

„ION CREANGĂ” STATE PEDAGOGICAL UNIVERSITY OF CHIȘINĂU
(Institute of Educational Sciences, absorbed in accordance with GD no. 485 from 13.07.2022)

With manuscript title
C.Z.U.: 316.6:159.922.8(043.2)=111

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**VALUE ORIENTATIONS AND
PSYCHOSOCIAL ADAPTATION OF ADOLESCENTS**

511.03 - SOCIAL PSYCHOLOGY

**Scientific summary
of the thesis of habilitated doctor in psychology**

CHIȘINĂU, 2022

**The thesis was developed within the Psychology sector of the
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The defense will take place on the **28th of November 2022, at 1:00 p.m.**, in the meeting of the Specialized Scientific Council **DH 511.03-22-5** within the „Ion Creangă” State Pedagogical University of Chisinau (Institute of Educational Sciences, absorbed in accordance with GD no. 485 from 13.07.2022), 1, „Ion Creangă” st., bl. 2, Senate Hall.

The habilitated doctor thesis and the scientific summary can be consulted at the library of the „Ion Creangă” State Pedagogical University of Chisinau and on the website of ANACEC (www.cnaa.md).

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LIST OF ABBREVIATIONS

A – adaptation
CG – control group
EG – experimental group
EQ – emotional intelligence
IV – instrumental values
PA – psychological adaptation
PCA – principal component analysis (factor analysis method)
PSA – psychosocial adaptation
PV – personal values
SA – social adaptation
SER – special educational requirements
SV – social values
TV – terminal values
V - value
VO – value orientations

CONCEPTUAL REFERENCES OF THE RESEARCH

The actuality and importance of the addressed subject. The context of societal challenges determine adolescents to adapt to various social situations, while value orientations are at the base of personality formation and development. The societal challenges created by the reality around the world are harnessed in various scientific research. Analyzing the strategic direction, the *valorization of human and social capital*, we determine that the emphasis is on the rapid social changes of the recent years that have an impact on the quality of life and psychosocial safety, and also on the aspects of social integration of people. Among the expected results of this dimension, the adaptation of the educational system to new approaches in contemporary society is also mentioned [21]. In the given context, of great importance are the documents that over time outline the policies in the field of education in order to optimize the intellectual, cultural and professional formation of citizens [27; 28]. Moreover, in the development strategy project „Education 2030” it is emphasized that in the Republic of Moldova, education is a national priority, being the basic factor in promoting democratic values, in ensuring human and citizen rights, in the development of human capital, in the formation of conscience and national identity, in valorisation of European integration aspirations, with a primary role in creating the premises for sustainable human development and building a knowledge-based society [28]. Both, the contemporary societal challenges and the extent of the changes of different character that currently take place in the society require new configurations for an active involvement of personality in human life, obtaining high performances, achieving goals, orienting and directing one's own value system. The dynamism of social relations causes significant changes in all the spheres of human activity, including education and professional activity. The problem of psychological and psychosocial adaptation in modern psychology is increasingly attracting the attention of the researchers: the concept of „adaptation” is full of new content, psychosocial adaptation is presented not as a process of passive adaptation to the surrounding reality, but as an active process of transformation and self-development.

Framing of the theme in the international, national, zonal concerns of the research team and in an inter- and transdisciplinary context, presentation of the results of the previous research. According to the specialized literature, the studied phenomena are the object of multiple scientific research, here we consider important the studies carried out by the authors Т.А. Умбаев, Б.В. Овчинников, М.С. Яницкий, А.В. Серый [48; 49; 50; 51]. In this context, authors such as Т.А. Умбаев, Б.В. Овчинников [48] note that values are an important factor in personality adaptation. М.С. Яницкий, А.В. Серый [51], speaking about the functions of values, they add the functions of socialization and individualization to adaptation. These are the research that present the phenomena studied together, but in general we encounter the concept of value orientations and psychosocial adaptation analyzed separately. In the conceptions of the author M. Rokeach, the meaning of human values resides in ensuring a set of standards meant to direct our efforts in satisfying needs and, as much as possible, amplify our self-appreciation, that is, make our self-image perceived by us and others correspond to the definitions, socially and institutionally original, of morality and competence. The author defines value as a lasting belief similar to a certain way of behavior or purpose of existence. Alike any other type of belief, value has three components: cognitive, affective and behavioral. We consider these ideas fundamental for this research that have lead to determination of the value orientations of adolescent's personality in the current period, because personal values represent one of the most important subsystems of the sphere of personality content. Starting from the classification proposed by D. Leontiev with reference to the psychological nature of individual values, Л. Карпушина, А. Капцов believes that personal values have a double essence. On the one hand, these assume that the relationship (the report, attitude) has the function of directing and structuring, and on the other hand, it is located in the same row with needs and reasons, representing actually value learning, which demonstrates power of stimulation, meaning it has the function of orientation and motivation. In the view of the author C. Kluckhohn, value orientation is an organized and generalized conception, influencing behavior, regarding nature, human's place in it, human's relationships with others and regarding the desirable and undesirable, as they can be related to the environment and inter-human relations.

In the contemporary psychological science, as long as in other sciences, many of the achievements were oriented towards the research of values, namely, conceptual boundaries, theories, structures, notions, models of value ranking in different situations of life [16; 17; 18; 34; 40; 42; 43; 44; 46; 48; 51; 52; 53; 55; 56 et al.]. Values and value orientations, from psychological perspective, were analyzed in our country by A. Bolboceanu and A. Țâbuleac (implications of musical activity in the formation of adolescents' value orientations) [3; 30]; M. Șleahțișchi (values in relation to social representations of leaders) [26]; S. Briceag (value references, life models and ideals in adolescents) [6]; S. Svetlicinii (the specific of value orientation of ethnic groups) [29]; S. Rusnac (value orientations of sexual minorities) [25]; O. Paladi (self-consciousness and value system of adolescent) [58] et. al. The authors mention that values can change to such an extent that they lead to change of society and relationships between people.

With reference to the adaptation process, the studies carried out by foreign and local authors are important [5; 10; 15; 19; 31; 36; 38; 45; 47; 54 et. al.]. Psychosocial adaptation combines the need to meet society demands, taking into account one's own needs, reasons, interests. It is characterized by the individual's awareness of the need to make gradual changes in the relationship with social environment by assimilating new ways of behavior but also by forming new adaptive mechanisms oriented towards congruence of the individual relationship with the surrounding environment. The level of psychosocial adaptation is directly related to the psychological characteristics of the personality and its behavioral peculiarities. In national concerns, psychological researchers, in recent years, have emphasized the study of psychosocial adaptation, mostly under the scientific coordination of Professor N. Bucun [7; 8; 22; 32; 33; 39].

Value orientations and psychosocial adaptation are primordial concepts for the educational system. From a pedagogical perspective, various visions regarding values, value orientations, psychosocial adaptation are reflected in national research: T. Callo [20]; L. Cuznețov [11]; M. Boroșan [4]; I. Gîncu [13]; M. Dohotaru [12]; E. Țărnă [31]; D. Antoci [2] et. al.

Education is a way of transferring values between society and the individual and ensures favorable conditions for assimilation and promotion of these values. In this order of ideas, watching the integration of the individual into society, education deals with the formation of the personality, the features of which will allow assimilation of social values, contributing, at the same time, to their overcoming and development in correlation with the general meaning of social development [14, p. 6]. We consider the research carried out on the subject of *Value orientations and psychosocial adaptation of adolescents* to be actual, because it contributes to the achievement of some objectives within the mission of education, which is important for the entire educational system in the Republic of Moldova. Among the objectives of education that are oriented towards achieving several goals, the following can be found: formation of personal value axis; formation of adaptation skills to new conditions in order to satisfy personal and social needs [14, p. 8]. By researching the particular value orientations and their impact on psychosocial adaptation of adolescent's personality, the content of social psychology is completed with reference to this problem. Moreover, the absence of complex theoretical and empirical studies in the Republic of Moldova, which would elucidate the real level of impact of value orientations on psychosocial adaptation of adolescents, identified the research problem. This resides in the need to establish the relationship between value orientations, psychosocial adaptation and other psychosocial factors, dimensions of personality, as well as in the need to establish the impact of value orientations on adolescent's psychosocial adaptation, from the perspective of contemporary societal approaches and the development, implementation of the psychological program of facilitation psychosocial adaptation at this age.

The purpose of the research: the epistemic substantiation of the conception regarding value orientations and psychosocial adaptation, the development and experimental validation of the program of facilitation psychosocial adaptation at the age of adolescence.

Research objectives: 1. determining the epistemic foundations regarding value orientations and psychosocial adaptation; 2. description of the manifestation particularities of value orientations and psychosocial adaptation at the age of adolescence, identification of the relationships between psychosocial adaptation and personality dimensions, scientific substantiation of the concepts; 3. determining and implementing tools for diagnosing value orientations and psychosocial adaptation in adolescents; 4. establishing value orientations, psychosocial adaptation levels at the age of adolescence, as well as their relations with psychosocial factors and personality dimensions; 5. determining adolescent's psychological profiles from the perspective of value orientations and psychosocial adaptation; 6. elucidating the impact of value orientations on psychosocial adaptation of adolescents; 7. development and experimental validation of the psychological program of facilitation psychosocial adaptation at the age of adolescence; 8. formulating general conclusions, recommendations and perspective research.

Research hypotheses: In accordance with the purpose and objectives of the research, we put forward hypotheses according to which we assume that: - value orientations and psychosocial adaptation at the age of adolescence are determined by psychosocial factors and personality dimensions; - value orientations of adolescents have an impact on psychosocial adaptation; - by applying psychological intervention programs, psychosocial adaptation can be facilitated in adolescence.

Synthesis of research methodology and justification of chosen research methods. The theoretical support of the research aims the following theories and models: *the theories with reference to values, value orientations including the relationship between social, institutional and individual values*; *the dynamics of the development of social values* (M. Rokeach, Sh. Schwartz, V. Gouveia, Д.А. Леонтьев, М.С. Яницкий, Р. Ілуț, B. Voicu); *the theories and models with reference to psychosocial adaptation* (J. Piaget, H.J. Eysenck, C. Rogers, R. Dymond, V.G. Krâsiko, H.H. Мельникова; А.К. Акименко, М. Zlate, C. Enăchescu, N. Bucun); *the theories of personality, especially humanistic theory* (C. Rogers, A. Maslow, Ch. Biihler); *the psychological theories regarding the peculiarities of adolescence development* (R. Cattell, M. Debesse, D. Super, Л. Выготский, U. Şchiopu, E. Verza, F. Verza, A. Muntean, F. Golu, C. Ceobanu), etc.

The methodology of scientific research derives from the purpose and objectives of the constative and formative approach and consists of **theoretical methods** (analysis and synthesis of specialized literature; the deductive-inductive method for interpreting and explaining the obtained results, the analogical method, the comparative method, the content analysis, the documentary method, the historical method etc.); **empirical methods** (questionnaire survey, testing, observation (direct, indirect), conversation); **mathematical and statistical methods** (SPSS Program – 20): the T-test for two paired samples (Paired-Samples T-Test); the T-test for two independent samples (Independent-Samples T-Test); the Pearson correlation and the linear correlation coefficient Pearson r ; the Spearman correlation and Spearman correlation coefficient p ; the Wilcoxon test for two paired samples; the Mann-Whitney U test for two independent samples; the ANOVA analysis of variance; the exploratory factor analysis; the linear regression (simple linear regression, multiple linear regression, hierarchical method in multiple linear regression).

For the study of value orientations, psychosocial adaptation and regulatory factors in adolescence, the following **psychometric instruments** were applied: Psychosocial survey (based on a questionnaire); the Test of value orientations (M. Rokeach); The Psychosocial Adjustment Diagnostic Questionnaire (C. Rogers and R. Dymond); The *Eysenck* Personality Questionnaire; Self-confidence study test (V.G. Romek); The test for determining values (М.С. Яницкий); The *Emotional Intelligence* Scale (Schutte, Malouff et. al.); The *Adaptability / flexibility* test (A. Chelcea); The *Locus control* questionnaire (T. Pettijohn); The Self-affirmation scale (C. Cungi and M. Rey); The *Motivation for success/fear of failure* test (А.А. Реан); The *How optimistic are you* questionnaire? (N. Mitrofan, L. Mitrofan); The *Are you a sociable person* questionnaire? (C. Tocan, I. Dumitriu); The *Self-appreciation of the will* questionnaire (Е.В. Руденский); The *Self-Esteem* Questionnaire (M. Rosenberg); The *Orientation of the meaning of life* test (Д.А. Леонтьев); The *Self-appreciation of psychological adaptability* questionnaire (Н.П. Фетискин); The *Self-appreciation of emotional adaptability* questionnaire (Н.П. Фетискин); The *Independence/influenceability* questionnaire (S. Lecker).

The novelty and scientific originality of the research results consists in designing, building and launching a theoretical-experimental concept with reference to value orientations and their relationship with psychosocial adaptation of adolescents. The given research reveals a unitary vision on the mentioned concepts from the perspective of contemporary societal approaches deduced from multiple approaches. The elements of novelty and originality of the research can be found in: foundation of the psychodiagnostic model through which the management of the research of value orientations and psychosocial adaptation of adolescent's personality can be achieved; determination of psychosocial factors, dimensions and directions important for this process; presentation of the personality assessment model from the perspective of psychosocial factors, personality dimensions that influence value orientations and psychosocial adaptation; substantiation of a holistic approach to the relationship between value orientations and psychosocial adaptation of adolescents deduced from the perspective of psychosocial factors; establishing the specific nature of the psychosocial adaptation in the integrative context of personality dimensions interaction; determining adolescent's psychological profiles from the perspective of value orientations according to psychosocial factors; determining the psychological profiles of adolescents with psychosocial adaptation and inadaptation; identifying the factors that have influence on the high psychosocial adaptation of adolescents; determining the impact of value orientations on psychosocial adaptation; elaboration of the *Explanatory Model of the relationship between value orientations and psychosocial adaptation at the age of adolescence*; designing and implementation of the *Program Facilitation of psychosocial adaptation at the age of adolescence*.

