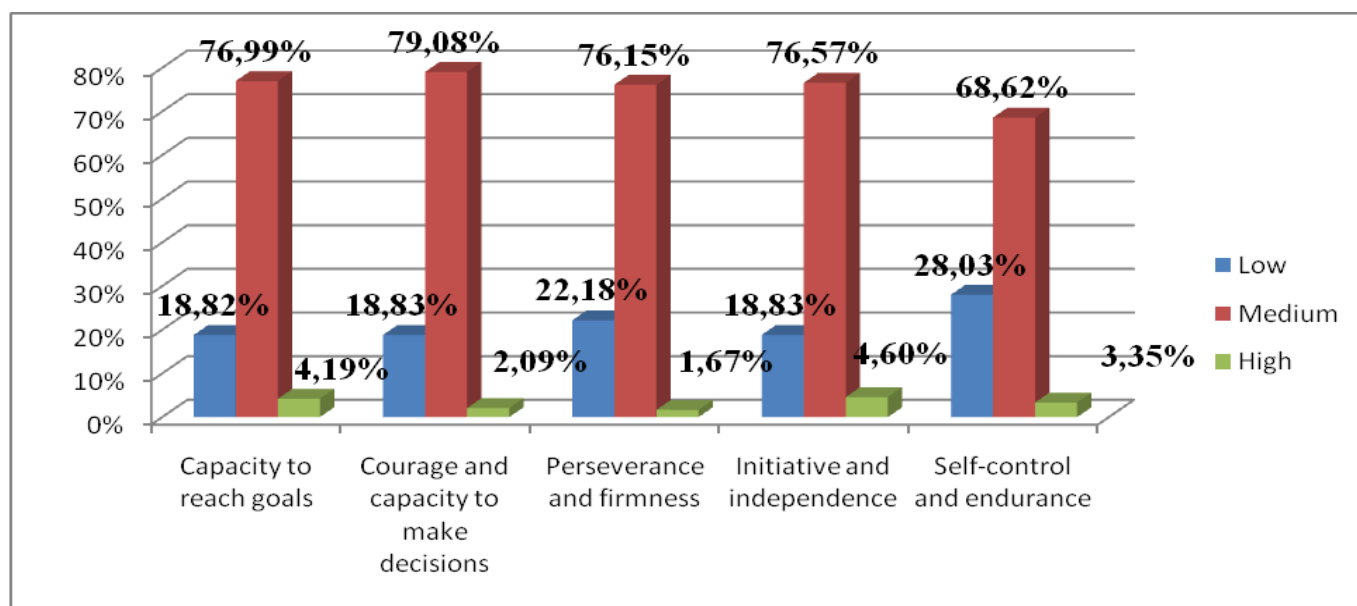


Figure 2. Distribution of results on volitional quality levels, expressiveness factor

18,82% of preadolescents demonstrate a low level of capacity to reach goals, the factor of expressiveness. These preadolescents have a low level of expression and plasticity of this volitional quality. They have difficulty choosing and achieving their goal. In preadolescents with a medium level of development of capacity to reach goals, the expressiveness factor, have the highest index in the distribution of this data, namely 76,99%. This tells us about the medium developed abilities of expression and plasticity in developing the goal and achieving it. Only 4,19% of the tested preadolescents show a high degree of expression and plasticity in their capacity to reach goals. These preadolescents know for

sure what they are fighting for and where they are going. They clearly state their purpose and clearly aim to achieve it.

18,83% of preadolescents have a low level of courage and capacity to make decisions, the factor of expressiveness. They are characterized by a weak expression of courage and oscillate in terms of decision-making. Most preadolescents – 79,08%, have a medium level of courage and capacity to make decisions, the factor of expressiveness. The reactions of courage, boldness and bravery are fragmentary and situational. A very small percentage – 2,09%, demonstrates a high level of the expression of courage and capacity to make decisions, in terms of the expressiveness factor. They are able to show boldness and courage, to be firm and determined. We attest the existence of a link between the capacity to reach goals and the courage and the capacity to make decisions, in terms of the factors of expressiveness, which is confirmed by the correlation coefficient ( $r = 0,3353$ ,  $p \leq 0.01$ ). We mention that preadolescents with a high level of the capacity to reach goals, in terms of the expressiveness factor, also show a high level of courage and capacity to make decisions, in terms of the expressiveness factor.

22,18% of preadolescents are characterized by low levels of perseverance and firmness, the factor of expressiveness. These preadolescents are characterized by the fact that impediments and obstacles are insurmountable, so they do not feel that they should put in more effort. Most preadolescents (76,15%) have a medium level of development of perseverance and firmness, the factor of expressiveness. Preadolescents have medium-developed abilities in consistently pursuing the established goal and overcoming the encountered difficulties. Sometimes they are hesitant to make the necessary decisions to pursue a specific goal. We notice that a rather small percentage (1,67%) of preadolescents, shows a high level of perseverance and firmness, the factor of expressiveness. We highlight the presence of a relationship between the capacity to reach goals, in terms of the expressiveness factor and perseverance and firmness, in terms of expressiveness factor, which is proven by the correlation coefficient ( $r = 0.3049$ ,  $p \leq 0.01$ ). We specify that preadolescents with a high level of capacity to reach goals, in terms of the expressiveness factor, also have a high level of perseverance and firmness, in terms of the expressiveness factor.

18,83% of preadolescents have a low level of initiative and independence, the factor of expressiveness. We will mention the following characteristics of these preadolescents: suggestibility and difficulties in initiating, organizing, achieving and finishing a volitional action. 76,57% of preadolescents show a medium level of development of initiative and independence, the factor of expressiveness. For these students, the ability to consult with outsiders in order to start an activity is defining, as well as the need to receive advice in making decisions and in fulfilling and achieving personal goals. A very small number of preadolescents (4,60%) demonstrate a high level of independence and initiative, the factor of expressiveness. Preadolescents sketch and initiate activities and have the ability to launch goals

independently. They demonstrate a high ability to focus all their attention and effort on achieving their goals.

28,03% of preadolescents are characterized by low level of self-control and endurance, in terms of the expressiveness factor. Preadolescents show a low capacity to retain their emotions, thoughts, verbal and physical reactions. More than half of the preadolescents (68,62%) have a medium level of development of self-control and endurance, in terms of the expressiveness factor. Preadolescents choose an equable level of activism, in line with personal resources. Very few preadolescents (3,35%) show a high level of self-control and endurance, in terms of expressiveness.

Table 1. Distribution of results on volitional qualities, expressiveness factor, by gender

<i>Volitional qualities</i>	<i>Frequencies</i>					
	<i>Boys</i>			<i>Girls</i>		
	<i>Levels</i>					
	<i>Low</i>	<i>Medium</i>	<i>High</i>	<i>Low</i>	<i>Medium</i>	<i>High</i>
Capacity to reach goals	17,95%	78,63%	3,42%	19,67%	75,41%	4,92%
Courage and capacity to make decisions	16,24%	81,20%	2,56%	21,31%	77,05%	1,64%
Perseverance and firmness	21,37%	76,07%	2,56%	22,95%	76,23%	0,82%
Initiative and independence	18,81%	80,34%	0,85%	18,85%	72,95%	8,20%
Self-control and endurance	28,21%	67,52%	4,27%	27,87%	69,67%	2,46%

For the low and high level of capacity to reach goals, the expressiveness factor, the highest frequencies are recorded in preadolescent girls (19,67% and 4,92%) compared to preadolescent boys (17,95% and 3,42%). The medium level of capacity to reach goals, the expressiveness factor, is found with a higher frequency in preadolescent boys (78, 63%) as opposed to preadolescent girls (75,41%).

We will mention that the low level of courage and capacity to make decisions, the expressiveness factor, is found more frequently in preadolescent girls compared to preadolescent boys (21,31% and 16,24%). A reverse trend is attested at the medium level of courage and capacity to make decisions, the expressiveness factor: 81,20% for preadolescent boys and 77.05% for preadolescent girls. A very small number of preadolescent boys and preadolescent girls have a high level of courage and capacity to make decisions, the factor of expressiveness (2,56% of preadolescent boys and 1,64% of preadolescent girls).

The highest frequency for the low level of perseverance and firmness, the expressiveness factor, is found in preadolescent girls (22,95%); a similar frequency is that of preadolescent boys (21,37%). The frequencies of preadolescent boys are similar to those of preadolescent girls for the medium level of perseverance and firmness, the expressiveness factor (76,06% and 76,23%). At the high level of perseverance and firmness, the expressiveness factor, a higher frequency is attested in preadolescent boys (2,56%) as opposed to preadolescent girls (0, 82%).

The low level of initiative and independence is found in similar frequencies in preadolescent boys and girls (1,81% and 18,85%). At the medium level of initiative and independence, the expressiveness factor, the highest frequency is characteristic to preadolescent boys (80,34%) compared to preadolescent girls (72,95%). A reverse picture of the frequency distribution is recorded for the high level of initiative and independence, the expressiveness factor, so we will mention that 8,20% of preadolescent girls and only 0,85% of preadolescent boys show this level.