The theoretical significance of the research: the results of the study complement the field of psychology with holistic approach of the relationship between value orientations and psychosocial adaptation, including the impact of value orientations on the psychosocial adaptation of adolescents from the perspective of contemporary societal approaches deduced from multiple psychosocial factors (gender; origin, grade / year of study; study profile; type of studies; age; family status; personal monthly income; academic success; ethnicity; type of family he/she belongs to; average monthly

family income; perception of health status (number of visits to the doctor with various health problems; presence of an illness; self-appreciation of the state of health); parents' education; parents' departure to work abroad; desire to go abroad after graduation to study or work) and personality dimensions; the development of the research model of value orientations and psychosocial adaptation at the age of adolescence from the perspective of psychosocial factors and personality dimensions.

The applicative value of the research: development of the diagnostic methodology of value orientations and psychosocial adaptation at the age of adolescence; development of the model of personality assessment from the perspective of psychosocial factors, dimensions that influence value orientations and psychosocial adaptation of adolescents; development of psychological profiles of adolescents from the perspective of priority value orientations (terminal and instrumental) depending on the factors: gender, origin, study profile, age, academic success, monthly family income, suffering due to an illness, economic migration; elaboration of the complex psychological profile of an adolescent with a high level of psychosocial adaptability from the perspective of the dimensions: value-motivational; of control; metacognitive; emotional-regulatory; evaluation and self-evaluation; elaboration of the explanatory model of the relationship between value orientations and psychosocial adaptation at the age of adolescence; validation of the Psychological Intervention Program *Facilitation of psychosocial adaptation at the age of adolescence*. The experimental data can be useful to researchers, psychologists, teaching staff and managers; adolescents, parents, etc. including for improving the educational process directed towards formation of an integral personality.

The scientific results that led to the development of a new research direction consist in the fact that it was presented, at a theoretical level, the approach of value orientations from the perspective of their influence on the psychosocial adaptation capacity of adolescents; an extended approach to the relationship of value orientations with psychosocial adaptation was substantiated, including the impact of value orientations on the psychosocial adaptation of adolescents from the perspective of contemporary societal approaches deduced from multiple approaches (gender; origin, grade/ year of study; profile of studies; type of studies; age; family status; personal monthly income; academic success; ethnicity; type of family adolescents belong to; average monthly family income; number of visits to the doctor with various health problems; presence of a disease; parents' education; self-appreciation of the health condition; parents going to work abroad; the desire to go abroad after graduation to study or work) and other regulatory factors. Also, the personal views of the adolescents about the researched concepts were determined, namely: value and value orientations as well as psychosocial adaptation; the concepts of value orientations and psychosocial adaptation were substantiated; the specific character of psychosocial adaptation and value orientations was established in the integrative context of interaction of personality dimensions at the age of adolescence (extraversion / introversion and neuroticism; self-confidence, social courage and initiation of social contacts; emotional intelligence; adaptability / flexibility of personality; place of subjective control; self-affirmation; motivation for success / fear of failure; optimism; sociability; self-appreciation of will; self-esteem; orientations of the meaning of life; self-appreciation of psychological adaptability; self-appreciation of emotional adaptability; independence / influenceability). At the same time, the category of new results also includes the development of: - The research model of value orientations and psychosocial adaptation of adolescents from the perspective of psychosocial factors, dimensions, directions and research methods; - The personality evaluation model from the perspective of psychosocial factors, personality dimensions that influence value orientations and psychosocial adaptation of adolescents; - The psychological profile of the adolescent's personality with a high level of psychosocial adaptation from the perspective of value orientations (terminal and instrumental); - The psychological profile of the personality of an adolescent of different gender (male / female) from the perspective of value orientations (terminal and instrumental); - The psychological profile of an adolescent's personality from different backgrounds (urban / rural) from the perspective of value orientations (terminal and instrumental); - The psychological profile of an adolescent's personality with different profile of studies (humanist / real) from the perspective of value orientations (terminal and instrumental); - The psychological profile of an adolescent's personality aged 14-15 years / 19-20 years and / 24-25 years from the perspective of value orientations (terminal and instrumental); -

The psychological profile of an adolescent's personality with different academic success (average 9-10 / average 6-7) from the perspective of value orientations (terminal and instrumental); - The psychological profile of an adolescent's personality with different monthly income (1500 lei / 8000 lei) from the perspective of value orientations (terminal and instrumental); - The psychological profile of an adolescent's personality with and without suffering due to an illness from the perspective of value orientations (terminal and instrumental); - The psychological profile of the personality of an adolescent with parents at home (in the Republic of Moldova) and with parents gone abroad from the perspective of value orientations (terminal and instrumental); - Complex psychological profiles of adolescents with adaptation and psychosocial inadaptation from the perspective of dimensions: value-motivational; of control; metacognitive; emotional-regulatory; evaluation and self-evaluation; The explanatory model of the relationship between value orientations and psychosocial adaptation in adolescence. In the carried out research, we consider important the design, organization and implementation of the psychological intervention program in order to facilitate the psychosocial adaptation of adolescents through the components that influence / regulate this process.

The results obtained in the present research determined the creation of a new scientific direction: **The holistic approach to the relationship between value orientations and psychosocial adaptation at the age of adolescence.**

The implementation of scientific results was carried out within national projects, state programs; national and international scientific conferences, symposia; in the didactic activity of preparation and training of students, master's and doctoral students from the specialty of Psychology (IȘE, USM); within the activities organized for teaching and management staff, educational psychologists from the Republic of Moldova.

Approval of scientific results. The results of the research were discussed and approved during the meetings of the Psychology Sector and of the Scientific-Didactic Council of the Institute of Educational Sciences. In the finalized version, the research results were discussed and approved in the meeting of the Psychology Sector of the Institute of Educational Sciences, held on 29.06.2021, in the meeting of the ad hoc Profile Scientific Seminar (on specialty 511.03 – Social Psychology) within the State University of Moldova, held on 12.01.2022 and in the meeting of the Profile Scientific Seminar (specialty 511.03 – Social Psychology) within the Institute of Educational Sciences, held on 16.05.2022. The same results were discussed and approved in national and international scientific meetings, inclusively in 5 cases the results were presented, discussed and approved in plenary sessions: „Value orientations and their impact on the psychosocial adaptation of adolescents” (National Scientific Conference, Research in educational sciences and psychology: challenges, perspectives. In Memoriam Professor Nicolae Bucun. Institute of Educational Sciences, September 16th, 2021); „The activity of the psychologist in general education: realities and perspectives” (Transfrontier Pedagogical Symposium Professionalization of teaching staff: trends and socio-psycho-pedagogical realities. Institute of Educational Sciences, May 14th, 2021); „Psychosocial adaptation of the personality - priority for the research of psychological activity in the educational system” (International Scientific Conference Education: primary factor in the development of society. Institute of Educational Sciences, October 9th, 2020); „Value orientations in the vision of educational actors” (International Scientific Conference Teaching staff - promoter of educational policies. Institute of Educational Sciences, October 11th, 2019); „Value orientations and psychosocial adaptation of personality” (International Scientific Conference School Curriculum: challenges and development opportunities. Institute of Educational Sciences, Chisinau. December 7-8th, 2018).

Publications on thesis subject. The basic content of the research is presented in **62 published scientific papers**: monographs, articles in scientific journals and materials of national and international scientific conferences.

Volume and structure of the thesis. The habilitated doctor thesis includes: annotations in Romanian, Russian and English languages, introduction, six chapters, general conclusions and recommendations, bibliography of 402 titles, 11 appendices, 251 pages of basic text, 32 figures and 70 tables.

Key words: value, value orientation, terminal values, instrumental values, adaptation, psychosocial adaptation, psychosocial adaptability, components of psychosocial adaptation, psychological personality profile, adolescence.

THESIS CONTENT

The Introduction presents the actuality and importance of the addressed topic, the framing of the topic in the international, national, zonal concerns of the research group, in an inter- and transdisciplinary context, with presentation of the results of previous research related to the chosen topic, the purpose and objectives of the research, the hypothesis of the research, the synthesis of the research methodology and the reasoning of the chosen research methods, the summary of the thesis sections.

In Chapter 1 - Theoretical foundations of value orientations and psychosocial adaptation in adolescence - the concept of value orientations is defined in accordance with the views of foreign and local authors; there are presented theories, principles, types, functions of value orientations; the concept of value orientations is analyzed as an element of personality structure. The concept of psychosocial adaptation is defined, there are presented the theories, criteria, mechanisms of psychosocial adaptation, described the components of psychosocial adaptation according to the conception of the authors C. Rogers and R. Dymond; there are described the relationships between psychosocial adaptation with other personality dimensions. In the given context, the age of adolescence is described from the perspective of interaction between value orientations and psychosocial adaptation [7; 8; 22; 23; 24; 32; 33; 39].

We consider important the study carried out as part of the doctoral thesis, in the years 2004-2011, with reference to self-consciousness and value system of adolescent's personality. In the study process, we focused on the individual values of adolescent's personality, as well as on how they are ranked in different situations. SV can become individual values after their passage through the prism of self-consciousness. In our view, the process of transformation and interaction is decided by the self-consciousness of a personality. Values filtered through the self-consciousness of a personality, being understood, thought, analyzed, compared, generalized, become individual values. Obviously, not all SV become individual values, because they are selected according to the goals, motives, interests, aspirations, personal directions of an individual [57, p. 44].

Moreover, referring in this context to the relationship between values and PSA of a personality, the process of transformation and interaction of values can be developed. Accordingly, in our view, this process influences the PSA (Figure 1.1).

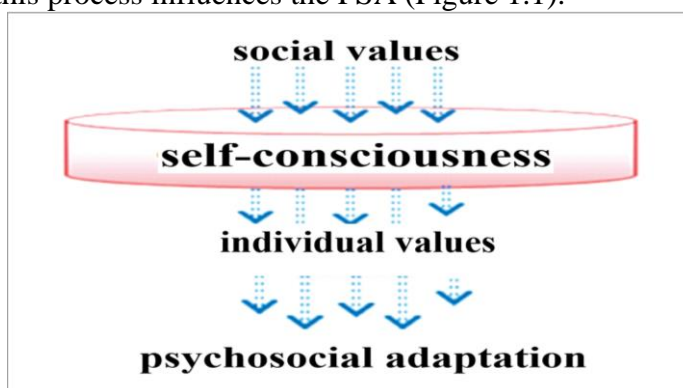


Fig. 1.1. The process of transformation and interaction of values from the perspective of PSA

We highlight the fact that personality's VO are the most important elements in the personality structure, in one way or another, VO are analyzed as a complex of conscious and ordained values of the individual, thus determining its behavior and activity as well as the level of PSA.

PSA has caught the attention of psychologists regarding the necessity of studying the problems of interaction between human and the surrounding social environment. The authors mention that in recent years, there has been a significant evolution in understanding the PSA phenomenon, which is associated with a general change in the interest of researchers from the sphere of psychological deviations to the analysis of the healthy person. C. Rogers and R. Dymond are the ones who paid

special attention to PSA and its components, by studying the psychosocial peculiarities of adaptation [54]. The characteristics of PSA, in this case, mainly coincide with the criteria of personal maturity, including: self-esteem, acceptance of others, emotional comfort, understanding of one's own problems and the tendency to overcome them. At the other pole, psychosocial inadaptation implies: non-acceptance of one's own person and non-acceptance of others, the presence of barriers in the process of self-knowledge, emotional discomfort, lack of flexibility, escapism [apud 9]. According to the conceptions of the authors C. Rogers and R. Dymond in the PSA system there are certain relationships between the following components: psychosocial adaptability; psychosocial inadaptability; mythomania / falsity; self-acceptance; non-acceptance of self; acceptance of others; non-acceptance of others; emotional comfort; emotional discomfort; internal control; external control; dominance; obedience; avoiding problems.

Societal challenges have repercussions on personality adaptation and adaptability at different age stages. In this context, we mention the importance of studying the relationships between A and PSA with other personality dimensions such as: extraversion / introversion and neuroticism (instability / emotional stability); self-confidence, social courage and initiating social contacts; EQ (appreciating and expressing emotions; controlling emotions; using emotions in problem solving); place of subjective control (internal and external); self-affirmation; motivation for success / fear of failure; optimism; sociability; self-appreciation of will; self-esteem; meaning of life orientations (life goals; life process – interest and emotional saturation of life; result – effectiveness of life and emotional satisfaction; locus of control – I the master of life; locus of control – life or life management); self-appreciation of psychological adaptability; self-appreciation of emotional adaptability; independence / influenceability.

Referring to the interaction between value orientations and psychosocial adaptation in adolescents, we highlight that there are few works that present dimensions of the relationship between these concepts. In this chapter, we consider important the studies carried out by the authors Т.А. Умбаев, Б.В. Овчинников, М.С. Яницкий, А.В. Серый and others [48; 49; 50; 51]. In this context, authors such as Т.А. Умбаев, Б.В. Овчинников [48] note that values are an important factor in personality А. М.С. Яницкий, А.В. Серый [51], speaking about the functions of values, add the functions of socialization and individualization to А. According to these three functions, these authors classify values as follows: values of А, values of socialization and values of individualization. Values of А show a commitment to physical and economic security. Values of socialization indicate the orientation of the subject towards the norms and values accepted in society, towards social approval. Values of individualization are the orientation of the individual towards self-development and self-realization, towards independence and self-development.

Synthesizing the aspects presented in the first chapter, we consider important the following ideas:

1. The analysis of the specialized literature allowed us to conclude that the problem of value, of VO is multilaterally researched in different branches of science and predominantly in philosophy, psychology, sociology. In this context, the complex analysis of the carried out research convinced us of the different choice of VO investigation strategies. A great number of research propose different social delimitations of the value system, of value components, of organization and functioning principles, typology, influence criteria, systematization models. Moreover, the scientific data regarding the axiological composition of the personality structure are particularly valuable. Multiple statements suggest that values intervene in many processes of human psychic, are often caused by the needs of human activity practice, establish connections and intersections with attitude, ideal, interest, need, personality traits, etc. Value is placed in the center of the motivational sphere determining a person's attitudes, judgments and actions; participates directly in the processes of defense, preservation and manifestation of the Ego and self-respect; values represent preferences or principles that define the main directions of human action, that guide and legitimize the rules of social life. The authors point out that the purpose of human values resides in ensuring a set of standards to direct our efforts in satisfying the needs and, as much as possible, to amplify our self-esteem, that is, to make our self-image perceived by us and others correspond to the definitions, social and institutional

original, of morality and competence. Currently, a crisis is felt in the value problem which is determined by the lack of axiological benchmarks and a clear purpose of education.