The frequencies for self-control and endurance are close in preadolescent boys and girls. Thus, we will mention that 28,21% of preadolescent boys and 27,87% of preadolescent girls show a low level of self-control and endurance, the factor of expressiveness. The medium level of self-control and endurance, the expressiveness factor, has a slightly higher frequency among preadolescent girls (69,67%) as opposed to preadolescent boys (67,53%). The high level of self-control and endurance, the expressiveness factor, has a higher frequency expression in preadolescent boys, as opposed to preadolescent girls (4,27% and 2,46%).

Table 2. Distribution of results on volitional qualities, expressiveness factor, by age

<i>Volitional qualities</i>	<i>Frequencies</i>								
	<i>10 –12 years</i>			<i>13 years</i>			<i>14 – 15 years</i>		
	<i>Levels</i>								
	Low	Medium	High	Low	Medium	High	Low	Medium	High
Capacity to reach goals	13,13%	79,79%	7,08%	32,21%	64,40%	3,39%	16,05%	82,72%	1,23%
Courage and capacity to make decisions	20,20%	75,76%	4,04%	16,95%	81,36%	1,69%	18,52%	81,48%	0%
Perseverance and firmness	21,21%	74,75%	4,04%	20,34%	79,66%	0%	23,46%	76,54%	0%
Initiative and independence	17,17%	75,76%	7,07%	22,03%	74,58%	3,39%	18,52%	79,01%	2,47%
Self-control and endurance	25,26%	68,67%	6,07%	22,04%	76,27%	1,69%	35,81%	62,96%	1,23%

Statistically, after the T-student test for the capacity to reach goals, the expressiveness factor, there are significant differences between the results of preadolescents aged 10 to 12 years ( $m = 23,26$ ) and the results of preadolescents aged 13 ( $m = 21,6$ ) ( $T = 2,3$ ,  $p \leq 0.05$ ) with the highest average characteristic of preadolescents aged 10 to 12 years. The obtained differences express the fact that preadolescents aged 10 to 12 have a more developed level of ability to achieve the goal, the expressiveness factor. This difference can be explained by the presence of changes during puberty in the socio-emotional system of the brain.

For perseverance and firmness, the expressiveness factor, after the T-student test, there are statistically significant differences between the results of preadolescents aged 10-12 (22,81 a.u.) and those of preadolescents aged 13 (21,51 a.u.) ( $T = 2.1, p \leq 0,05$ ), with a higher average in preadolescents aged 10 to 12 years. We will mention that preadolescents aged 10-12 are characterized by more developed perseverance and firmness compared to preadolescents aged 13 years. This difference is explained by the fact that preadolescents aged 10 to 12 put more effort into achieving the proposed goals, compared to those aged 13.

After the T-student test we highlight statistically significant differences for initiative and independence, the expressiveness factor, between the results of preadolescents aged 10 – 12 (24,12 a.u.) and the results of preadolescents aged 13 (22,73 a.u.), ( $T = 2, p \leq 0.05$ ) and between the results of preadolescents aged 10 – 12 (24,12 a.u.) and those of preadolescents aged 14-15 (22,62 a.u.) ( $T = 2,4, p \leq 0,05$ ) with higher averages among preadolescents aged 10-12. The obtained results indicate that preadolescents aged 10 to 12 show a higher level of initiative and independence than those aged 13 and 14 to 15 years. This can be explained by the socio-emotional context and parenting style used. Preadolescents aged 10 – 12 years have a parental approach based on affection, respect and exigency, and the encouraging messages received from parents determine a higher degree of independence and initiative in expression [5].

The T-student test highlights the existence of statistically significant differences for self-control and endurance, the expressiveness factor, between the results of preadolescents aged 10-12 (22,93 a.u.) and the results of 14-15 years (20,88 a.u.) ( $T = 3,4 p \leq 0,01$ ), as well as between the results of preadolescents aged 13 (22,08 a.u.) and the results of those aged 14-15 (20,72 a.u.)  $T = (2,1, p \leq 0,05)$  with higher averages among preadolescents aged 10 to 12 and those aged 13. Thus, according to the above, we can mention that preadolescents aged 10 to 12 and those aged 13 have a higher level of development of self-control and endurance, in terms of the expressiveness factor. We assume that these differences are due to the changes that appear inside the prefrontal cortex, an area of the brain that is responsible for self-control. What changes in preadolescents aged 14 – 15, compared to those aged 10 – 12 and 13, is the strength of connexions in the prefrontal circuits, as we progressively learn to adapt to the requirements of the changing environment. This development reflects a combination of biological constraints and experiential history, which interact in order to form the brain and behaviour. The empirical proof also indicates the fact that self-control is significantly associated with emotional and behavioural adaptation of preadolescents. The personality of preadolescents aged 14 – 15 is influenced by an instability of self-control and endurance abilities, which are necessary in order to diminish and inhibit one's socially unacceptable impulses and to regulate one's behaviour, thoughts and emotions [apud 21].

The integrated approach of volition is possible through the study of personality traits. Personality traits in preadolescents were investigated through the *5-Factor Personality Questionnaire (5FPQ)* (after

M. Albu). The averages of preadolescents with different levels of volition development are shown in Figure 3.

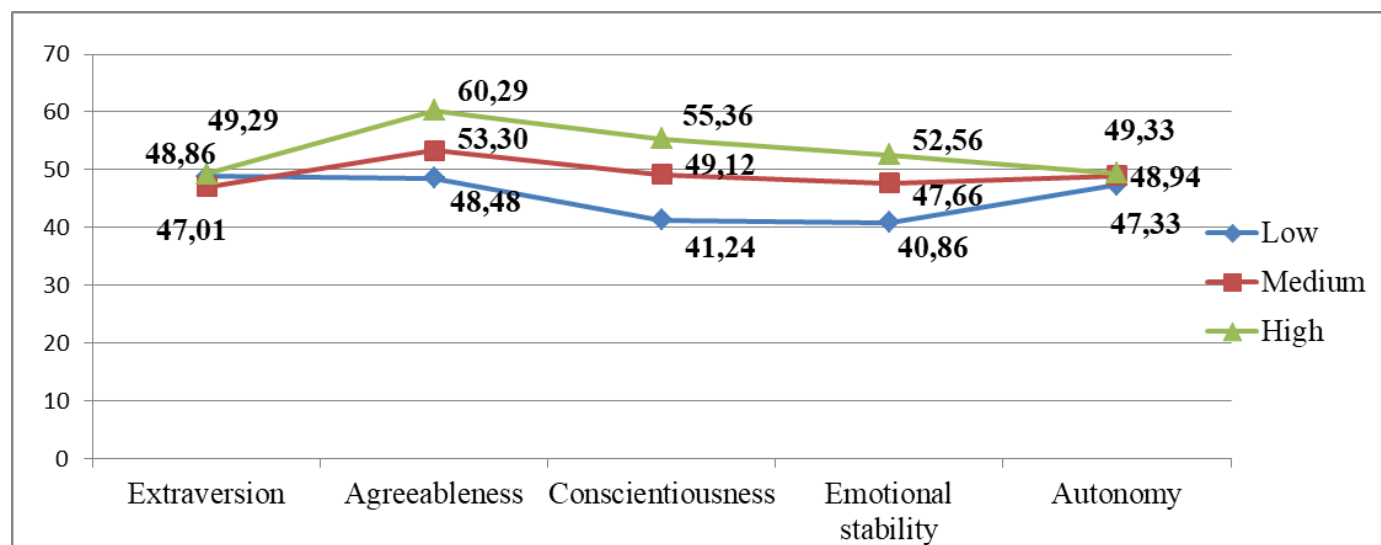


Figure 3. Personality profile in preadolescents according to the level of self-assessed volition

Self-assessment of preadolescent volition is related to the following personality traits: agreeableness ( $r = 0,4297$ ,  $p \leq 0,01$ ), conscientiousness ( $r = 0,4636$ ,  $p \leq 0,01$ ), and emotional stability ( $r = 0,3209$ ,  $p \leq 0,01$ ). Correlation coefficients allow us to mention that preadolescents with a high level of self-assessed volition are characterized by a high level of agreeableness, conscientiousness and emotional stability. Thus, preadolescents with a high level of self-assessed volition are characterized by: interest in others, respect for the opinions and rights of others, trying to be in good relations with others, respect for rules and regulations, organisational skills, planning their actions, striving to do everything right and being trustworthy people. At the same time, these preadolescents think positively, are optimistic, control their emotions and have self-confidence.

**Chapter 3**, entitled „*Development of volitional qualities in preadolescents*” includes the characterization of the formative approach: the purpose, hypothesis, objectives and principles of designing and developing the program of psychological interventions, methods, techniques and procedures, characteristics and stages of group activities are described, the efficiency of the implemented psychological intervention program is presented by examining and highlighting the differences between the results of preadolescents in the experimental test / retest group, between the results of preadolescents in the test / retest control group and between the results of preadolescents in the retest experimental group / retest control group.