2. We mention that the object of our research has become the age of adolescence, because, in the opinion of several researchers, it is known for its sensitivity to the development of VO, also, the intense process of forming personality structures in adolescence is explained by the development of abstract thinking, self-consciousness and of reflective capacity. This age represents a permanent and indisputable search for identity through assimilation and comparison with others, along with aspects of social integration. Adolescence is the age of searching represented by an agglomeration of multiple needs. Moreover, the authors believe that the functions of adolescence can be expressed synthetically as follows: of A to the environment; of overtaking; of personality defining. Examining the axiological structures with a focus on the young generation shows that the differences in V increase the distance between mentalities, and the age evolution accomplishes the transition from superficial value to authentic ones.

3. Moreover, values are ranked in systems and do not develop as isolated elements. So, following the carried out theoretical research, in the field of psychology, with reference to the concept of VO we establish that it is directly related to societal challenges. Taking into consideration the dimensions presented in this chapter, we will mention that the definition according to which VO represent the most important component of the personality structure that includes life experience accumulated during its development, determines the behavior and attitude towards the surrounding world, as well as the orientation of goals of self-improvement for (facilitating PSA) optimal PSA of the individual.

4. The synthesis of the representative studies in the field allowed us to conclude that the problem of adaptation is researched from the biological, social, psychological, etc. perspective. Therefore, the analysis of specialized literature allows us to mention a wide variety of theoretical approaches to the problem of adaptation in different fields of scientific knowledge, which is associated with the specifics of the research tasks performed, as well as with the approaches adopted in different scientific schools. Current research put different emphasis on the notions of A, SA, PA, PSA, etc. The conceptual apparatus of the PSA phenomenon is differentiated according to the purpose, content, methods and results of the A process, as well as taking into consideration the differences in the description of the characteristics of two interacting systems: the individual and the environment. At the same time, currently, the scientific debate on the concept of PSA amplifies, a fact proven by the growing number of scientific works developed on this subject. Moreover, in the existing works we find multiple interpretations both for the concept of A and for that of PSA. In general, the authors suggest that definitions of adaptation focus on a few stable components such as: the process of A always involves the interaction of two objects; this interaction takes place under special conditions - conditions of disequilibrium, inconsistency between systems; the main purpose of such interaction is a certain coordination between systems, the degree and nature of which can vary within fairly wide limits; achieving the goal implies certain changes in the interacting objects.

5. The mode A, PSA of the personality is achieved is dependent on various factors, namely, the importance of internal, personal factors; external, sociocultural factors, etc. is highlighted. Other models of personality that focus on factors as psychic dispositions state that psychic adaptations are acquired and include habits, attitudes, abilities, values and motives. In turn, characteristic adaptations provide explanations for observable behaviors. Some research has shown that each of the five factors is related to psychological well-being and A in adolescence. The complex analysis of the carried out research convinced us of the different choice of investigation strategies, as well as of PSA components. We know that the process of A can proceed in different ways, depending on the environmental conditions that differ in terms of highlighting these two parameters such as the intensity of environmental changes and their frequency, and in this context, we distinguish A under extreme conditions; to already changed conditions; to permanent conditions; to changing conditions. At the same time, we emphasize that in defining the concept there are authors who speak about the PSA as a whole, which denotes that its characteristics are complex and combine the need to meet the requirements of the society, taking into account their own needs and VO. The authors note that,

depending on the individual psychological properties of the personality, the process of A can proceed either in an active purposeful form or in a passive-adaptive form.

6. Starting from the interpretative analysis of the existing definitions with reference to the concept of PSA, we consider relevant the definition according to which PSA is a process of interaction between the individual and the environment that involves the change of individual VO according to SV; it presumes the involvement of regulatory factors in determining a system of individual values that contribute to the development of the adaptive potential of a personality; it involves adapting to the new conditions of life according to VO for an effective activity. We believe that the PSA process of adolescent's personality, in new situations, is influenced by the following psychological phenomena: VO, extraversion / introversion, neuroticism, self-confidence, social courage, initiation of social contacts, EQ, locus of subjective control, self-affirmation, motivation for success, optimism, sociability, will, self-esteem, orientations of the meaning of life.

7. The basic definition represents an important scientific value that comes to conceptualize PSA in our research. At the same time, the concept of psychosocial adaptability is a dimension of the phenomenon of adaptation that represents the property, the quality of an individual highlighted by the adaptive characteristics of personality, adaptive strategies of behavior, an idea supported by many authors. We mention that in this paper the concept of PSA is synonymous with that of social-psychological adaptation (these being directly translated from Russian works), and the topic of the words social and psychological is not defining for the notion of A as in the case of other psychological concepts.

In Chapter 2 - The design of the research on value orientations and psychosocial adaptation of adolescents – there is presented the management of the research on value orientations and psychosocial adaptation of adolescents, the psychometric instruments of the experimental research are described, the research sample is characterized, the views of the subjects regarding the essential notions for the carried out research are presented.

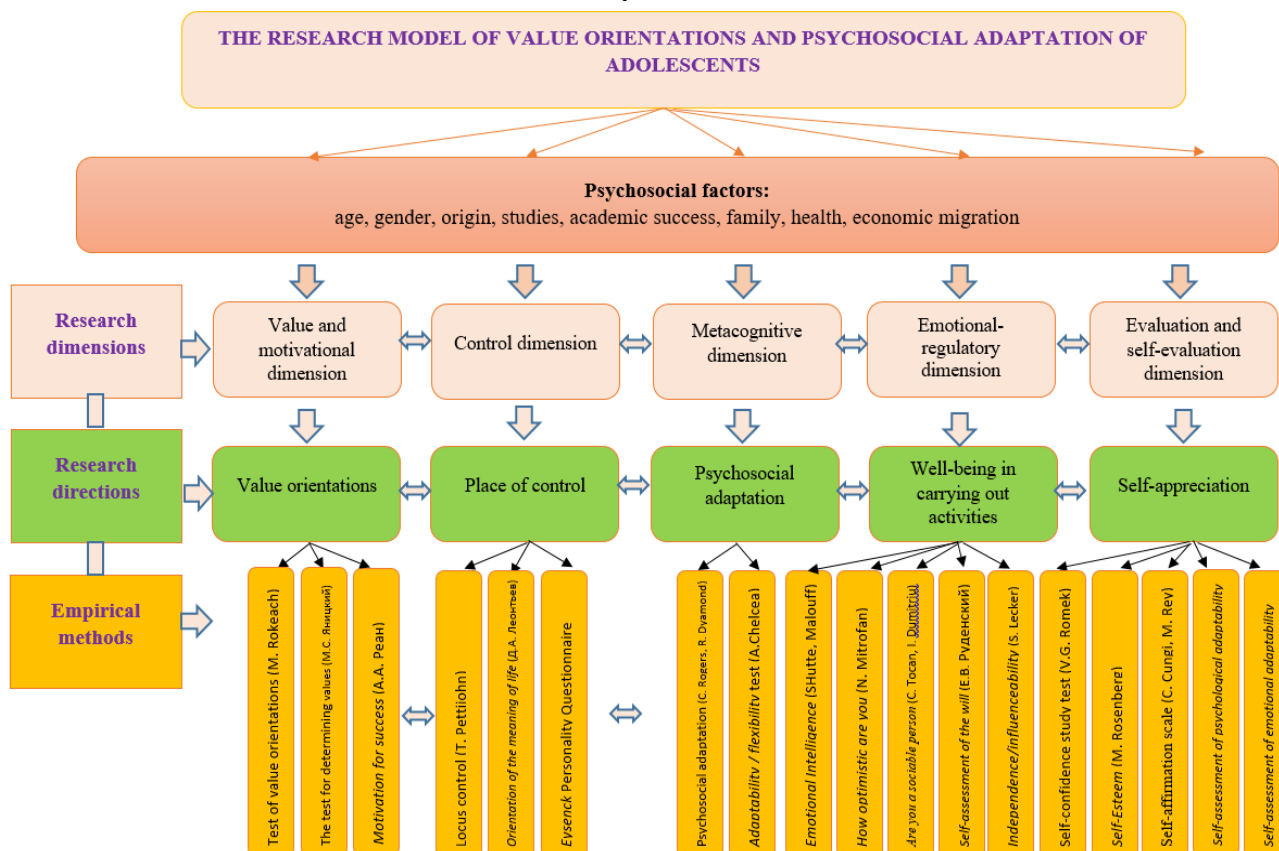


Fig. 2.1. The research model of value orientations and psychosocial adaptation of adolescents from the perspective of psychosocial factors, dimensions, directions and methods of research

The concepts described in the respective chapter convinced us that in the social and psychological context the approaches related to the concept of adaptation are presented by some authors in a different way, and by others with many identical dimensions. Therefore, analyzing what has been presented, we notice that both value orientations and psychosocial adaptation are well-determined aspects, widely researched in the specialized literature, however, only episodically some relationships and influences of these concepts are described. The given situation urges us to carry out a complex, multidimensional research in order to promote models of the formation of a developmental balance in the relationship value orientation - psychosocial adaptation. For the research management of the indicated concepts, the following sequences are important: psychosocial factors, dimensions, directions and research methods of value orientations and psychosocial adaptation of adolescents presented in figure 2.1.

In the framework of the carried out research, there were highlighted the components valorized in the work, namely, psychosocial factors, research dimensions, research directions and empirical methods. According to the dimensions of the research (value and motivational; control; metacognitive; emotional-regulatory; evaluation and self-evaluation) the directions of the research were substantiated, which include value orientations of adolescents; psychosocial adaptation of adolescents; as well as the relationships of these concepts with other personality dimensions.

From the data included in the paper, we notice that the methods applied in the research are very vast and extensive. According to the research directions, there were applied methods to determine: terminal (goal) and instrumental (means) values; values of adaptation, socialization and individualization; psychosocial adaptation (1. Adaptability / inadaptability; 2. mythomania; 3. self-acceptance; non-acceptance of self; 4. acceptance of others; non-acceptance of others; 5. emotional comfort; emotional discomfort; 6. internal control; external control; 7. dominance; obedience; 8. avoiding problems); personality adaptability; extraversion / introversion and neuroticism (instability / emotional stability); self-confidence, social courage and initiating social contacts; emotional intelligence (appreciating and expressing emotions; controlling emotions; using emotions in problem solving); place of subjective control (internal and external); self-affirmation; motivation for success / fear of failure; optimism; sociability; self-esteem; orientations of the meaning of life (life goals; life process – interest and emotional saturation of life; result – effectiveness of life and emotional satisfaction; locus of control – I the master of life; locus of control – life or life management); self-appreciation of psychological adaptability; self-appreciation of emotional adaptability; independence; influenceability. We highlight the fact that the implemented methods were sufficiently informative in the research process.

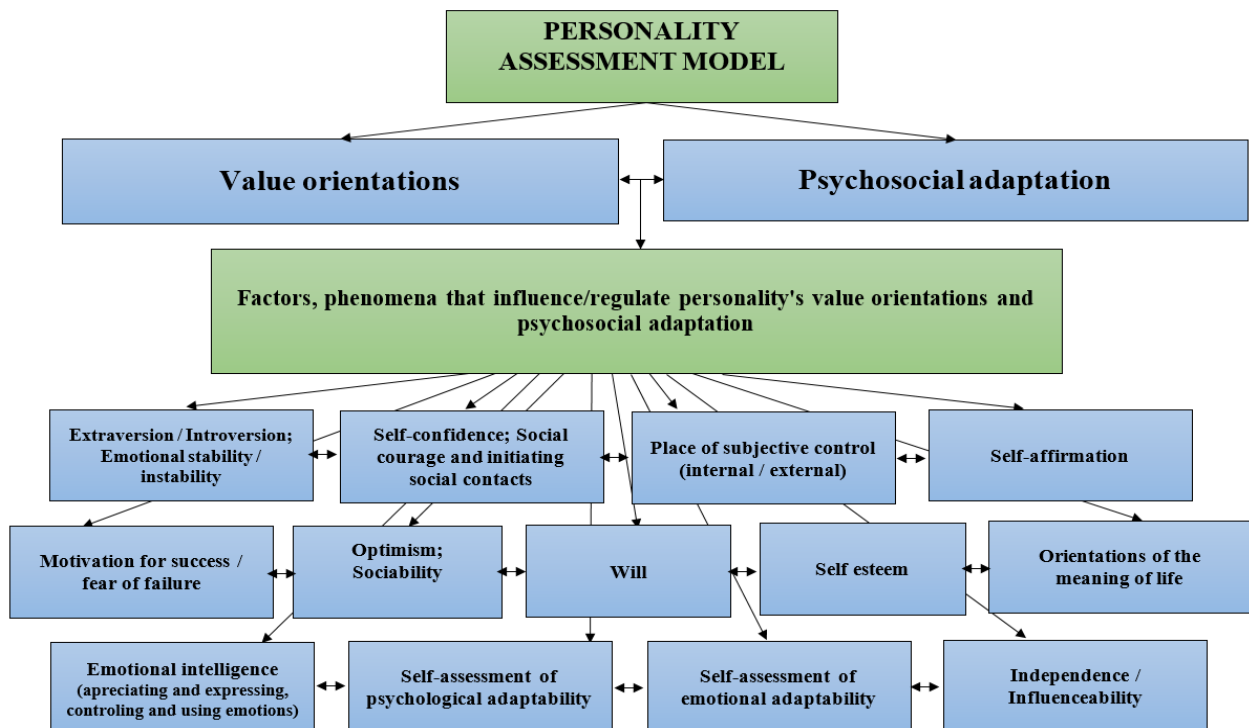


Fig. 2.2. The personality assessment model from the perspective of personality dimensions that influence/regulate value orientations and psychosocial adaptation of adolescents

Furthermore, we consider that other important factors that can influence both, value orientations and psychosocial adaptation of adolescents, might be: the gender of the subjects (male / female); the environment of origin (urban / rural); the institution where he/she studies (secondary school; high school; vocational school; center of excellence (college); university); specialty; grade (9th; 10th; 11th; 12th), year of study (I; II; III); study profile (humanistic; real; sports); type of studies (budget / contract); university studies follow high school, vocational school, college or other faculty; age (14-15 years; 15-16 years; 16-17 years; 17-18 years; 18-19 years; 19-20 years; 20-21 years; 21-22 years; 22-23 years; 23-24 years; 24-25 years; over 25 years); marital status (married / single); employment (yes / no); personal monthly income (salary / other remuneration; yes / no); academic success in the previous semester (average between: 9-10; 8-9; 7-8; 6-7; 5-6; lower than 5); ethnicity (Romanian; Russian; Ukrainian; other nationality); type of family he/she is part of (complete; single parent (mother only; father only; orphan); the family's average monthly income (up to 1500 lei; 1501-4000 lei; 4001-8000 lei; over 8000 lei); lives in: apartment or parents' house, dormitory, rented apartment, personal apartment; the number of visits to the doctor with various health problems: never in the current year, once, 2 times, 3 times, more than 4 times in the current year; the presence of a disease (suffering from a chronic disease, acute disease); parents' education: mother, father (education: secondary; special secondary; incomplete higher education; complete higher education); self-appreciation of the health status, in general (very good; good; less good); parents gone for working abroad: mother; father (they were away up to 1 year; 1-2 years; 2-4 years; 4-6 years; 6-8 years; 9-12 years; over 12 years); the desire to go abroad after graduation (no; yes – to study or work). The listed factors were included in the survey from the beginning of the experimental sheet applied to all subjects who participated in the research. It concludes with the subjects' personal views on the researched concepts, namely: value, value orientations and psychosocial adaptation. We note that the listed psychosocial factors were selected taking into account the fact that the spectrum of problems faced by adolescents is diverse, they are put in a situation to quickly adapt to new realities that are dictated by crisis situations (state of health including psycho-emotional, parents' migration of economical reasons etc.) [28].

We highlight the fact that the *Model of personality assessment from the perspective of personality dimensions that influence/regulate value orientations and psychosocial adaptation of adolescents* emphasizes the analyzed components and becomes the basis of optimization adolescents' psychosocial adaptation process. There are presented important aspects for establishing the relationship between value orientations concept and psychosocial adaptation of adolescents both being highlighted by psychosocial factors, dimensions, research directions and methods, and by adolescent's personality evaluation model. Value orientations and psychosocial adaptation of adolescents are in a direct relationship. Following the analysis, the way some factors influence the basic components of psychosocial adaptation and value orientation of adolescents is described. Thus, there are predicted conditions to facilitate the process of psychosocial adaptation of adolescents according to value orientations.

Experimental research methodology. The observational experiment carried out in the framework of the research aimed to: determine the value orientations, the levels of psychosocial adaptation of the adolescents; determine the level of development of personality dimensions that influence / regulate psychosocial adaptation, establish the relationships between psychosocial adaptation and personality dimensions: extraversion / introversion, neuroticism, sincerity, initiating social contacts, social courage, self-confidence, appreciation of emotions, control of emotions, use of emotions, emotional intelligence, adaptability, locus of control, self-affirmation, motivation for success, optimism, sociability, will, self-esteem, orientations of the meaning of life (meaning of life goal, meaning of life process, meaning of life result, meaning of life for locus of control I, meaning of life for locus of control Life), psychological adaptability, emotional adaptability, independence; compare the levels of development of psychosocial adaptation in adolescents according to psychosocial factors; establish the value orientations of the adolescents with high level of psychosocial adaptation, with psychosocial adaptation and inadaptation; establish the hierarchies of

value orientations of the adolescents according to psychosocial factors; establish the impact of value orientations on psychosocial adaptation of the adolescents.

In accordance with the purpose and objectives of the research in this chapter, the presented hypotheses were verified. For achieving the tasks proposed in the experiment, multiple psychometric and statistical tools were used (presented on page 6).

Characteristics of the research sample. In order to carry out the research, an efficient management of the sample trained in the research was necessary. The sample is presented by adolescents aged between 14-25 years, namely: 9th; 10th; 11th; 12th grade students; university students - first cycle bachelor's degree (years of study 1; 2; 3); students from centers of excellence (colleges), (study years 1-5), students from professional schools (study years 1; 2), as well as teenagers from youth health centers. At the same time, adolescents with special educational requirements were also included in the research.

The research sample consists of **2029** teenagers. We highlight the fact that the subjects are from different regions of the country, the experimental fiches being applied in 3 areas of the Republic of Moldova: north - Balti; center – Chisinau; south – Cahul (Table 2.1). At the initial stage of the experiment, 119 teachers who participated in the continuous training courses of the Institute of Educational Sciences, Chisinau, were included. We mention that the participation in the research of all respondents was exclusively voluntary, and that sample meets the necessary conditions to be representative.

Table 2.1. Research sample

Nr/o.	Institution	Profile	Specialities	Group/Grade	Number of subjects
CHISINAU					1401
1.	State University of Moldova	humanist / real	Psychology; Psychopedagogy; Biology; Physics and Engineering; Geography; Chemistry; Informatics; Accounting; Finance and Banks; Business and Administration; Marketing and Logistics; Hotel services, tourism and leisure.	Year I-III	293
2.	International Free University of Moldova	humanist	Psychology	Year I-II	40
3.	„Dante Alighieri” Theoretical High School	humanist / real		Grade 9-12	294
4.	„Spiru Haret” Theoretical High School	humanist / real		Grade 9-11	181
5.	High School of Creativity and Invention „Prometeu-Prim”	humanist / real		Grade 11-12	41
6.	Municipal Boarding High School with Sports Profile from Chisinau	sport		Grade 9-12	209
7.	„Alexei Mateevici” Pedagogical College, Chisinau	humanist / sport	Primary education; Sport and Physical Training; Social assistance.	Year I-III	176
8.	Youth Friendly Health Center „ACCEPT”	humanist / real		Grade 9-11	10
9.	Professional School no. 7, Chisinau		Locksmith-electrician; Plasterer; Carpenter; Construction electrician; Electrician; Electric-gas welder.	Year I	157
BALTI					212

10.	State University „A. Russo”, Balti	humanist / real	Psychology; Pedagogy in primary education and preschool pedagogy; Pedagogy in primary education and English language; Public administration.	Year I-III	52
11.	Republican High School „I. Creangă”, Balti	humanist / real		Grade10-12	26
12.	College of Light Industry, Balti		Modelling, design and technology of fabric garments; Spinning and weaving; Hairdressing and cosmetics.	Year I-III	70
13.	Vocational school no. 3, Balti		Tailor; Seamstress; Hair salon; Beautician.	Year I-II	54
CAHUL					330
14.	State University „Bogdan Petriceicu Hasdeu” from Cahul	humanist / real	Business and administration; Informatics; Right; Public administration; Accounting; Pedagogy in primary education and preschool pedagogy.	Year I-III	330
Centers in the Republic of Moldova (Chisinau, Criuleni, Căușeni)					86
15.	Centers frequented by children with special educational requirements from the Republic of Moldova				86
TOTAL SUBJECTS					2029

The sample was selected based on the necessities to determine the relationships between value orientations - psychosocial adaptation and the factors that influence / regulate these processes.

From the data included in the paper, we can observe that the subjects involved in the research were from various regions of the country. We mention that most subjects are from the *central area* of the Republic of Moldova, namely: 1401 adolescents; 330 adolescents from the *southern part of the country* participated in the experiment, and 212 adolescents from the *northern part of the country*. Due to the fact that the subjects from the center area indicated their place of origin in the survey, we obtained clear results with reference to this dimension. In general, we mention that the samples are comparable, according to the requirements of statistical analysis, which allows us to perform an effective comparative statistical analysis.

In the observation experiment, there were determined the views of the adolescents on the basic concepts in the paper, namely: *psychosocial adaptation and value orientations*. Thus, analyzing the level of knowledge, understanding, perception of the given notions, offered the opportunity to make a classification into categories highlighting the characteristics of the identified blocks.

The content included in this chapter allowed us to summarize the following:

1. To determine the value orientations, the levels of psychosocial adaptation of adolescents as well as the personality dimensions that influence / regulate this process (extraversion / introversion, neuroticism, sincerity, initiation of social contacts, social courage, self-confidence, appreciation of emotions, control of emotions, use of emotions, emotional intelligence, adaptability, locus of control, self-affirmation, motivation for success, optimism, sociability, will, self-esteem, orientations of the meaning of life (meaning of life purpose, meaning of life process, meaning of life outcome, meaning of life for locus of control I, meaning of life for the locus of control Life), psychological adaptability, emotional adaptability, independence) were applied the most relevant methods.

2. The research sample is constituted of different categories of adolescents, 2029 experimental subjects, from Z generation, aged between 14 and 25 years, selected from three areas of the Republic of Moldova (north; center; south). In order to have a representative sample and avoid one-sidedness,

students from the 9th - 12th grades, students from vocational schools, subjects from Centers of Excellence and from universities, including students with special educational requirements, were selected.

3. With reference to the last component of the psychosocial survey, we mention that the adolescents perceive the notion of PSA as reactions expressed through behavioral acts. Moreover, the results obtained in the survey show that the adolescents integrate in the term of PSA: the person's ability to think logically; the balance between assimilation and accommodation; the ability to get involved and stand out in society; the relationship with society, communication, etc. The answers given by the adolescents to determine their vision with reference to the notions of V and VO are presented differently.

4. The interviewed adolescents made an effort to answer the questions regarding *what the concepts of psychosocial adaptation, value, value orientations mean in their view*. In the process of filling in, some adolescents used additional sources (information from the Internet) to provide an answer, others asked if it was mandatory to provide a specific answer for these questions, and some filled in these questions after completing the questionnaires, the tests that were about values and adaptation.

5. The obtained results indicate that a permanent, organized education of adolescents is necessary for them to understand, know the notions of value and value orientations, similar to the previous case in which we talked about the need to inform adolescents about the notion of psychosocial adaptation.

In Chapter 3 – The experimental study of value orientations of the adolescents – there is presented the content of terminal and instrumental value orientations; described the relationship between value orientations and psychosocial factors: age, gender, background, studies, family, health, economic migration etc.

*In this vein, we present the description of terminal and instrumental values according to the Test of value orientations elaborated by M. Rokeach in the approach of the author Д.А. Леонтьев (1992 - adapted version). **Terminal values (goal)** reflect the belief that any final goal of individual existence, either personally or socially, is worth pursuing. These ultimate values are represented by ideals or goals. In table 3.1 we present the description of the terminal values (M. Rokeach).*

Table 3.1. List of terminal values and their description

Nr./o.	Terminal values	Value description
1.	active life	an abundant and emotional life
2.	life wisdom	mature judgments and common sense, which can be gained with life experience
3.	health	physical and psychological health
4.	interesting work	an interesting job
5.	beauty of nature and art	sense of beauty in nature and art
6.	love	spiritual affinity and sex with the loved person
7.	material well-being	the absence of financial difficulties
8.	good, faithful friends	good and loyal friends
9.	social appreciation	the respect of public, colleagues
10.	knowledge	the ability to continue education, personal enrichment, general culture, intellectual development
11.	productive life	using skills and capabilities to the fullest
12.	continuous development	self-development, physical and spiritual improvement of life
13.	entertainment	entertainment, free time, absence of responsibilities
14.	freedom	independence in opinion and actions
15.	happy family life	happy family life
16.	happiness of others	well-being, development of other people, entire nation and humanity
17.	creation	art skill
18.	self-confidence	confidence in one's own strength, freedom from inner conflicts, doubts

Analyzing table 3.1. regarding terminal values we mention that the presented descriptions facilitate their understanding. **Instrumental (mean) values** represent the belief that a certain course of action is personally and socially preferable in all situations. Instrumental values are designated by modes of behaviour. According to the author, terminal values are more stable than instrumental values and are characterized by less interindividual variability. In table 3.2 we present instrumental values and their description (M. Rokeach).

Table 3.2. List of instrumental values and their description

Nr./o.	Instrumental values	Value description
1.	accuracy	the ability to keep order in things
2.	education	good manners
3.	high demands	high life demands
4.	life energy	sense of humor and luck
5.	executiveness	discipline
6.	independence	the ability to act independently
7.	intransigence towards oneself and others	irreconcilability towards the deficiencies of oneself and of others
8.	studies	broad knowledge
9.	responsibility	the sense of obligation, the ability to keep a promise
10.	rationalism	the ability to think logically and make rational decisions
11.	self control	restraint, self-discipline
12.	courage in supporting one's own opinion, convictions	courage in opinions, convictions
13.	will	the ability of not giving up
14.	tolerance	tolerant attitude to other people's views and ideas, the ability to forgive others' mistakes
15.	wide visions	the ability of understanding another point of view
16.	honesty	sincerity, love for truth
17.	effectiveness in activity	hard work and efficiency
18.	delicacy	caring, interested

The extensive description of terminal and instrumental values provides the opportunity to understand their specifics. In the paper there was determined the relationship between value orientations and psychosocial factors: age, gender, origin, studies, family, health, economic migration. In this chapter of the thesis it was demonstrated that value orientations can be influenced by psychosocial factors.

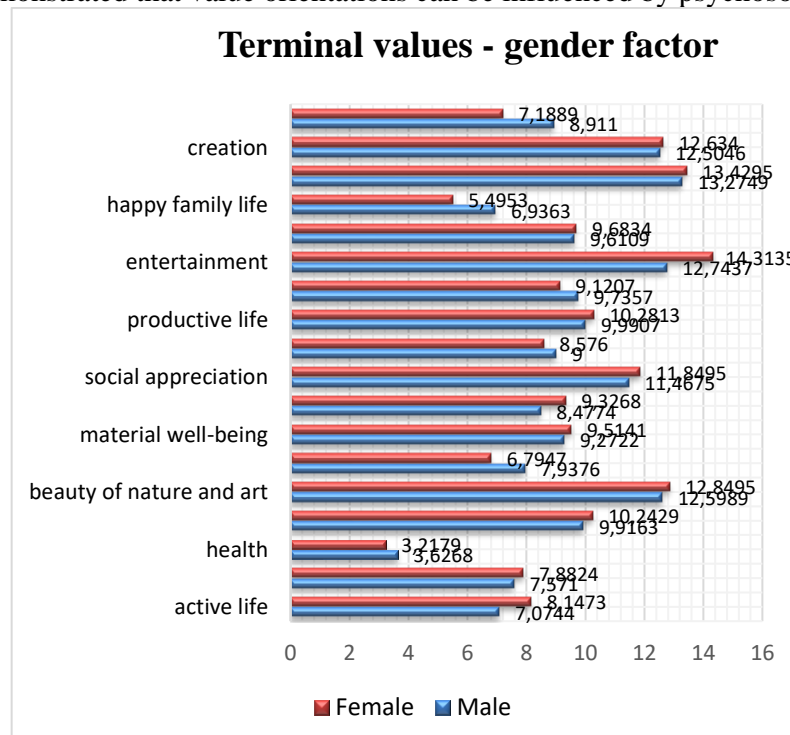


Fig. 3.1. Averages for terminal value orientations depending on gender factor

For clarity, we present a sequence (in the thesis the contents for all researched psychosocial factors are presented) regarding the differences between environments depending on gender criterion for the terminal value orientations: active life, life wisdom, health, interesting work, beauty of nature and of art, love, material well-being, good and faithful friends, social appreciation, knowledge, productive life, continuous development, entertainment, freedom, happy family life, happiness of others, creation, self-confidence. The obtained results are presented graphically in figure 3.1.