For the formative experiment we launch the following **goal**: the elaboration and implementation of a new model of psychological interventions in order to develop volition and the volitional qualities.

**The hypothesis for the formative approach is:** *we assume that specially organized psychological interventions can positively influence the development of volition and volitional qualities in preadolescents and thereby contribute to the development of personality.*



**The objectives** of the psychological interventions program: 1) to increase the level of volition, by optimizing its expressiveness and support; 2) increasing the capacity to set goals, courage and decision-making, perseverance and firmness, initiative and independence, self-control and endurance.

The program of psychological interventions aimed at developing volition and volitional qualities is based on the following principles: *promoting group cohesion, psychotherapist authenticity, equality and uniqueness, primary security, new attachment figure, universality, altruism, encouraging hope, providing information, developing socialization techniques, imitative behaviour, existential factors, catharsis, interpersonal learning, and self-understanding.*

The program of psychological interventions contains techniques from the theory and methodology of experiential unification psychotherapy. At the same time, we used cognitive-behavioural techniques to facilitate the self-construction of analytical and decision-making skills.

24 preadolescents were included in the formative experiment, 12 in the experimental group and 12 in the control group. The psychological interventions were performed with a frequency of once a week, during three months (February – April 2019), so the total number was 12 activities.

The investigation of the effectiveness of the psychological intervention program aimed at developing volition and volitional qualities in preadolescents was carried out in the following directions: comparing and highlighting the differences obtained by preadolescents from the EG test and retest, preadolescents from the CG test and retest and by preadolescents from the EG retest and the CG retest.

We will initially present the results of the self-assessment of volition (*Self-Assessment of Volition Questionnaire after E. Руденский*) for preadolescents in the EG test and EG retest. The averages of preadolescents in the self-assessment of volition are shown in Figure 4.

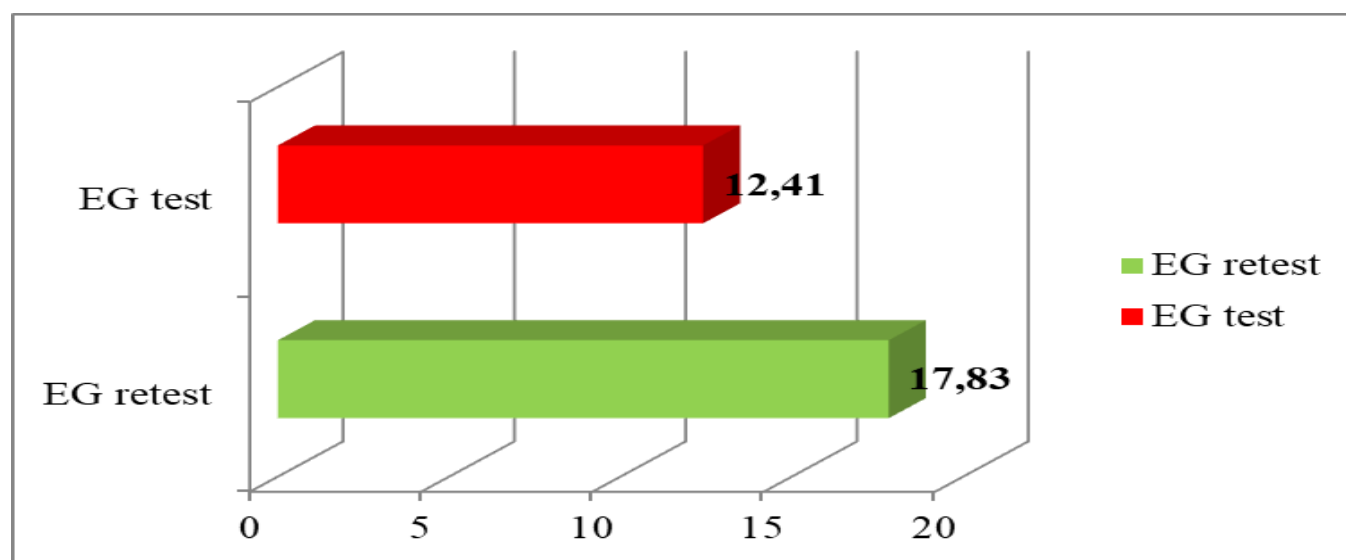


Figure 4. Averages for the self-assessment of volition in the EG test and the EG retest

We note that the preadolescents in the EG test show a lower average for self-assessment of volition, namely 12,41 (a.u.). In preadolescents in the EG retest, we report a higher average of 17,83 (a.u.). Statistical analysis, according to the Wilcoxon test, shows the presence of significant differences between

the results of preadolescents in the EG test and those in the EG retest ( $T = 9, p \leq 0,01$ ). The changes in the self-assessment of volition in preadolescents are due to the implemented psychological interventions, which were aimed at increasing the level of volition, by optimizing its expressiveness and support.

Averages for volitional qualities (capacity to reach goals, courage and capacity to make decisions, perseverance and firmness, initiative and independence, self-control and endurance, expressiveness factor) in preadolescents in the EG test and the EG retest according to *The technique of studying volitional qualities of the personality* (by H. Стамбулова) are illustrated in Figure 5.

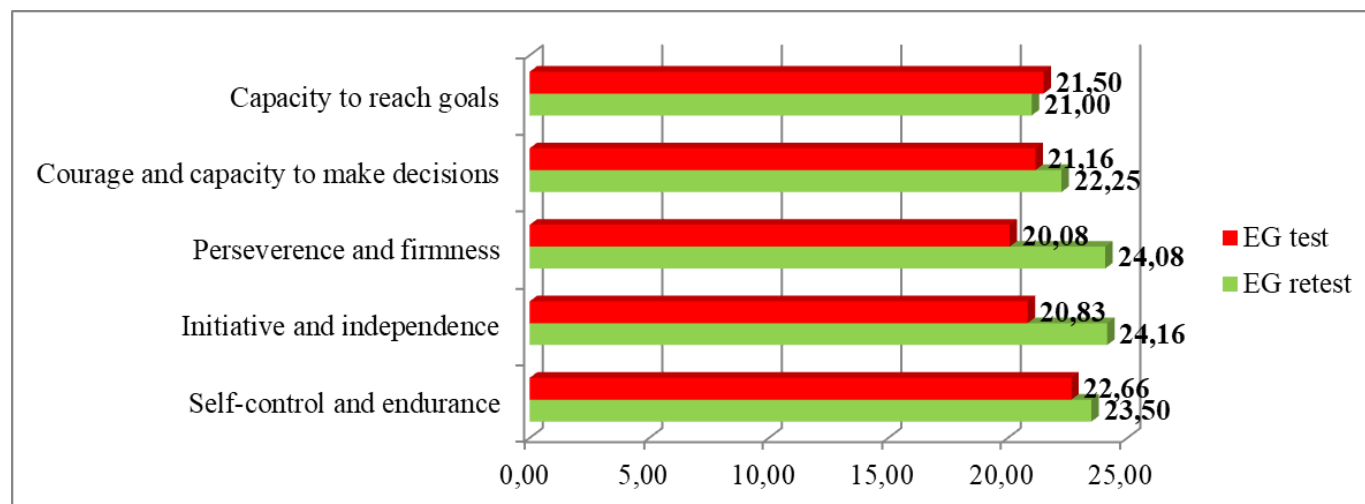


Figure 5. Averages for volitional qualities, expressiveness factor, in preadolescents in the EG test and the EG retest

Preadolescents in the EG test are characterized by the lowest average for perseverance and firmness, in terms of the factor of expressiveness, namely 20,08 (a.u.), in contrast with preadolescents in the EG retest, in which we identify a higher average of 24,08 (a.u.). The statistical analysis, according to the Wilcoxon test, indicates the presence of significant differences between the results of preadolescents in the EG test and those in the EG retest ( $T = 1, p \leq 0,01$ ). The differences in this quality, in terms of the expressiveness factor, in preadolescents appeared due to the applied psychological interventions, aiming to optimize perseverance and firmness. For initiative and independence, the preadolescents from the EG test reach – 20,83 (a.u.), and the preadolescents from the EG retest – 24,16 (a.u.). According to the Wilcoxon test, we establish statistically significant differences between the preadolescents' results in the EG test and those in the EG retest ( $T = 10,05, p \leq 0,05$ ). Changes in initiative and independence, in terms of the factor of expressiveness in preadolescents appeared due to psychological interventions that were implemented in order to increase the level of initiative and independence.

The means for personality traits (extraversion, agreeableness, conscientiousness, emotional stability, and autonomy) in preadolescents in the EG test and the EG retest according to the *5-Factor Personality Questionnaire (5FPQ)* (after M. Albu) can be viewed in Figure 6.