The presented results demonstrate that the terminal value orientations differ slightly depending on gender factor. The obtained data show that female subjects compared to male subjects recorded higher averages for the following terminal value orientations: active life, wisdom of life, interesting work, beauty of nature and art, material well-being, good friends, social appreciation, productive life, entertainment, freedom, happiness of others, creation. Female adolescents compared to male adolescents recorded lower averages for the following terminal value orientations: health, love, knowledge, continuous development, happy family life and self-confidence.

To show the differences in the averages of the variables according to gender factor of the subjects, we used the T-test. From the results obtained in the T-test we determine that for the terminal values (active life, wisdom of life, health, interesting work, the beauty of nature and art, love, material well-being, good and faithful friends, social appreciation, knowledge, productive life, continuous development, entertainment, freedom, happy family life, happiness of others, creation, self-confidence) we can state that there are differences between the averages of the variables both in male and female subjects. These differences are significant for the values: active life ($t=-5.06$; $p=0.001$); health ($t=2.29$; $p=0.022$); love ($t=5.40$; $p=0.001$); good and faithful friends ($t=-4.00$; $p=0.001$); social appreciation ($t=-1.98$; $p=0.048$); knowledge ($t=2.16$; $p=0.031$); continuous development ($t=3.05$; $p=0.002$); entertainment ($t=-8.05$; $p=0.001$); happy family life ($t=6.58$; $p=0.001$); self-confidence ($t=7.84$; $p=0.001$).

Further, the data of the descriptive statistics according to the gender factor for instrumental value orientations are presented. Thus, the differences between environments are presented according to the gender factor for the instrumental value orientations: accuracy, education, high demands, life energy, executive, independence, intransigence towards oneself and others, studies, responsibility, rationalism, self-control, courage in support own opinion and convictions, will, tolerance, broad visions, honesty, effectiveness in activity, delicacy. The respective data are presented graphically in figure 3.2.

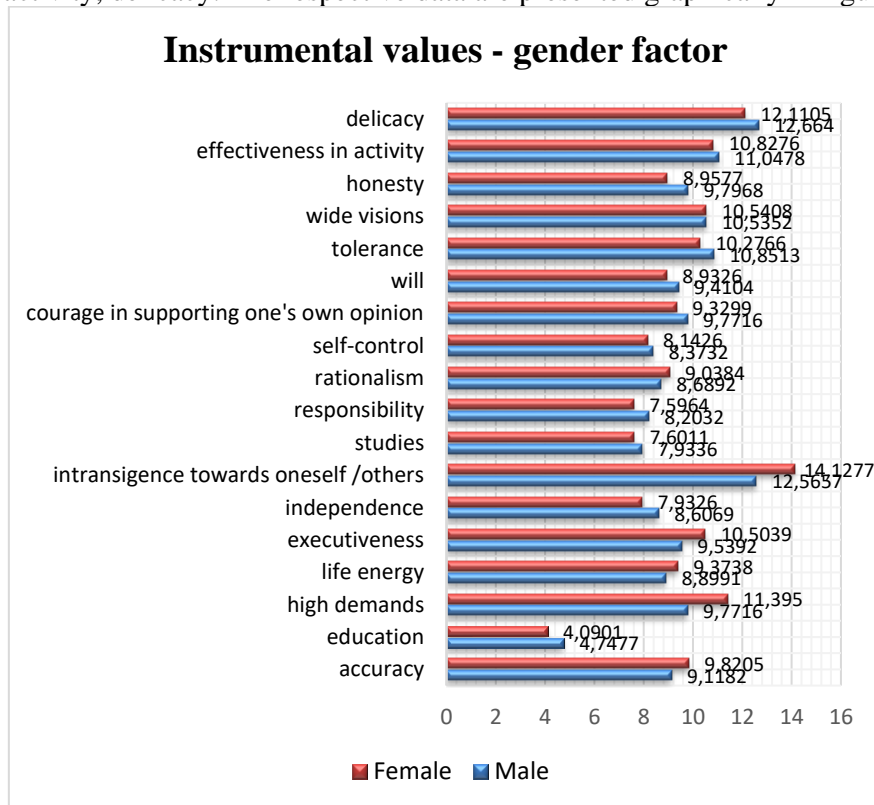


Fig. 3.2. Averages for instrumental value orientations depending on the gender factor

The obtained data show that female subjects compared to male subjects recorded higher averages for the following instrumental value orientations: accuracy, high demands, life energy, executive, intransigence towards oneself and others, rationalism, broad visions. At the same time, female subjects compared to male subjects recorded lower averages for the following instrumental value orientations: education, independence, studies, responsibility, self-control, courage in supporting one's own opinion and convictions, will, tolerance, honesty, effectiveness in activity, delicacy.

Similar to the analyzed case, from the results obtained at the T-test we conclude that there are differences between the averages of the variables in male and female subjects. These differences are significant for the following value orientations: accuracy ($t=-2.91$; $p=0.004$); education ($t=3.29$; $p=0.001$); high demands ($t=-7.25$; $p=0.001$); executive ($t=-4.42$; $p=0.001$); independence ($t=2.97$; $p=0.003$); intransigence towards oneself and others ($t=-7.50$; $p=0.001$); responsibility ($t=2.79$; $p=0.005$); courage in supporting one's own opinion and convictions ($t=2.04$; $p=0.042$); will ($t=2.21$; $p=0.027$); tolerance ($t=2.72$; $p=0.007$); honesty ($t=3.88$; $p=0.001$); delicacy ($t=2.59$; $p=0.010$).

The obtained results highlight the way psychosocial factors influence terminal and instrumental value orientations.

The experimental study of value orientations of the adolescents highlights the following conclusions that represent innovative dimensions and substantiate the characteristics of the given concept:

1. The terminal and instrumental value orientations of the adolescents, from the perspective of descriptive statistical data, are different depending on the studied psychosocial factors.

2. In the carried out research, the descriptive statistics data established for value orientations of the adolescents in accordance with the studied psychosocial factors identify the existing relationships between them, highlighting significant differences for each factor. In this order of ideas we will present the results for the instrumental value orientations according to the gender factor. The obtained data show that the female subjects compared to the male subjects recorded higher averages for the following instrumental value orientations: accuracy, high demands, life energy, executive, intransigence towards oneself and others, rationalism, broad visions. At the same time, the female subjects, compared to the male subjects, recorded lower averages for the following instrumental value orientations: education, independence, studies, responsibility, self-control, courage in supporting one's own opinion and convictions, will, tolerance, honesty, effectiveness in activity, delicacy. According to the differences in the averages of the variables according to the proposed criterion, the gender of the subjects, we conclude that there are differences between the averages of the variables in male and female subjects, and these differences are significant for the instrumental value orientations: accuracy; education; high demands; executive; independence; intransigence towards oneself and others; responsibility; courage in supporting one's own opinion and convictions; will; tolerance; honesty; delicacy. We mention that, similar to the analyzed case, in the second chapter of the thesis, all the differences for psychosocial factors are described.

3. The conducted study demonstrates that these psychosocial factors influence the way of ranking value orientations of adolescents.

4. Depending on the studied psychosocial factors and based on the results of the analysis of terminal and instrumental values, the structure of the generational values of adolescents (Z generation) from the Republic of Moldova was determined.

In Chapter 4 - Peculiarities and levels of psychosocial adaptation in adolescents - the levels of development of psychosocial adaptation in the adolescents are presented; the relationships between psychosocial adaptation and personality dimensions as well as with psychosocial factors are outlined. At the end of this chapter, the correlational analysis of psychosocial adaptation with personality dimensions is presented.

We considered it important for the carried out research to determine the levels of manifestation of all the PSA components listed and described in the second chapter of the work. Applying the *Psychosocial Adaptation Diagnostic Questionnaire (C. Rogers and R. Dymond)* we determined the levels of development of psychosocial adaptation and its components: psychosocial adaptability;

psychosocial inadaptation; mythomania / falsehood; self-acceptance; non-acceptance of self; acceptance of others; non-acceptance of others; emotional comfort; emotional discomfort; internal control; external control; dominance; obedience; avoiding problems. The results are presented in figure 4.1 for a clearer visualization of the levels of psychosocial adaptation and its components determined in the adolescents.

Moreover, the obtained results demonstrate different levels of development of PSA and its components. As we can see from figure 4.1, only 5.0% of those investigated show a high level of psychosocial adaptability. A large percentage of the subjects (94.0%) presents an average level of psychosocial adaptability, and a low level of psychosocial adaptability - is characteristic for 20 subjects, which represents 1.0% of the entire sample. For *psychosocial inadaptation*, we obtained results that show that 69.8% of the adolescents have an average level, and 30.2% of the entire sample have a low level of psychosocial inadaptation. We also obtained other results for the *mythomania* component - 1 / 2 for which it is observed that 36.1% / 26.8% of the adolescents have an average level, and 63.9% / 73.2% of the entire sample have a low level. Both for psychosocial inadaptation and for mythomania 1 and 2, no subject showed a high level.

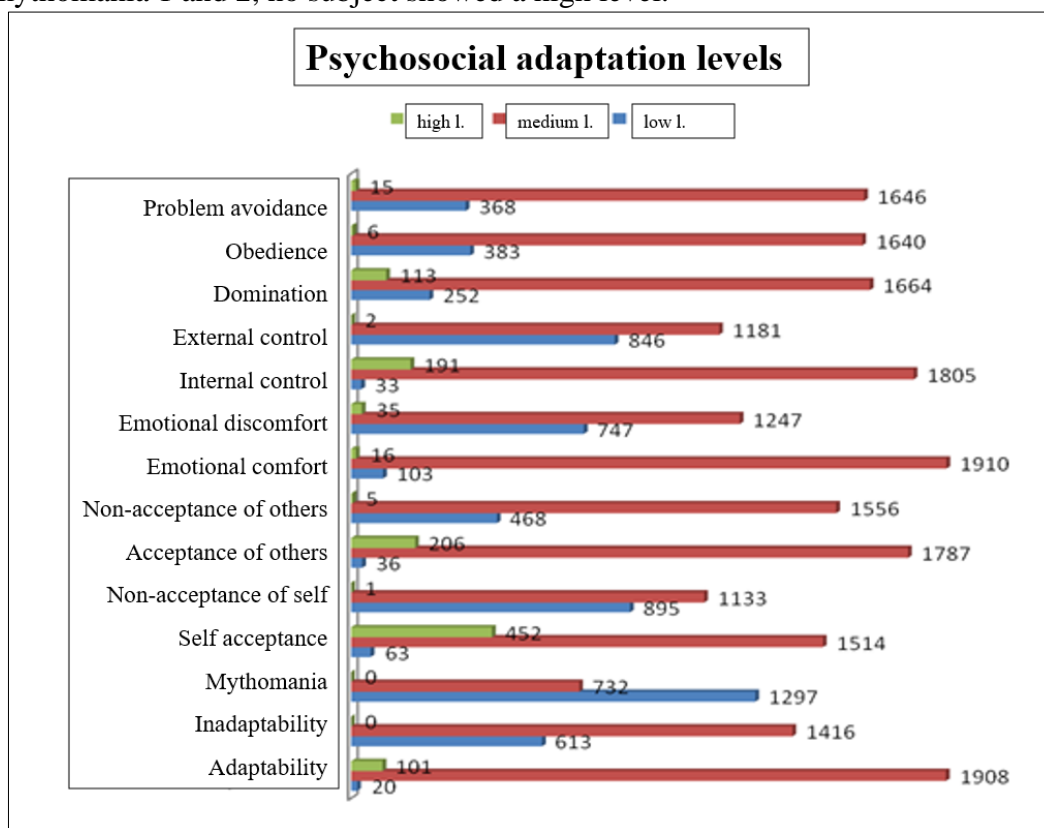


Fig. 4.1. The levels of development of the components of psychosocial adaptation

For *self-acceptance*, 22.3% of the adolescents have a high level, 74.6% have a medium level, and 3.1% of the adolescents from the entire sample have a low level. Only one subject presents a high level for *non-acceptance of self*, and the average level for the given factor presents – 55.8%, respectively low level 44.1% of the total number of the adolescents. The presented results show us, for the *acceptance of others*, the following indices: high level presents 10.2% of the adolescents, medium level – 88.1%, and low level 1.8% of the adolescents. The opposite component, namely - *non-acceptance of others* - is characterized by indicators: high level - 0.2% of the adolescents, medium level - 76.7%, and low level is presented by 23.1% of the adolescents. High level for the *emotional comfort* factor is presented by 0.8% of the adolescents, medium level – 94.1%, and low level only 5.1% of the adolescents. High level for the *emotional discomfort* factor is presented in 1.7% of the adolescents, medium level – 61.5%, and low level in only 36.8% of the adolescents. The results presented for the *internal control* factor show that 9.4% of the adolescents have a high level; 89.0% have an average level, and 1.6% of the surveyed subjects have a low level. For the *dominance*

factor, high level is represented by 5.6% of the adolescents, medium level – 82.0%, and low level by 12.4% of the adolescents. For the *obedience* component, high level is presented by 0.3% of the adolescents, medium level – 80.8%, and low level by 18.9% of the adolescents, and for the *problem avoidance* component, high level is presented by 0.7% of the adolescents, medium level – 81.1%, and low level 18.1% of the adolescents from the entire sample.

We mention that the purpose of the *Psychosocial Adaptation Diagnostic Questionnaire - elaborated by C. Rogers and R. Dymond* is complex diagnosis of the psychological manifestations that accompany the process of social adaptation and its *integral indicators*, which are: 1. adaptation; 2. acceptance of others; 3. locus of control; 4. self-acceptance; 5. emotional comfort; 6. dominance tendencies. The results are presented in table 4.1.