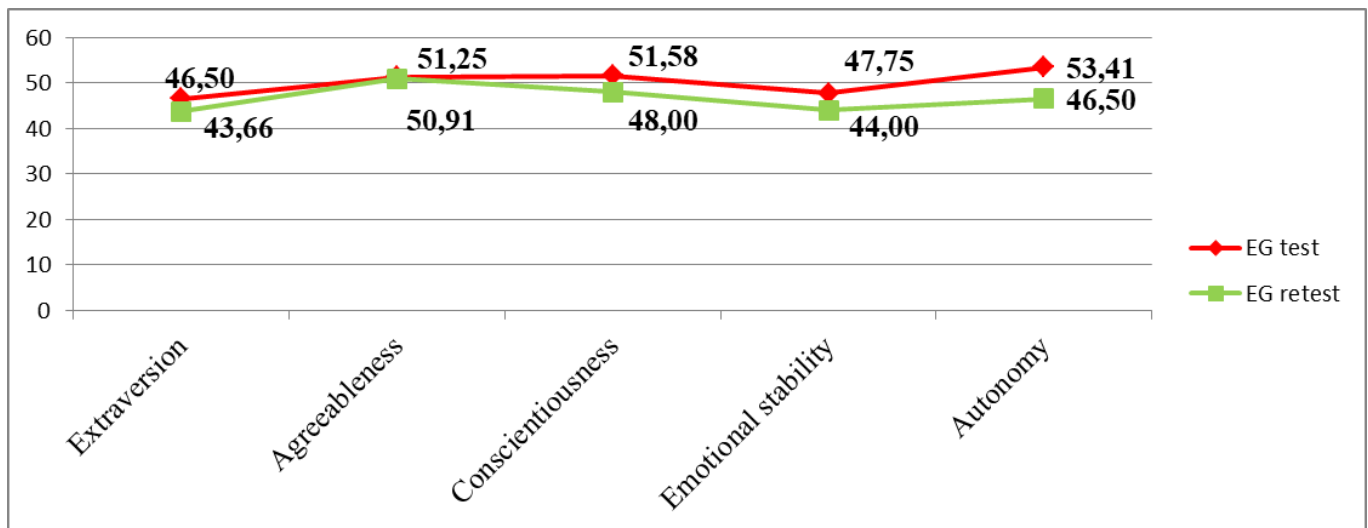


Figure 6. Averages for personality traits in preadolescents in the EG test and the EG retest

In terms of conscientiousness, the average for preadolescents in the EG test is lower (48,00 a.u.) compared to the average for preadolescents in the EG retest, which is 51,58 (a.u.). In parallel, after the Wilcoxon test, we establish the existence of statistically significant differences between the preadolescents' results in the EG test and the preadolescents' results in the EG retest, ( $T = 10$ ,  $p \leq 0,05$ ). The changes in the values of the analysed personality qualities were determined by the participation in the program of psychological interventions focused on increasing the volitional qualities, which had an impact on the increase of conscientiousness in preadolescents. We also notice an increase in the average values of emotional stability in preadolescents in the EG test, this being 44,00 (a.u.), and in preadolescents in the EG retest of 47,75 (a.u.). Regarding the average values in autonomy, we will mention that the preadolescents in the EG test register an average of 46,5 (a.u.), and for the preadolescents in the EG retest we attest an average of 53,41 (u.m.). According to the Wilcoxon test, we identified statistically significant differences between the preadolescents' results in the EG test and the preadolescents' results in the EG retest ( $T = 0$ ,  $p \leq 0,01$ ). These changes in the values of personality traits were determined by psychological interventions made with the aim of improving the qualities of volition, having an impact on increasing the level of autonomy as well.

Another direction in our approach was to compare the averages of preadolescents in the CG test and the CG retest. Preadolescents' averages for the self-assessment of volition, for volitional qualities, and personality traits can be viewed in Figures 7, 8, 9.

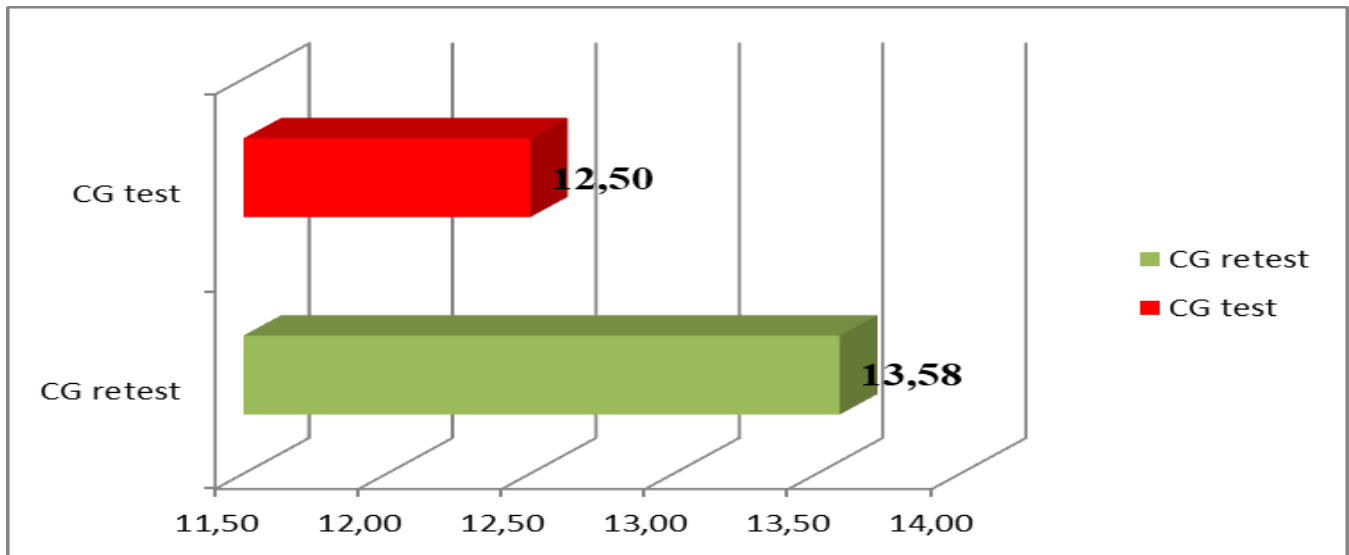


Figure 7. Averages for the self-assessment of volition in preadolescents in the CG test and the CG retest

The analysis of the averages in Figure 7 allows us to mention that the preadolescents in the CG test demonstrate a lower average for the self-assessment of volition, namely 12,50 (a.u.). In preadolescents in the CG retest, we identify a higher average of 13,58 (a.u.). Statistically, according to the Wilcoxon test, there are no differences in the self-assessment of volition between the results of preadolescents in the CG test and those in the CG retest.

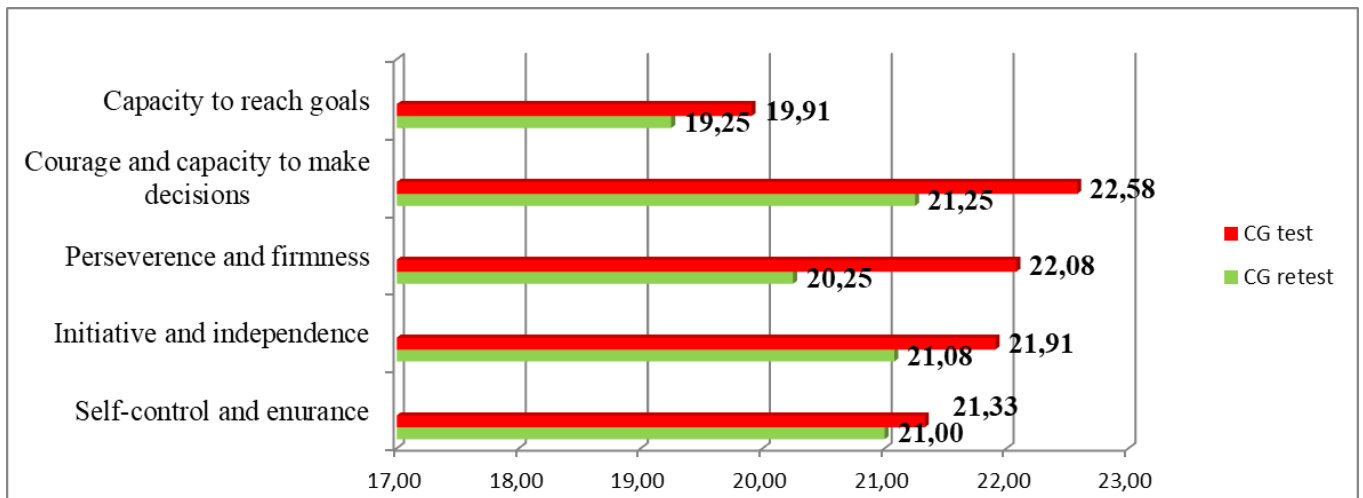


Figure 8. Averages for volitional qualities, expressiveness factor, in preadolescents in the CG test and the CG retest

Statistical analysis of the CG test / retest results shows that for volitional qualities such as: capacity to reach goals, courage and capacity to make decisions, perseverance and firmness, initiative and independence, self-control and endurance, in terms of the expressiveness factor, according to Wilcoxon test, there were no differences.

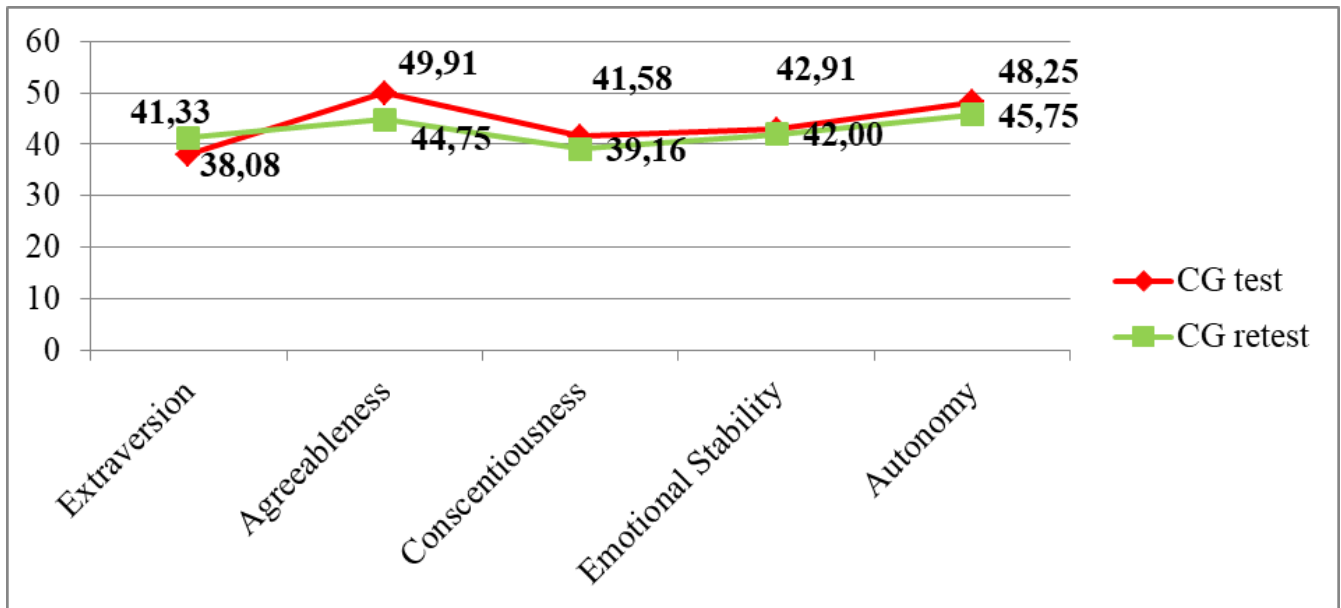


Figure 9. Average values for preadolescent personality traits in the CG test and the CG retest

We identify that preadolescents in the CG test have a lower average for agreeableness, namely 44,75 (a.u.). We notice an increase in the average values of agreeableness in preadolescents in the CG retest, with a value of 49,91 (a.u.). After the Wilcoxon test, we establish statistically significant differences between the results of preadolescents in the CG test and those in the CG retest ( $T = 12$ ,  $p \leq 0,05$ ). In the case of these preadolescents, whose results have increased in terms of agreeableness, we can talk about an attempt at self-preservation. It is a means of adapting to the needs of others and a response to one's personal detriment, used in order to achieve something or to overcome a conflict or a difficult situation.

For the following personality traits: extraversion, conscientiousness, emotional stability and autonomy, there are no differences after the Wilcoxon test between the preadolescents' results in the CG test and the CG retest.

A final comparative direction is the investigation of the averages (self-assessment of volition, volitional qualities and personality traits) of preadolescents in the EG retest and the CG retest.

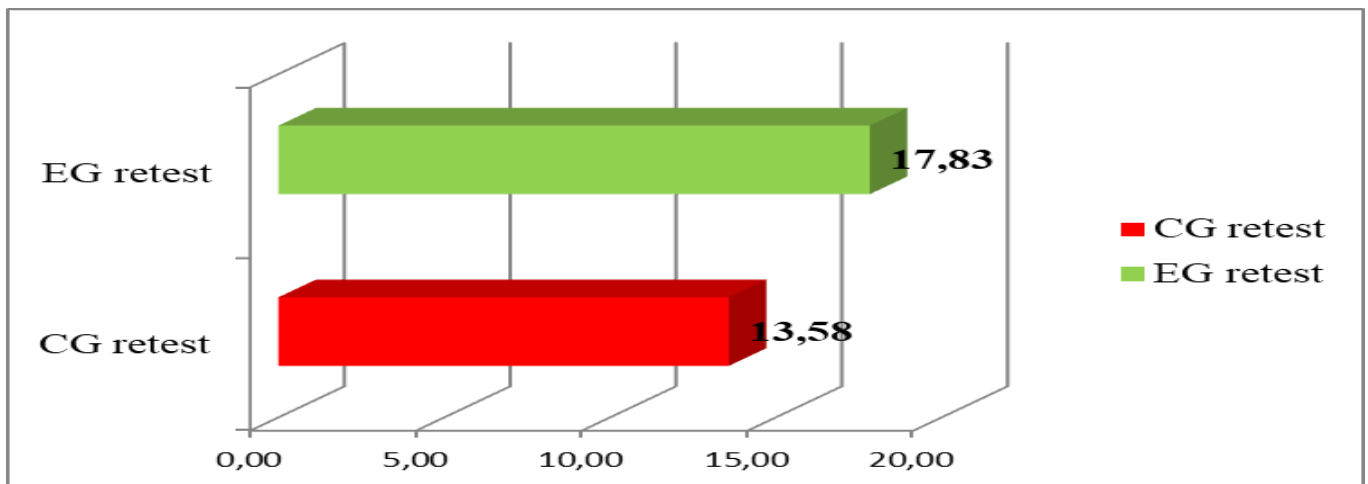


Figure 10. Averages for self-assessment of volition in preadolescents in the EG retest and the CG retest

The averages of preadolescents for the self-assessment of volition are distinct: preadolescents in the EG retest show a higher average, namely 17,83 (a.u.), in preadolescents in the CG retest there is a lower average of 13,58 (a.u.). According to the Mann-Whitney U test, we establish statistically significant differences between the results of preadolescents in the EG retest and the results of preadolescents in the CG retest ( $U = 19, p \leq 0,01$ ). Changes in the self-assessment of volition in preadolescents in the EG appeared thanks to the participation in the program of psychological interventions, focused on improving the level of volition.

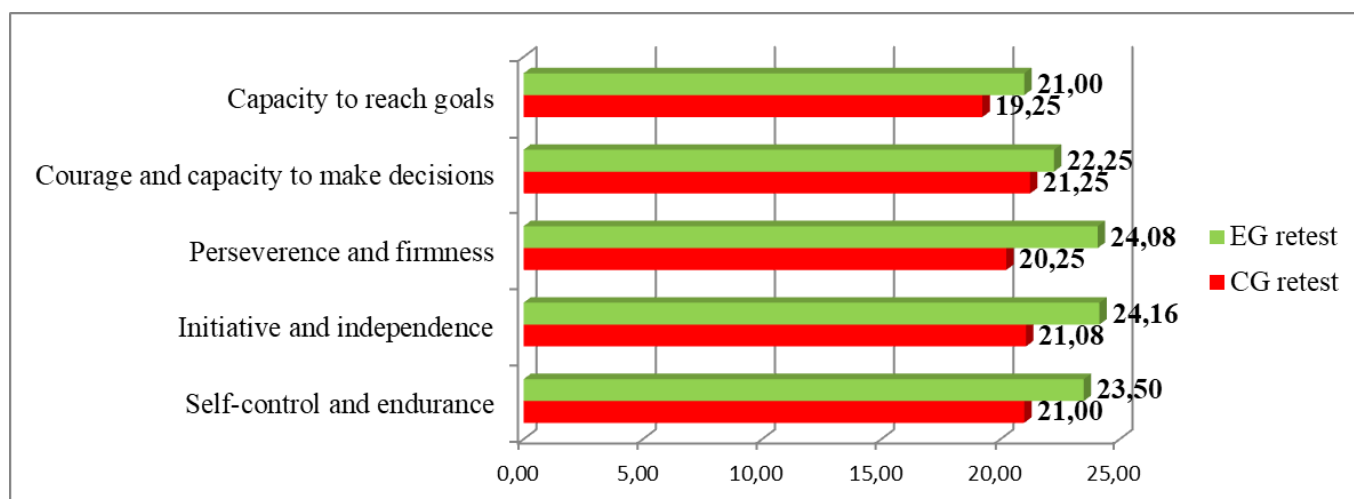


Fig. 11. Averages for volitional qualities, expressiveness factor in preadolescents in the EG retest and the CG retest

For perseverance and firmness, in terms of expressiveness, preadolescents in the EG retest show a higher average of 24,08 (a.u.), in contrast with preadolescents in the CG retest, which have a lower average of 20,25 (a.u.). At the same time, after the Mann-Whitney U test, we establish statistically significant differences between the preadolescents' results in the EG retest and the preadolescents' results in the CG retest ( $U = 37, p \leq 0,05$ ). The changes that have occurred in the level of perseverance and firmness, in terms of the expressiveness factor in preadolescents in the EG retest can be explained by their participation in the activities of the psychological intervention program, focused on increasing the level of perseverance and firmness, namely their expressiveness. For initiative and independence, in terms of the expressiveness factor, the preadolescents in the EG retest and those in the CG retest show the following averages: 24,16 (a.u.) and 21,08 (a.u.). For self-control and endurance, in terms of the expressiveness factor, preadolescents in EG retest have an average of 23,5 (a.u.), while the average of preadolescents in the CG retest is 21,00 (a.u.).