Table 4.1. The levels of development of the general indices of the PSA

General factors / indices	Levels	Frequency	%
Adaptation	high level	1094	53,9
	medium level	916	45,1
	low level	19	0,9
Self acceptance	high level	1125	55,4
	medium level	851	41,9
	low level	53	2,6
Acceptance of others	high level	1383	68,2
	medium level	638	31,4
	low level	8	0,4
Emotional comfort	high level	1799	88,7
	medium level	221	10,9
	low level	9	0,4
Internality	high level	892	44,0
	medium level	982	48,4
	low level	155	7,6
Dominance tendencies	high level	560	16,5
	medium level	1135	55,9
	low level	334	16,5

The research results demonstrated, for the surveyed subjects, different levels of development of its *integral indicators*: 1. adaptation, 2. acceptance of others, 3. locus of control, 4. self-acceptance, 5. emotional comfort and 6. dominance tendencies.

Moreover, as we can see from table 4.1, for the first general index - psychosocial adaptation - of the surveyed subjects, 53.9% show a high level of psychosocial adaptation; 45.1% of the adolescents show a medium level of psychosocial adaptation, and a low level of psychosocial adaptation - is characteristic for 0.9% of the subjects, from the entire sample. For the general index - *self-acceptance*- high level is presented by 55.4% of the adolescents, medium level – 41.9%, and low level by 2.6% of the adolescents from the entire sample. The presented results highlight for the *acceptance of others* following indices: 68.2% of the adolescents have a high level, 31.4% have a medium level, and 0.4% of the adolescents have a low level. High level for the *emotional comfort* factor is presented by 88.7% of the adolescents, medium level – 10.9%, and low level by only 0.4% of the adolescents. The results presented for the general *internality* index show that 9.4% of the adolescents have a high level; 89.0% have a medium level, and 1.6% of the surveyed subjects have a low level. For the *dominance tendency* factor, 16.5% of the adolescents have a high level, 55.9% have a medium level, and 16.5% of the adolescents have a low level. In conclusion, we highlight that the obtained results confirm the hypothesis according to which we assumed that adolescents present different levels of development of psychosocial adaptation and its components. Another important moment is the fact that for the studied factors, the obtained results mostly reflect average levels of development.

The personality, mentality of the adolescent is in continuous development and adaptation. They tend to give to everyday events a certain value from the perspective of personal adaptation. Thus, we

consider it important to know, on a comparative level, the characteristics of the person denoting psychosocial adaptation and inadaptation.

The characteristics of the adolescent who show psychosocial adaptation are the following: *they make high demands on themselves; often quarrels oneself over what he/she has done; presents warm, kind relationships with those around; is a responsible person who you can rely on in many ways; generally accepts those rules and regulations that must be followed; is able to organize his/her own actions, can impose oneself, can afford oneself; self-control is not a problem for him/her; as a rule, he/she likes company and conversations with people; he/she is not ashamed of his/her feelings, expresses them openly; he/she usually gets along well with those around him/her; the hardest is the fight with his/her own person; at heart he/she is optimistic, he/she believes in the best; most of those who know him/her, behave well with him/her, love him/her; is a person with an attractive external appearance; making a decision, he/she follows it; he/she is satisfied with everything; balanced, calm; he/she is an impulsive, impatient, hot person, cannot restrain himself/herself; in the first place is the mind, not the feeling, before doing something, he/she thinks; is tolerant of other people, accepts everyone as they are; considers himself/herself an interesting, attractive and imposing person; ambitious, he/she is not indifferent to success or praise: in what is important to him/her, he/she strives to be among the best; he/she is an enterprising, energetic person, full of initiatives; generally has a good opinion of himself/herself; is self-satisfied; is a pleasant, attractive person; you can like him/her as a person, as a personality; his/her soul is easy and peaceful, there is nothing that could greatly worry him/her; he/she feels that he/she is growing, maturing, changing himself/herself and his/her attitude towards the world; is intelligent, likes to reflect; he/she strives to rely on his/her own strength, he/she does not count on anyone's help; stands out among others; he/she knows himself/herself well, he/she understands himself/herself well; is communicative, open, easily establishes close relationships with people; skills and abilities are fully consistent with the tasks to be solved, all of which he/she can handle.*

The characteristics of the adolescent denoting psychosocial inadaptation / disadaptation are the following: *he/she does not want to reveal himself in front of others; often feels humiliated; he/she doubts that he/she can be liked by someone of the opposite sex; feels that he/she cannot change anything, all efforts are in vain; his/her own beliefs and rules are not enough for him/her; is constantly ready to defend or even attack, is resentful, mentally selects ways of revenge; "now" he/she feels quite uncomfortable, he/she would like to give up everything, hide somewhere; he/she is wary of the positive attitude of those around, when he/she considers it undeserved; usually feels not the leader, but the led; does not always manage to think and act independently; he/she feels helpless, he/she needs someone to be by his/her side; he/she seems to make his own decisions, but he/she cannot free himself from the influence of other people; he/she has a feeling of hostility towards what surrounds him/her; he/she is withdrawn, he/she cannot gather his/her thoughts, "to take matters into his/her own hands", to organize himself/herself; he/she frequently feels drowsiness, suddenly becomes indifferent even to what used to make him/her happy before; he/she doesn't really trust his/her own feelings, sometimes they betray him/her; it is quite difficult to be himself/herself; he/she tries not to think about his/her problems; is a shy person, easily embarrassed; there is nothing in which the given person would put his/her own stamp, would manifest his/her individuality, the personal I; he/she fears what others will think of him; he/she is a person, to whom "at the given moment" there are many things worthy of contempt; succumbs to difficulties and situations that threaten to complicate; does not like it when it spoils relations with someone, especially if misunderstandings threaten to become obvious; he/she is distracted, with him/her everything is confused, mixed up; unlucky; despises the opposite sex and does not establish relationships with them; when he/she has to do something, he/she is afraid: thinking a lot about the finality (what if I can't handle it, if it doesn't work?); is disturbed, worried, tense; to force him/her to do at least something, you have to insist properly and then he/she will give in; often circumstances force him/her to defend himself/herself, justify and argue his/her actions; makes decisions and immediately changes them, despises himself/herself for lack of will, but cannot change; he/she is not really a reliable friend, you cannot rely on him/she for everything; he/she does not value himself/herself, no one takes him/her*

seriously; at best it is tolerated, simply endured; he/she worries that people of the opposite sex occupy his/her thoughts too much.

Taking into account the presented characteristics, we highlight that it is necessary to direct the personality towards the facilitation of psychosocial adaptation in order to face contemporary societal challenges.

In this paragraph, there are presented the results regarding the relationships of psychosocial adaptation with the fundamental dimensions of personality, according to psychosocial factors (gender, study profile, origin, academic success, etc.) that would contribute to the successful development and facilitation of this process. Of interest are the relationships of psychosocial adaptation, described here, with personality dimensions.

In the context of the basic idea of the paper, the correlations between psychosocial adaptation and its components, between psychosocial adaptability and personality dimensions are described.

The obtained results during the experiment allowed the psychological profiles of adolescents with psychosocial adaptation and inadaptation to be outlined.

From figures 4.2 and 4.3. we note that, in general, within the psychological profile of the psychosocially adapted and inadapted adolescent, there are presented components for the following dimensions: 1) value and motivational; 2) of control; 3) metacognitive; 4) emotional-regulatory; and 5) of evaluation and self-evaluation.

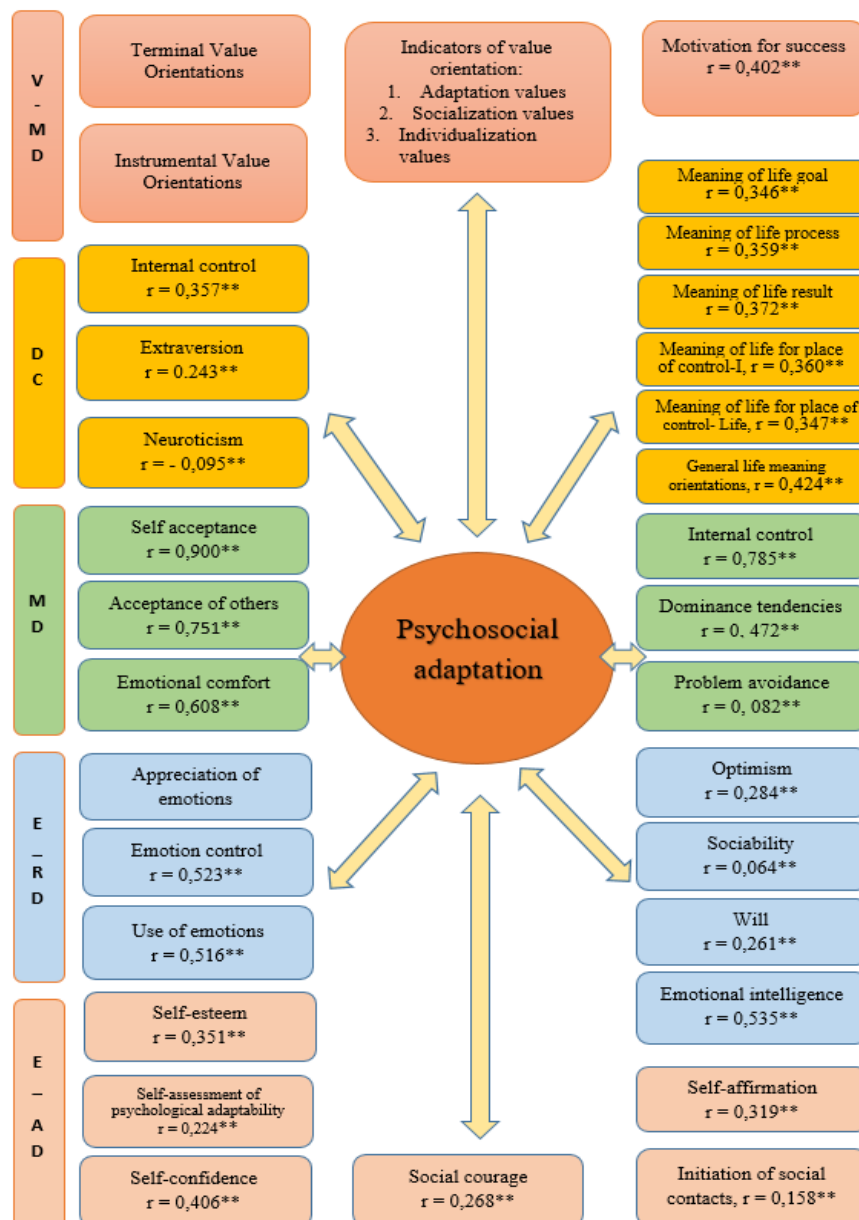


Fig. 4.2. The psychological profile of the psychosocially adapted adolescent from the perspective of the research dimensions: value and motivational, control, metacognitive, emotional-regulatory, evaluation and self-evaluation

We mention the fact that according to each of the dimensions of the research, the directions of the research were substantiated. In the first dimension - *value and motivational* - the adolescent's psychological profile includes value orientations, indicators of orientation towards adaptation values and motivation for success. For the second dimension – *of control* – the profile includes: internal control, extraversion, emotional stability and life meaning orientations (life goals; life process; result; locus of control – I the master of life; locus of control – life or life leading). Further, we present the profile of the psychosocially inadapted adolescent (figure 4.3).

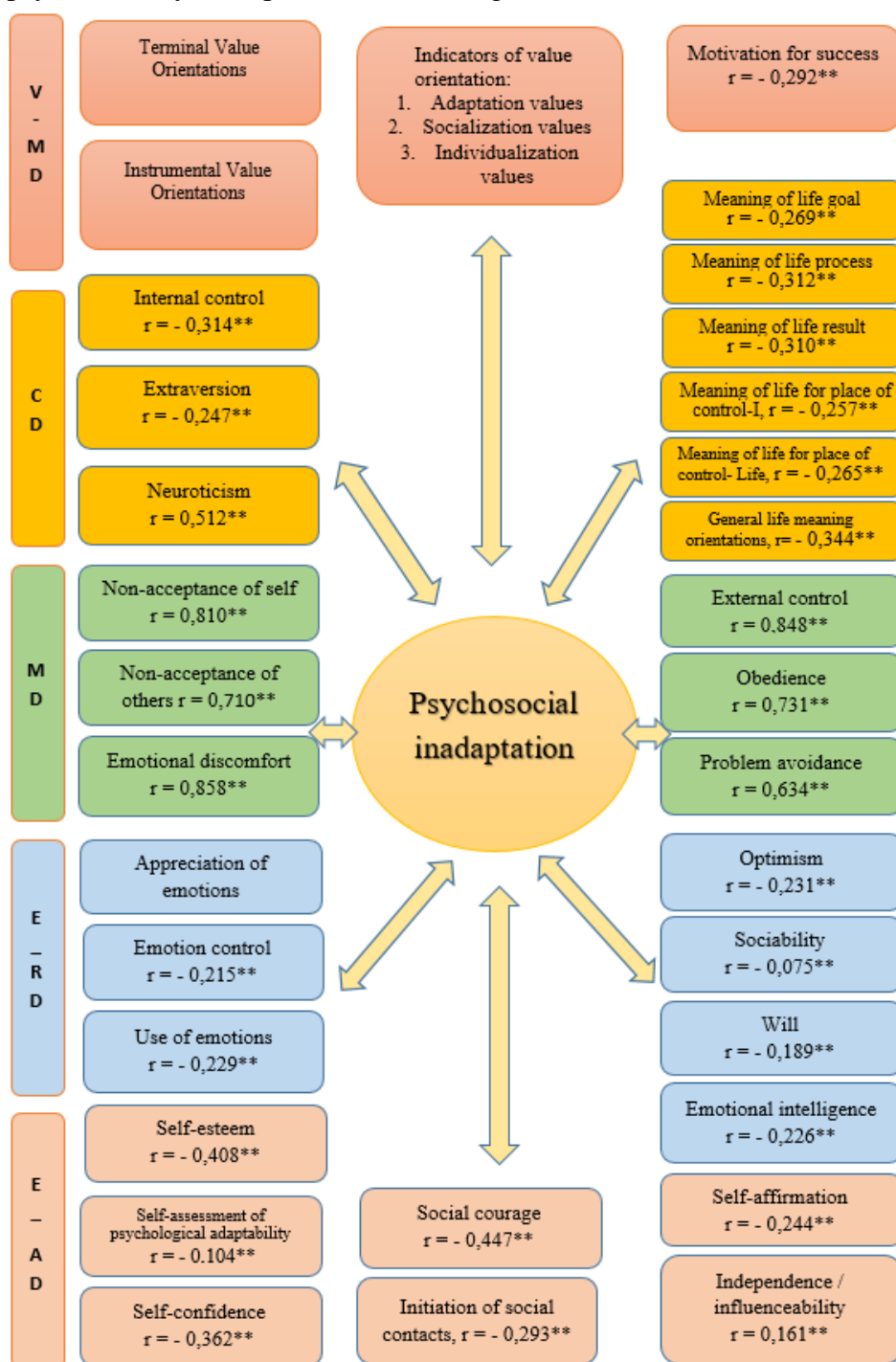


Fig. 4.3. The psychological profile of the psychosocial inadapted adolescent from the perspective of the research dimensions: value and motivational, control, metacognitive, emotional-regulatory, evaluation and self-evaluation

The *metacognitive* dimension, the third of the presented profile, reflects at the same time the subject's awareness of the level of adaptation / adaptability and other integral indices according to the valorized psychological method - self-acceptance / non- acceptance of self, acceptance of others / non-acceptance of others, emotional comfort / emotional discomfort, internality / externality and dominance / obedience tendencies. For the fourth dimension - emotional-regulatory - the profile includes the following components: optimism, sociability, will, emotional intelligence and, respectively, appreciation and expression of emotions; controlling emotions; using emotions in problem solving; and for the fifth dimension – evaluation and self-evaluation – the profile includes the following components: self-esteem, self-confidence, social courage, initiation of social contacts as well as self-affirmation.