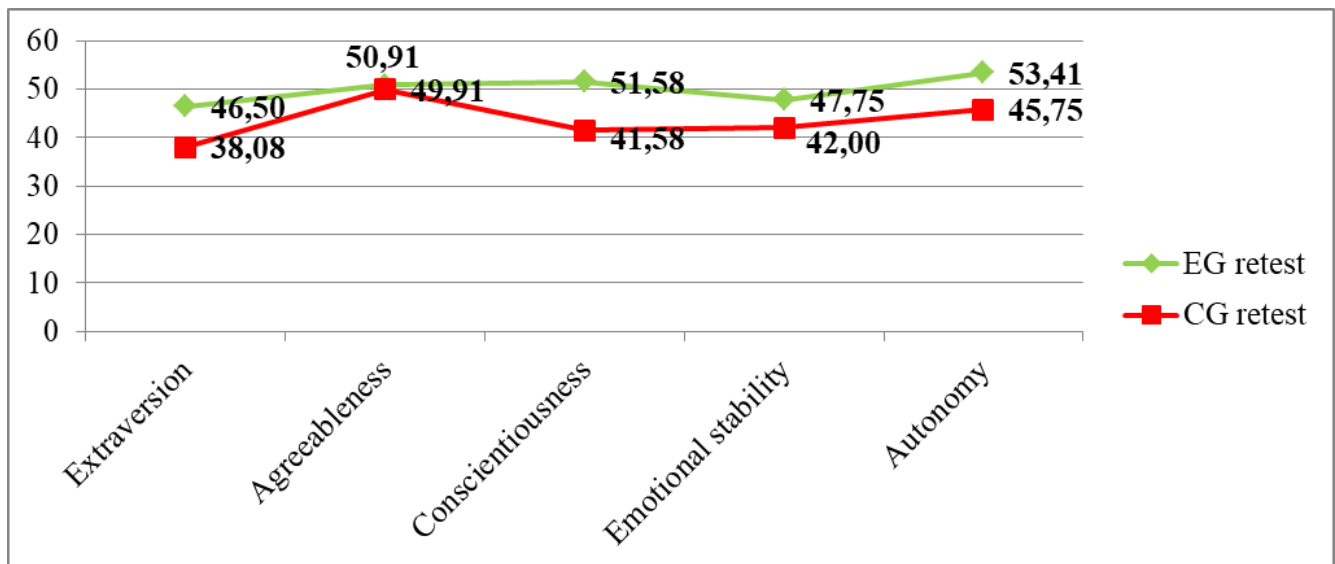


Figure 12. Average values for preadolescent personality traits in the EG retest and the CG retest

For extraversion, the EG retest preadolescents show a higher average of 46.50 (a.u.), while in the CG retest, preadolescents have a lower average of 38,08 (a.u.) for the same personality trait. In preadolescents in the EG retest, there is a higher value for agreeableness, namely 50,91 (a.u.), in contrast with preadolescents in the CG retest, which has a slightly lower average of 49,91 (a.u.). For conscientiousness, the average for preadolescents in the EG retest is higher and is 51,58 (a.u.) compared to the average for preadolescents in the CG retest, which is 41,58 (a.u.). According to the Mann-Whitney U test, there are statistically significant differences between the preadolescent results in the EG retest and the results in the CG retest ( $U = 33,5, p \leq 0,05$ ). Changes in the values of conscientiousness analysed in preadolescents in the EG retest are justified by their participation in the program of psychological interventions focused on increasing the volitional qualities with an impact on personality traits. We identify a higher value of the average for emotional stability in preadolescents in the EG retest, namely 47,75 (a.u.), while in preadolescents in the CG retest it is 42,00 (a.u.). In terms of autonomy, the preadolescents in the EG retest show an average of 53,41 (a.u.), compared to that of the preadolescents in the CG retest, which is 45,75 (a.u.). According to the Mann-Whitney U test, we establish statistically significant differences between the results of preadolescents in the EG retest and those in the CG retest ( $U = 42, p \leq 0,05$ ). The values of autonomy in preadolescents in the EG retest have changed due to psychological interventions carried out with the aim of increasing the level of volitional qualities.

**General conclusions and recommendations.** This theoretical-experimental approach was aimed at studying the particularities of volition and volitional qualities in preadolescents, determining the personality traits characteristic of preadolescents with different levels of volition development, as well as developing and implementing a new model of psychological interventions with the purpose of developing volition and volitional qualities and thereby contribute to the development of personality traits.

The theoretical-experimental approach allows us to conclude the following:

1. Volition is a complex psychological phenomenon that can be approached as a mental process, aptitude / capacity and personality trait. Volition is a component part in the organization and development of all psychic processes: perception, memory, attention, thinking, imagination, affectivity and motivation. Volition includes and involves effort, toil and endeavour, all of which are channelled to fulfil goals, objectives and desires and are aimed at overcoming obstacles, difficulties and barriers that may be internal and / or external. We investigated volition as a component of the personality that is engaged in all human mental processes, actions and behaviours in order to achieve goals.
2. The high level of self-assessed volition has a very low frequency in preadolescent age. The high level of self-assessed volition is dependent on the gender of preadolescents and is more common in preadolescent boys than in preadolescent girls. The high level of self-assessed volition registers its own course throughout the preadolescent age. Thus, the most prominent level of self-assessed volition is registered at the end of preadolescence (at 14 – 15 years old). At the same time, we attest an impressive number of preadolescents with a low and medium level of self-assessed volition. The presence of these levels of self-assessed volition influences the common and normal functioning of the preadolescent in school, family and social field, affecting the daily life by the fact that it imposes a multitude of restrictions.
3. Following the quality of volition, perseverance, we find a large number of preadolescents who present a high level of it. According to the research results, preadolescent girls show a higher level of perseverance. Perseverance is more developed in preadolescents aged 14 – 15. Along with them, we notice that more than half of preadolescents are characterized by a low and medium level in the manifestation of perseverance.
4. The phenomenon of volition in preadolescence was also approached through the study of the following volitional qualities: capacity to reach goals, courage and capacity to make decisions, perseverance and firmness, initiative and independence, self-control and endurance (at the level of expressiveness and generalization). Examining these qualities allows us to highlight that the most developed in terms of the expressiveness factor in preadolescents are the initiative and independence, the capacity to reach goals, as well as the self-control and endurance; those related to the generalization factor: perseverance and firmness, self-control and endurance and the capacity to reach goals. Specific to preadolescent boys and girls are the presence of the same volitional qualities (in terms of the factor of expressiveness, as well as that of generalization). Preadolescents predominantly show initiative and independence, self-control and endurance and the capacity to reach goals (expressiveness factor) as well as perseverance and firmness, self-control and endurance and the capacity to reach goals (generalization factor). Preadolescent girls demonstrate, in terms of the factor of expressiveness: initiative and independence, the capacity to reach goals as well as self-control and endurance. Among the volitional qualities, in terms of the generalization factor, in preadolescent girls



we will list: perseverance and firmness, self-control and endurance as well as the capacity to reach goals. The manifestation of volitional qualities dependant on age in preadolescents is as follows: in preadolescents aged 10 to 12 years more developed (expressiveness factor) are: the capacity to reach goals, initiative and independence as well as self-control and endurance; for the generalization factor - perseverance and firmness, self-control and endurance and the capacity to reach goals. In 13-year-old preadolescents, we highlight the capacity to reach goals, initiative and independence (expressiveness factor), self-control and endurance as well as perseverance and firmness (generalization factor). Among preadolescents aged 14-15 we attest the initiative and independence (the expressiveness factor) and perseverance and firmness (the generalization factor). The analysis and study of the results obtained for the volitional qualities (expressiveness factor and generalization factor) allow us to highlight and emphasize the existence of a very large number of preadolescents with low and medium level of their development.