In our case, the psychological profile of the psychosocially adapted adolescent, from the perspective of the dimensions of the research, presents most of the obtained values, regardless of the size of the effect, because they offer the opportunity to thoroughly analyze the data at a comparative level.

The conducted study demonstrates that the adapted adolescent denotes (in consecutive order): self-acceptance, acceptance of others, internal control, emotional comfort, emotional intelligence, emotional control, abilities in using emotions (with very strong and strong effect sizes), tendencies to dominance, general life meaning orientations, self-confidence, motivation for success, tendencies for life meaning results, emotion appreciation abilities, life meaning tendencies locus of control-I, tendencies for life meaning process, self-esteem, life meaning tendencies locus of control-Life, towards the meaning of life as a purpose, self-affirmation, optimism, will (with medium effect sizes), extraversion, self-appreciation of psychological adaptability as well as the ability to initiate social contacts (with weak effect sizes). Analyzing the results of the research, on a comparative level, with those of the adapted adolescent, we highlight that the inadapted adolescent mainly denotes: emotional discomfort, external control, non-acceptance of self, obedience, non-acceptance of others, avoidance of problems, neuroticism / emotional instability (with very strong and strong effect sizes).

Thus, in the conclusions of chapter 4 we mentioned:

1. The hypothesis according to which we assumed that adolescents present different levels of development of psychosocial adaptation and its components such as psychosocial adaptability; psychosocial inadaptation; mythomania / falsehood; self acceptance; non-acceptance of self; acceptance of others; non-acceptance of others; emotional comfort; emotional discomfort; internal control; external control; dominance; obedience; avoiding problems; was confirmed. Another important aspect is the fact that for the studied factors, there were obtained results that mostly reflect average levels of development.

2. In the observational experiment, we obtained different relationships between psychosocial adaptation and personality dimensions such as: extraversion / introversion and neuroticism (instability / emotional stability); self-confidence, social courage and initiating social contacts; emotional intelligence (appreciating and expressing emotions; controlling emotions; using emotions in problem solving); adaptability / flexibility; locus of subjective control (internal and external); self-affirmation; motivation for success / fear of failure; optimism; sociability; self-appreciation of the will; self-esteem; orientations of the meaning of life (life goals; life process – interest and emotional saturation of life; result – effectiveness of life and emotional satisfaction; locus of control – I the master of life; locus of control – life or life management); self-appreciation of psychological adaptability; self-appreciation of emotional adaptability; independence and influenceability).

3. For the development levels of psychosocial adaptation in adolescents, different degrees of statistical significance are characteristic for the psychosocial factors: gender of the subjects (male/female); the environment of origin (urban / rural); grade / year of studies; study profile (humanistic; real; sports); the type of study financing (budget / contract); age (14-15 years / 19-20 years; 14-15 years / 24-25 years); academic success (comparison of averages 9-10 / 6-7); ethnicity (Romanian; Russian); the type of family he/she is part of (complete / single parent (only mother; only father); number of brothers and sisters (1 or 2 compared to 1 and 5); average monthly family income (up to 1500 lei / 8000 lei); suffering from an illness; the frequency of doctor visits with health problems; the presence of an illness (suffering from a chronic illness, acute illness); self-appreciation of the state of health, in general (very good; less good); parents' education; parents going to work over borders; the desire to go abroad after graduation (to study or to work). We will present some conclusions with reference to some studied psychosocial factors, namely we mention that there are differences between the averages of the component variables of psychosocial adaptation in male and female subjects, these being significant for psychosocial adaptability,

mythomania 1, mythomania 2, acceptance of self, non-acceptance of self, acceptance of others, non-acceptance of others, emotional discomfort, internal control, external control and obedience. Analyzing the regulatory factors of psychosocial adaptation, we determined that in male subjects and in female subjects there are significant differences for extraversion / introversion, neuroticism, sincerity, self-confidence, appreciation of emotions, control of emotions, use of emotions, emotional intelligence, adaptability / flexibility, locus of control, self-affirmation, motivation for success, optimism, meaning of life purpose, meaning of life process, meaning of life result, meaning of life for locus of control I, meaning of life for locus of control Life, life meaning orientations, emotional adaptability and independence. Depending on the factor of origin environment (urban / rural) for the PSA components there were revealed the following significant differences: psychosocial inadaptation, mythomania 2, non-acceptance of self, acceptance of others, non-acceptance of others, emotional discomfort, external control, dominance, obedience, avoiding problems. From the perspective of the same factor - environment of origin - in the dimensions of personality we determined significant differences for extraversion / introversion, neuroticism, initiation of social contacts, social courage, self-confidence, appreciation of emotions, adaptability / flexibility, locus of control, self-affirmation, sociability, will.

4. Analyzing the indices of correlation coefficient in the respective chapter, regarding identification of the relationship between PSA and its components, we note that significant positive correlations were obtained between psychosocial adaptability and the components: mythomania, self-acceptance, acceptance of others, emotional comfort, internal control, dominance, obedience, avoiding problems. These results show that there is a directly proportional relationship between the listed research variables, namely, the higher the level of psychosocial adaptability, the higher the level of mythomania, self-acceptance, acceptance of others, emotional comfort, internal control, dominance, obedience and the ability to avoid problems. Moreover, in the framework of the paper we also analyzed the indices of the correlation coefficient between PSA and personality dimensions. In this regard, we emphasize that, after applying the statistical methods, we obtained significant positive correlations between psychosocial adaptability and factors such as: extraversion; initiating social contacts, social courage, self-confidence, appreciating emotions, controlling emotions, using emotions, emotional intelligence, adaptability / flexibility, locus of control, self-affirmation, motivation for success, optimism, sociability, will, self-esteem, meaning of life purpose, meaning of life process, meaning of life result, meaning of life for locus of control I, meaning of life for locus of control Life, life meaning orientations, psychological adaptability. These dimensions effectively contribute to the PSA process of the personality, also aiming the dimension of self-realization.

5. Moreover, contemporary societal challenges dictate the need to know personality profiles from the perspective of the type of personality's psychosocial adaptation, influenced by other dimensions of personality such as value orientations, extraversion / introversion, neuroticism, initiation of social contacts, social courage, self-confidence, appreciation of emotions, control of emotions, use of emotions, emotional intelligence, adaptability / flexibility, locus of control, self-affirmation, motivation for success, optimism, sociability, will, self-esteem, general orientations of life meaning through meaning of life purpose, meaning of life process, meaning of life result, meaning of life for locus of control I, meaning of life for locus of control Life.

6. The results of this study provided the opportunity to determine the psychological profiles of psychosocially adapted and inadapted adolescent. The profiles are highlighted according to the following research dimensions: value and motivational, control, metacognitive, emotional-regulatory, evaluation and self-evaluation.

7. In accordance with these results, we consider the relationships of psychosocial adaptation with other dimensions of personality to be a priority according to psychosocial factors - gender, adolescents' study profile, environment of origin, academic success, etc. these being widely related from the perspective of contemporary societal approaches.

In Chapter 5 - Research on the impact of value orientations on psychosocial adaptation of adolescents – there are presented hierarchies of value orientations; made references to the relationships between the levels of psychosocial adaptation and value orientations of adolescents, to the psychological profiles of adolescent's personality from the perspective of value orientations; are presented the elements of influence of value orientations on psychosocial adaptation of adolescents.

Social, educational and cultural innovations through different forms of influence, orient the adolescents in the educational system towards certain values. The values, beliefs, knowledge and attitudes, acquired and shared by a plurality of people constituted in a distinct community, as well as their behaviors and material and ideal products make up the system that defines culture [35, p. 324].

Following the logic of the investigative path, in this compartment the hierarchies of value orientations are presented, according to the factor of the institutions where the adolescents study and, in general, for the entire research sample. Moreover, comparative analyzes of the hierarchies obtained with those of other authors, in different periods, are also included.

General results obtained for terminal and instrumental values. Analyzing the obtained score and rank, within the experiment, for the terminal values and the instrumental values, we determine the modality the hierarchies of value orientations of the adolescents from generation Z (born between 1995 and 2010) or the DITTO generation (Diversity, Individualism, Teamwork, Technology, Organizational Support) establish, and in table 5.1 we present these hierarchies.

The values that obtained a low score are placed at the top of the hierarchy, a high score denotes that the values were considered non-priority, respectively, adolescents placing them at the bottom of the hierarchy. We mention that in this paper we took into consideration the conceptions of the authors M.C. Яницкий and A.B. Серый [51], dividing the individual hierarchy of value orientations into three equal groups, namely: the first group - the group of preferred, significant values (rank 1-6 in the hierarchy); the second group – that of indifferent, insignificant values (rank 7-12 in the hierarchy); and the third group – that of rejected, insignificant values (rank 13-18 in the hierarchy).

Table 5.1. The hierarchy of TV and IV of the adolescents

Nr. of order	TERMINAL VALUES	Nr. of order	INSTRUMENTAL VALUES
1.	health	1.	education
2.	happy family life	2.	studies
3.	love	3.	independence
4.	active life	4.	self-control
5.	life wisdom	5.	rationalism
6.	self-confidence	6.	responsibility
7.	knowledge	7.	will
8.	good, faithful friends	8.	broad visions
9.	continous development	9.	honesty
10.	material well-being	10.	life energy
11.	freedom	11.	courage in supporting one's own opinion, convictions
12.	interesting work	12.	accuracy
13.	productive life	13.	executive
14.	social appreciation	14.	high demands
15.	creation	15.	effectiveness in activity
16.	beauty of nature and art	16.	tolerance
17.	happiness of others	17.	delicacy
18.	entertainment	18.	intransigence towards oneself and others

From table 5.1. we note that for the surveyed adolescents, among the priority terminal values are: health; happy family life; love; as well as active life. The hierarchy ends with goal values, such as: creation; beauty of nature and art; other people's happiness and entertainment, which indicates that these are unimportant to the adolescents who participated in the experiment. According to the ranks obtained for the instrumental values we obtained another hierarchy. Thus, we observe that for the adolescents the following instrumental values are a priority: education; studies; independence and self-control; but insignificant are the instrumental values: effectiveness in activity; tolerance; delicacy; intransigence towards oneself and others which, also, denotes that these are not important for adolescents' life.

We consider important, for the given research, the results with reference to the Test for the determination of values - *М.С. Яницкий*. The adolescents who participated in the observational experiment consider priority values the following: family well-being; maintaining strength and health; intellectual and creative self-realization. The hierarchy ends with the following values: respect for others, social appreciation; maintaining order and stability in society; creating a more humane and tolerant society - which indicates that these are not important for the adolescents. These values determine the hierarchy of orientation indicators towards: 1. socialization values; 2. adaptation values; 3. values of individualization.

Psychological profiles of adolescent's personality from the perspective of value orientations.

The psychological profile of the adolescent's personality with a high level of psychosocial adaptation from the perspective of terminal and instrumental value orientations. An objective index for evaluating the impact of value orientations on psychosocial adaptation is ranking of these values by adolescents. Analyzing the score and rank obtained for **terminal values** and **instrumental values**, we observe how the hierarchies of value orientations of the adolescents with high level of development of psychosocial adaptation are established, and in figure 5.1 we present these hierarchies.

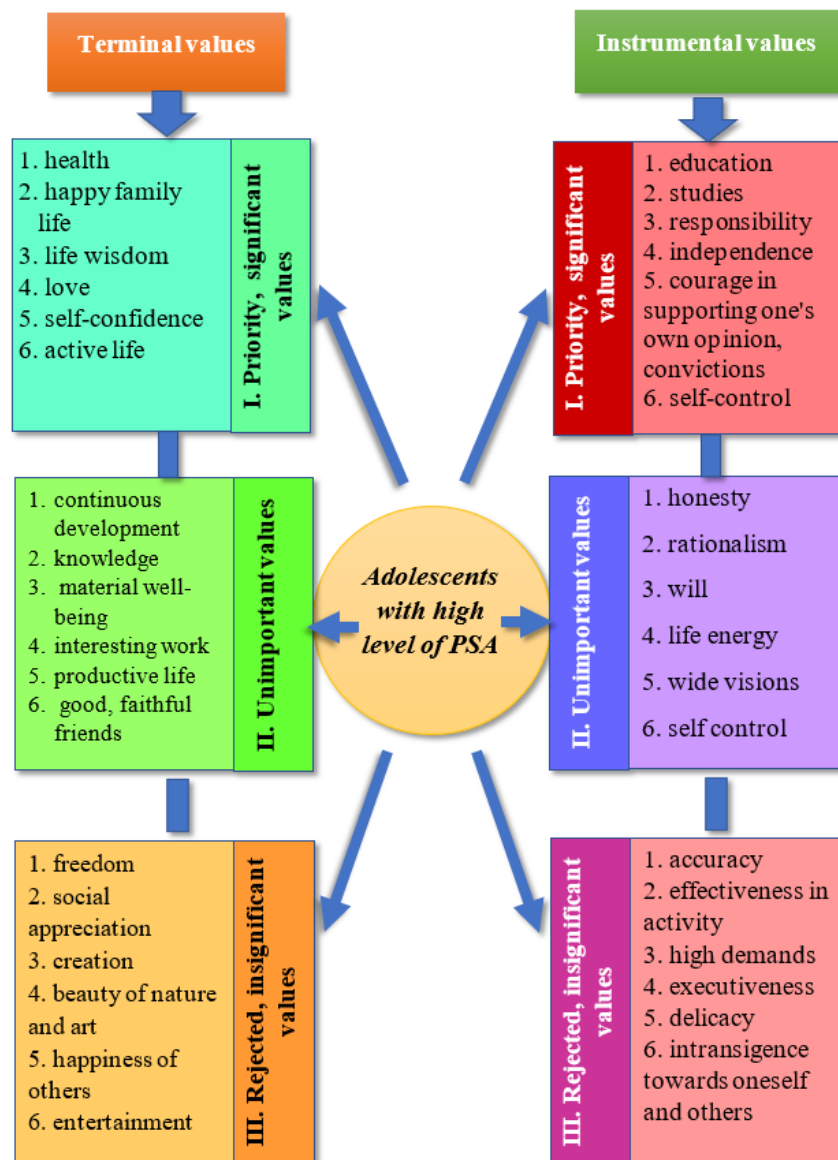


Fig. 5.1. The psychological profile of the adolescent personality with a high level of PSA from the perspective of terminal and instrumental value orientations

Analyzing figure 5.1. we note that for the adolescents with a high level of psychosocial adaptation, among the priority terminal values (goals) are: *health; happy family life; life wisdom; love; self-confidence*, as well as *active life*. The hierarchy ends with goal values such as: *freedom;*

social appreciation; creation; beauty of nature and art; other people's happiness and entertainment, which indicates that these are unimportant to the adolescents who participated in the experiment. According to the obtained ranks, we note that for the adolescents with high level of psychosocial adaptation, the following instrumental values are priority: *education; studies; responsibility; independence, courage in supporting one's own opinion, convictions; self-control*. The hierarchy ends with the following instrumental values: *accuracy; effectiveness in activity; high demands; executive; delicacy; intransigence towards oneself and others*.