5. The study of volition in relation with personality traits in preadolescents allows us to mention that preadolescents with a high level of self-assessed volition demonstrate the following specific personality traits: agreeableness, conscientiousness and emotional stability. Preadolescents with a high level of development of perseverance, in addition to conscientiousness and emotional stability, also have autonomy.
6. Preadolescents with low and medium levels of volition and volitional qualities were included in the program of psychological interventions for the development of volition and volitional qualities. As a result, preadolescents in the retest experimental group have a higher level of volition and volitional qualities - perseverance, perseverance and firmness (expressiveness and generalization factors), initiative and independence (expressiveness factor) and an improvement in personality traits (conscientiousness and autonomy). As a consequence of the application of the program of psychological interventions in the actions and behaviour of preadolescents, the following changes occurred: optimized capacity to set goals, courage, capacity to make decisions, perseverance and firmness, initiative and independence, self-control and endurance. Psychological intervention activities that are aimed at optimizing volition and volitional qualities in preadolescents in the retest experimental group allow for fragmentary and partial improvements.
7. Preadolescents included in the psychological intervention program have learned to mobilize and manage their effort and diligence, highlight and set goals, make prompt decisions, identify and select options after examining a particular problem, situation or circumstances, to control and manage their courage, strength and temerity to overcome the obstacles and difficulties they face, to be consistent, responsible, conscientious and to manage their behaviour. Preadolescents have also learned concrete methods, techniques, and procedures that they can apply independently in everyday situations and circumstances which require that they show volition and volitional qualities.

8. The administration of the psychological program of development and optimization of volition and volitional qualities has a beneficial and positive impact on the development of the emotional and regulatory sphere in particular, and of the personality of the preadolescent as a whole.

**Implementation recommendations:**

- Assessment tools can be used by school psychologists, support teachers working in schools and clinical psychologists, psychological counsellors and psychotherapists in private practice and public or non-governmental organizations;

- The psychological intervention program can be used by the working groups of the Ministry of Education and Research for the proposal of educational programs. Subsequently, it can be used by the form teacher, in the counselling and guidance classes;

- The results of the research along with the theoretical and practical information can be shared with the interested parties (teachers, parents, specialists) by publishing a brochure or a good practice guide; Teachers will be able to use the information in this guide during their teacher-parent conferences or in staff meetings, for a better understanding of the development of preadolescents;

- The program of psychological interventions can be adapted and used by specialists working with gifted students and those capable of higher performance; by school psychologists in Psychology classes, by form teachers in personal development classes and by psychologists who conduct personal development groups with the participation of preadolescents.

**Suggestions for future research:**

The findings of this paper are a first step towards discovering new perspectives in the field of the psychology of volition in children and preadolescents. We believe that it would be of interest to investigate the following areas of research:

- Anxiety and volitional qualities in preadolescents. The proposal for this topic comes from the observations and products of the activity within the applied psychological intervention program. Most of the preadolescents have reported symptoms of anxiety, agitation, fear of tests in certain subjects, of teachers or parents.

- Another topic would be the study of volitional qualities in children and preadolescents with ADHD.

- Another current research issue would be to assess the role of volitional qualities and the effectiveness of online / multimedia learning.

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## **LIST OF SCIENTIFIC WORKS ON THE TOPIC OF THE THESIS**

### **Articles in scientific journals:**

1. RACU, Iu., NIȚĂ, L. Particularitățile conștiinciozității, stabilității emoționale și autonomiei la preadolescenți. În: *Revista Univers Pedagogic* Nr. 4 (72). Chișinău: Centrul editorial Univers Pedagogic, 2021. p.68-74. ISSN 1811-5470.

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**Articles in international and national scientific conferences:**

1. IROFTE, L. Voința la preadolescenți. În *Analele științifice ale doctoranzilor și competitorilor. Probleme actuale ale științelor umaniste*. Vol. XV, partea a II-a. Chișinău: UPS I. Creangă, 2016. p. 59-63. ISBN 978-9975-46-237-2.
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## ADNOTARE

### NITĂ Liliana. Dezvoltarea calităților volitive la preadolescenți

#### Teză de doctor în Psihologie, Chișinău 2022

**Structura tezei:** Teza este constituită din: adnotări, lista abrevierilor, introducere, trei capitole, concluzii generale și recomandări, bibliografia are 227 de surse bibliografice; 6 anexe, 137 pagini de text de bază, 63 figuri și 16 tabele. Rezultatele obținute sunt publicate în 10 articole științifice.

**Cuvinte-cheie:** voință, perseverență, calități volitive, trăsături de personalitate, program de intervenții psihologice, vârsta preadolescentă.

**Domeniul de studiu:** Psihologia dezvoltării, Psihologia preadolescenților.

**Scopul cercetării** a constat în studiul particularităților voinței și a calităților volitive la preadolescenți, precum și elaborarea și implementarea unui model nou de intervenții psihologice în vederea dezvoltării voinței și a calităților volitive și prin aceasta să contribuie la dezvoltarea trăsăturilor de personalitate.

**Obiectivele cercetării:** Analiza literaturii de psihologie cu referire la voință, calitățile volitive, vârsta preadolescentă, modalitățile de studiere a voinței, precum și a metodelor, tehnicilor și procedurilor de dezvoltare a calităților volitive; Identificarea și evidențierea diferențelor de gen și de vârstă în manifestarea voinței și a calităților volitive la preadolescenți; Reliefa trăsăturilor de personalitate întâlnite la preadolescenții cu diferite niveluri de dezvoltare ale voinței; Elaborarea, implementarea și evaluarea eficienței programului de intervenții psihologice orientat la dezvoltarea voinței și a calităților volitive la preadolescenți.

**Rezultatele obținute care contribuie la soluționarea problemei științifice importante** constau în conceptualizarea integrată a voinței dedusă din abordarea de gen, de vârstă, în elucidarea caracteristicilor calităților volitive în dependență de gen și de vârstă și prin prisma evidențierii modului de manifestare a trăsăturilor de personalitate la preadolescenții cu diferite niveluri de dezvoltare ale voinței, fapt ce a constituit fundamentul pentru elaborarea și implementarea unui model nou de intervenții psihologice ce a contribuit la dezvoltarea voinței și a calităților volitive (capacitatea de atingere a scopurilor, curajul și capacitatea de a lua decizii, perseverența și fermitatea, inițiativa și independența, autocontrolul și anduranța).

**Noutatea și originalitatea științifică.** Pentru prima dată la nivel național a fost realizat un demers teoretico-experimental privind voința și calitățile volitive la preadolescenți. S-a conceptualizat un model psihodiagnostic pentru investigarea voinței, calităților volitive și a trăsăturilor de personalitate corelate cu acestea la preadolescenți. S-a evidențiat evoluția voinței și a calităților volitive pe parcursul vârstei preadolescente. S-a stabilit caracterul specific al voinței și a calităților volitive la preadolescenți și preadolescente. Au fost examinate trăsăturile de personalitate particulare pentru preadolescenții cu diferite niveluri de dezvoltare ale voinței. A fost reliefat portretul psihologic al preadolescentului cu nivel înalt de dezvoltare a voinței. A fost elaborat și verificat un model de intervenții psihologice orientat la dezvoltarea voinței și a calităților volitive la preadolescenți.

**Semnificația teoretică a lucrării.** Rezultatele demersului teoretico-experimental îmbogățesc domeniul psihologiei dezvoltării și psihologiei educației cu noi cunoștințe ample referitoare la dezvoltarea voinței și a calităților volitive în preadolescență, la diferențele de gen și de vârstă în manifestarea voinței și a calităților volitive la preadolescenți, precum și despre particularitățile de personalitate și legitățile de dezvoltare ale preadolescenților cu diferite niveluri de voință. Rezultatele investigației și concluziile formulate sunt importante pentru elaborarea teoretică a problemei voinței, sferei emoțional-volitive și a personalității în contextul compartimentului „Dezvoltarea cognitivă și psihosocială în preadolescență”.

**Valoarea aplicativă a lucrării.** Ideile și legitățile expuse în prezenta cercetare despre dezvoltarea voinței și a calităților volitive, intercorelațiile cu trăsăturile de personalitate pot fi utilizate în procesul de dezvoltare și formare a unei personalități echilibrate și armonioase. Instrumentele psihodiagnostice propuse pentru examinarea voinței, a calităților volitive și a trăsăturilor de personalitate pot fi utilizate de către psihologii școlari, psihologii clinicieni și psihoterapeuți, cadre didactice, etc. Programul de intervenții psihologice orientat la dezvoltarea voinței și a calităților volitive poate fi folosit de către psihologii școlari, psihoterapeuții ce derulează grupuri de dezvoltare personală, cadre didactice, părinți și preadolescenți și poate constitui fundamentul pentru un ghid metodologic de bune practici.

**Implementarea rezultatelor științifice.** Rezultatele cercetării teoretico-experimentale au fost implementate în programul de mobilitate internațională Erasmus+ (Universitatea din Granada, Spania, 2018), în procesul didactic de pregătire și formare a studenților în cadrul disciplinelor Psihologia dezvoltării, Psihologia personalității, Psihologia proceselor reglatorii, a masteranzilor și doctoranzilor la facultățile de psihologie din instituțiile superioare de învățământ și în cadrul cursurilor de formare continuă și seminarelor științifico-metodice cu psihologii, consilierii școlari și cadrele didactice.

## ANNOTATION

NIȚĂ Liliana. **Development of volitional qualities in preadolescents**

**Doctor of Psychology Thesis, Chișinău 2022**

**Structure of the thesis:** This thesis is composed of the following: annotation, list of abbreviations, introduction, three chapters, general conclusions and recommendations; the bibliography which includes 227 bibliographical sources; 6 annexes, 137 pages of the main text, 63 figures and 16 tables. The results of the research are published in 10 scientific articles.

**Key words:** volition, perseverance, volitional qualities, personality traits, program of psychological interventions, preadolescent age.

**Area of study:** Developmental psychology, Preadolescent psychology

**The aim of this research** was to study the specifics of volition and volitional qualities in preadolescents, as well as to elaborate and implement a new model of psychological intervention aiming to develop the volition and volitional qualities and thus to contribute to the development of personality traits.

**The objectives of the research:** The analysis of psychology literature regarding volition, volitional qualities, preadolescent age, manners of studying volition, as well as the methods, techniques and ways of developing the volitional qualities; Identifying and highlighting the differences of gender and age in manifesting the volition and volitional qualities in preadolescents; Highlighting the personality traits of preadolescents with different levels of development of volition; Elaborating, implementing and evaluating the efficiency of the psychological intervention program oriented towards the development of volition and of volitional qualities in preadolescents.

**The results that were obtained and which contribute to finding a solution for this important scientific problem** consist of an integrated conceptualization of volition deduced from a gender and age approach, of revealing the traits of volitional qualities dependant on gender and age and in terms of highlighting the manifestation of personality traits in preadolescents with different levels of development of volition, which formed the foundation for the elaboration and implementation of a psychological intervention model that contributed to the development of volition and volitional qualities (the capacity to reach goals, the courage and capacity to make decisions, the perseverance and firmness, the initiative and independence, the self-control and endurance).

**Scientific novelty and originality.** At a national level, this is the first time that a theoretical and experimental study is done regarding volition and volitional qualities in preadolescents. We have conceptualised a psycho-diagnosis model aiming to investigate volition, volitional qualities and personality traits correlated to these in preadolescents. We have put an emphasis on the evolution of volition and volitional qualities during the preadolescent age. We have established the specific characteristics of volition and volitional qualities in preadolescent boys and girls. We have examined the personality traits that are specific to preadolescents who have different levels of development of volition. We have highlighted the psychological portrait of the preadolescent with a high level of volition development. We have elaborated a psychological intervention model oriented towards the development of volition and volitional qualities in preadolescents.

**The theoretical significance of the thesis.** The results of the theoretical and experimental approach are enriching the field of developmental psychology and educational psychology with new and ample knowledge referring to the development of volition and volitional qualities during the preadolescent age, to the difference of gender and age in the manifestation of volition and volitional qualities in preadolescents, as well as of the personality characteristics and the developmental regularities of preadolescents having different levels of volition. The results of the investigation and the conclusions that were drawn are essential to the theoretical elaboration of the issue of volition, of the emotional and volitional sphere and of the personality in the context of the field “Cognitive and psychosocial development during preadolescence”.

**Applicative value of the thesis.** The ideas and regularities that are presented in this research regarding the development of volition and volitional qualities, the inter-correlations with the personality traits can be used within the development and formation process of a balanced and harmonious personality. The psycho-diagnosis tools that we have proposed in order to examine volition, volitional qualities and personality traits can be used by school psychologists, clinical psychologists and psychotherapists, teachers etc. The psychological intervention program oriented towards the development of volition and volitional qualities can be used by school psychologists, psychotherapists who work with personal development groups, teachers, parents and preadolescents and can represent the foundation of a good practice methodology guide.

**Implementing the scientific results.** The results of the theoretical and experimental research were implemented during the international mobility program Erasmus+ (University of Granada, Spain, 2018), in the teaching process of preparation and formation of students of Developmental Psychology, Psychology of Personality and Psychology of Regulatory Processes, of masters and doctoral students of Psychology in universities, during continuous formation courses and scientific and methodological conferences of psychologists, school counsellors and teachers.



## АННОТАЦИЯ

**НИЦЭ Лилиана. Развитие волевых качеств у подростков. Диссертация на соискание ученой степени доктора психологии, Кишинэу, 2022.**

**Структура диссертации:** Диссертация состоит из: аннотаций, списка сокращений, введения, трех глав, общих выводов и рекомендаций, 227 источников библиографии; 6 приложений, 137 страницы основного текста, 63 рисунка и 16 таблиц. Результаты исследования опубликованы в 10 научных статьях.

**Ключевые слова:** воля, упорство, волевые качества, черты личности, программа психологического вмешательства, подростковый возраст.

**Область исследования:** психология развития, психология подростка.

**Цель исследования** заключалась в изучении особенностей воли и волевых качеств в подростковом возрасте, а также в разработке, апробировании и оценки эффективности модели психологического вмешательства для их развития, которое способствовало формированию личностных качеств.

**Задачи исследования:** Анализ психологической литературы по тематике воли; подбор диагностического инструментария для изучения воли и волевых качеств, а также селекция техник и методов их развития. Выявление и определение особенностей воли и волевых качеств в подростковом возрасте в зависимости от половых и возрастных различий; Выделение личностных черт подростков с разным уровнем развития силы воли; Разработка, апробирование и оценка эффективности программы психологического вмешательства, направленной на развитие воли, волевых и личностных качеств у подростков.

**Полученные результаты, способствующие решению важной научной проблемы,** заключаются в комплексном подходе и концептуализации феномена воли, через изучение его особенностей и уровней волевых качеств подростка в зависимости от пола, возраста, а также соотношения их с личностными чертами, что послужило основой для разработки модели психологического вмешательства, применение и апробирование которой подтвердило ее эффективность в развитии воли, волевых и личностных качеств (умение добиваться целей, смелость и умение принимать решения, настойчивость и твердость, инициативность и самостоятельность, самообладание и выносливость).

**Научная новизна и оригинальность.** Впервые на национальном уровне было осуществлено теоретико-экспериментальное исследование воли и волевых качеств в подростковом возрасте. Была разработана психодиагностическая модель для исследования силы воли, волевых качеств и связанных с ними личностных черт у подростков. Выделена динамика развития воли и волевых качеств у подростков на протяжении подросткового возраста. Определены специфика воли и волевых качеств у мальчиков и девочек. Рассмотрены особенности личности подростков с разным уровнем волевого развития. Был разработан психологический портрет подростка с высоким уровнем развития воли. Разработана и апробирована модель психологического вмешательства, направленная на развитие воли, волевых и личностных качеств у подростка в экспериментальных условиях.

**Теоретическая значимость работы.** Результаты диссертации обогащают Психологию развития и Педагогическую психологию новыми обширными знаниями: о развитии силы воли и волевых качеств в подростковом возрасте, в зависимости от половых и возрастных различий; об особенностях личности подростков с разными волевыми качествами. Результаты исследования и полученные выводы важны для теоретической разработки проблемы воли, эмоционально-волевой сферы и личности в контексте раздела психологии «Познавательное и психосоциальное развитие в подростковом возрасте».

**Практическая значимость работы.** Представленные в данном исследовании эмпирические результаты об особенностях развития воли и волевых качеств, и их взаимосвязи с чертами личности могут быть использованы для формирования уравновешенной и гармоничной личности подростка. Вместе с тем, есть возможность широкого использования специалистами (психологами, психотерапевтами, педагогами) психодиагностического инструментария для изучения воли, волевых качеств и черт личности. Программа психологического вмешательства, направленная на их развитие, может широко применяться школьными психологами, клиническими психологами и психотерапевтами в группах личностного развития школьников, а также учителями, родителями и подростками. Полученные результаты могут стать основой для разработки методического гида по указанной тематике.

**Внедрение научных результатов.** Теоретико-экспериментальное исследование и его результаты были представлены в рамках Программы международной мобильности Erasmus+ (Университет Гранады, Испания, 2018 г.), в образовательном процессе и преподавании таких дисциплин как «Психология развития», «Психология подростка», «Психология личности», «Психология эмоциональных и волевых процессов» для студентов, магистров и докторантов факультетов психологии в высших учебных заведениях, а также на курсах повышения квалификации для педагогов, на научных семинарах для практических психологов и учителей.

**NIȚĂ LILIANA**

**DEVELOPMENT OF VOLITIONAL QUALITIES IN PREADOLESCENTS**

**Summary of the THESIS of Doctor of Psychology**

**Specialty: 511.02 - Developmental psychology and educational psychology**

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Approved for printing: 20.05.2022

Offset paper. Offset pattern.

Sheet pattern 1.5

Paper size 60x84 1/16

Circulation 40 ex.

Order No 49

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**Centrul Editorial-Poligrafic al Universității Pedagogice de Stat „Ion Creangă” din Chișinău,  
str. Ion Creangă, nr. 1, MD-2069**