In the same context, we emphasize that for the adolescents with low level of psychosocial adaptation, among the priority terminal values are: *health; good and faithful friends; love; life wisdom*. The hierarchy ends with goal values such as: *continuous development; creation; entertainment and happiness of others* which denotes that they are unimportant for the adolescents who participated in the experiment. According to the obtained ranks, we highlight that for the adolescents with low level of psychosocial adaptation, the following instrumental values are the priority: *education; independence; rationalism and accuracy*. The hierarchy ends with the following instrumental values: *courage in supporting one's own opinion, convictions; broad visions; effectiveness in activity; delicacy*. In conclusion, we mention that the terminal and instrumental value hierarchies in the adolescents with high and low level of development of social adaptation are different.

On applying the ***Test for determination of values – M.C. Януцкый*** the adolescents with high and low level of psychosocial adaptation obtained various hierarchies for the indicators of orientation towards adaptation values; indicators of orientation towards socialization values; indicators of orientation towards the values of individualization. The results with reference to the *Test for determination of values - M.C. Януцкый* allow us to conclude that the adolescents with high level of psychosocial adaptation consider as priority the following values: *family well-being; maintaining strength and health; intellectual and creative self-realization*. Adolescents with low level of psychosocial adaptation in priority values include the value of *lack of needs, material well-being* at the expense of the *intellectual and creative self-realization* value.

As part of the ascertainment experiment, the results obtained following the application of the *Value Orientations Test (M. Rokeach)* to 2029 experimental subjects provided the opportunity to determine the value profiles of the adolescent's personality not only in accordance with the factor - the level of psychosocial adaptation -, but also depending on other psychosocial factors studied, namely: gender (male / female), place of origin (urban / rural), study profile (humanistic / real), age (14-15 years / 19-20 years and / 24-25 years), academic success (average 9-10 / average 6-7), monthly income (1500 lei / 8000 lei), suffering from an illness (yes-no), parents gone abroad (with parents at home (in the Republic of Moldova) and with parents gone abroad).

The psychological profile of adolescent's personality of different genders (male / female) from the perspective of value orientations (terminal and instrumental) is presented in figure 5.2.

For male adolescents, according to the obtained averages, among the priority terminal values are: *health; happy family life; active life, life wisdom; love; good, faithful friends*. The priority instrumental values of male adolescents are: *education; studies; responsibility; self control; independence; rationalism*. Female adolescents consider as priority the following terminal values: *health; happy family life; love; confidence; life wisdom; active life*. In the same context, the subjects consider as priority the following instrumental values: *education; responsibility; studies; independence; self-control; will*.

In the paper (subchapter 5.3.2) the value profiles of the adolescent's personality are presented according to the factors: origin (urban/rural), study profile (humanistic / real), age (14-15 years / 19-20 years and / 24-25 years old), academic success (average 9-10 / average 6-7), monthly income (1500 lei / 8000 lei), suffering from an illness (yes-no), parents gone abroad (with parents at home (in the Republic of Moldova) and with parents abroad).

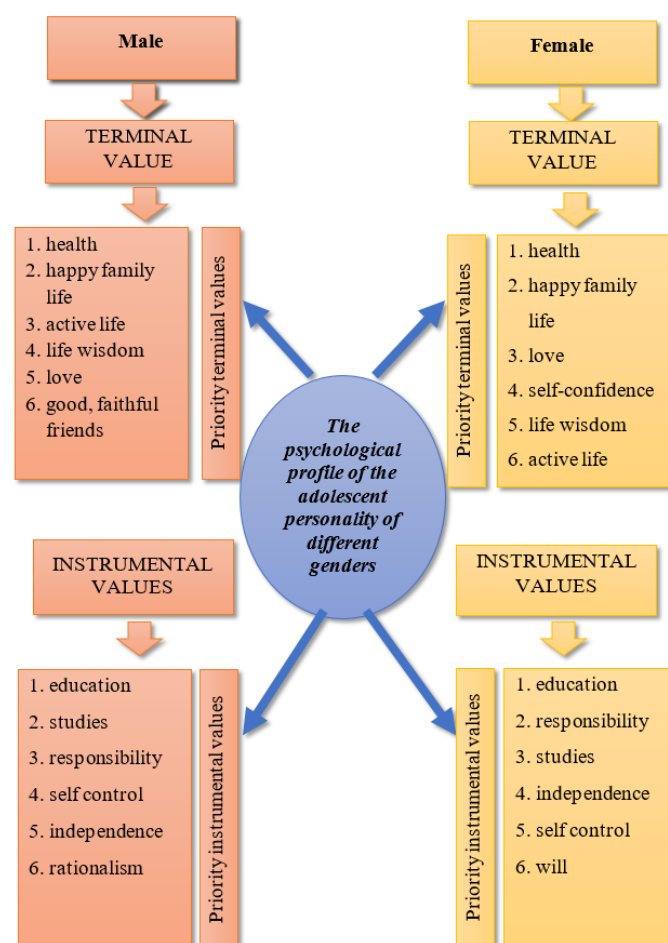


Fig. 5.2. The psychological profile of the adolescent's personality of different genders (male / female) from the perspective of value orientations (terminal and instrumental)

The elements of influence of value orientations on psychosocial adaptation of adolescents.

The carried out research allowed us to determine the relationship between psychosocial adaptation and value orientations of adolescents. In order to highlight the grouping of the latent factors of the value orientations that influence psychosocial adaptation of adolescents, we resorted to an exploratory factor analysis, also called the principal components analysis (PCA). With reference to our case, the purpose of PCA was to obtain a small number of linear combinations (principal components) from a set of variables, which would retain as much information as possible from the initial variables. The data allow us to extract, in the final conclusions, details regarding the structure of 9 factors for the terminal values of adolescents with high level of psychosocial adaptation and 7 factors for the instrumental values.

The correlation between terminal/instrumental value orientations and psychosocial adaptation/psychosocial adaptability. In the conducted research we were interested in verifying if there is a correlation between psychosocial adaptation (general index) / psychosocial adaptability and terminal / instrumental value orientations. Among the four types of correlation coefficients, we applied the Spearman correlation coefficient ρ (application condition: one variable is quantitative and another is ordinal). Moreover, the purpose of these techniques is to check the link, the relationship between two variables, eventually controlling the effect of other variables that can affect the relationship between the two under analysis. At the same time, we mention that for interpretation of the effect size, the reference values established by Cohen are taken into consideration.

The linear regression method. The paper presents details with reference to application of the prediction equation, which is called the *linear regression* method useful in verification of predictive or explanatory models in research. Thus, for our research we analyzed whether the value orientations of adolescents influence psychosocial adaptation. Respectively, in this case as an independent

variable are the value orientations. Table 5.2 provides the first information on the efficiency of the applied regression model.

Table 5.2. The linear regression model – TV

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics	
					R Square Change	F Change
1	0,285 ^a	0,081	0,073	24,90641	0,081	9,881

In the given case, we will say that, in general, the terminal value orientations influence the psychosocial adaptation of adolescents by 7.3%, and the instrumental value orientations influence the psychosocial adaptation by 6.1%. Summarizing the results presented in this paragraph, we emphasize that value orientations denote an impact with a weak effect size on the psychosocial adaptation of adolescents.

Identifying the impact of value orientations with such an obtained effect, we considered it necessary and important to analyze whether psychosocial adaptation influences value orientations of adolescents. Thus, the results indicate that, in general, psychosocial adaptation influences value orientations of adolescents by 7.6%. We note that the F-test ($F=10.352$) in the ANOVA table according to the results is significant ($p<0.001$). The presented data demonstrate that psychosocial adaptation has a weak effect size impact on adolescent's value orientations.

Psychosocial adaptation of adolescents is influenced by psychosocial factors as well as terminal and instrumental value orientations. The experimental approach provided the opportunity to develop the model that presents the relationship between value orientations and psychosocial adaptation of adolescents (Figure 5.3).



Fig. 5.3. The explanatory model of the relationship between value orientations and psychosocial adaptation in adolescence

The carried out research provided the opportunity to develop the *Explanatory Model of the relationship between value orientations and psychosocial adaptation at the age of adolescence*. According to this model, we observe the highlighting of a mechanism consisting of three components/blocks that are influenced by psychosocial factors. In this line of ideas, the experimental results emphasized the mutual influence of the components that help this mechanism to become functional. Thus, we demonstrated the impact of value orientations (terminal and instrumental) on the psychosocial adaptation of adolescents and also of psychosocial adaptation on value orientations, but this process also enlists the fundamental dimensions of personality studied from the perspective of contemporary societal approaches.

The experimental study of the hierarchy of value orientations of adolescents and their impact on the psychosocial adaptation of adolescents highlights the following conclusions that substantiate the existing relationships between the mentioned concepts:

1. The hierarchies of value orientations both for the terminal and instrumental values as well as for the indicators of the orientation towards the adaptation values, socialization and individualization are different depending on the criterion - the institutions where the adolescents study. This result can serve as a reason for the statement that mentions that social, educational and cultural innovations through different forms of influence, orient the adolescents in the educational system towards certain values.

2. With reference to the structure of generational values of adolescents from the Republic of Moldova, we determined that the dominant values in the life of the Z generation of adolescents from the local environment, in the hierarchy of terminal values, with leading ranks 1-6 are *health; happy family life; love; active life; life wisdom; self-confidence*, and in the hierarchy of instrumental values with leadership ranks 1-6 are: *education; studies; independence; self control; rationalism; responsibility*. Among the terminal values that are absolutely rejected by the surveyed adolescents (rank 13-18), there are such values as: *productive life; social appreciation; creation; beauty of nature and art; happiness of others; entertainment*, and the rejected instrumental values include the following values: *executive; high demands; effectiveness in activity; tolerance; delicacy; intransigence towards oneself and others*.

3. The presented results demonstrate that terminal value orientations differ depending on the level of psychosocial adaptation of the adolescents. The subjects with high level of psychosocial adaptation compared to the subjects denoting low level of psychosocial adaptation recorded higher averages for the following terminal value orientations: *active life, interesting work, beauty of nature and art, love, good and faithful friends, social appreciation, knowledge, entertainment, freedom, happiness of others*. The subjects with a low level of psychosocial adaptation compared to the subjects denoting a high level of psychosocial adaptation recorded lower averages for the following terminal value orientations: *life wisdom, health, material well-being, productive life, continuous development, happy family life, creation, self-confidence*. At the same time, we can affirm that there are significant differences between the adolescents with a high and low level of psychosocial adaptation for the values: *good and faithful friends; continuous development*. The presented results demonstrate that instrumental value orientations differ depending on the level of psychosocial adaptation. The subjects with a high level of psychosocial adaptation compared to the subjects with a low level of psychosocial adaptation recorded higher averages for the following instrumental value orientations: *accuracy, education, high demands, life energy, executive, independence, intransigence towards oneself and others, rationalism, will*. At the same time, the subjects with a high level of psychosocial adaptation compared to the subjects with a low level of psychosocial adaptation recorded lower averages for the following instrumental value orientations: *studies, responsibility, self-control, courage in supporting one's own opinion and convictions, tolerance, broad visions, honesty, effectiveness in activity, delicacy*. There are significant differences between the means of the variables in the subjects with a high level and in the subjects with a low level of psychosocial adaptation for the following instrumental value orientations: *executive; intransigence towards oneself and others; responsibility; courage in supporting one's own opinion and convictions; efficiency in activity*.

According to these results, the ***Psychological Profile of the adolescent's personality with a high level of psychosocial adaptation was elaborated from the perspective of terminal and instrumental value orientations***, whereby we mention that for adolescents with a high level of psychosocial adaptation, among the priority terminal values are: *health; happy family life; life wisdom; love; self-confidence* as well as *active life*, and the rejected values in this category are *freedom; social appreciation; creation; beauty of nature and art; happiness of others and entertainment*. In the given context, for adolescents with a high level of psychosocial adaptation, the following instrumental values are the priority: *education; studies; responsibility; independence, courage in supporting one's own opinion, convictions; self-control*, and the rejected instrumental values include: *accuracy; effectiveness in activity; high demands; executiveness; delicacy;*

intransigence towards oneself and others. We notice that for the adolescents with high and low levels of psychosocial adaptation are characteristic different hierarchies of terminal and instrumental value orientations.

4. The personality profiles of the adolescent from the perspective of terminal and instrumental priority values are different depending on the factors: gender, origin, study profile, age, academic success, monthly family income, suffering from a chronic or acute illness, economic migration and namely adolescents with parents who have gone abroad from one year to over 12 years.

5. The results of the exploratory factor analysis that we resorted to demonstrate the latent factors of value orientations that can more easily characterize the psychosocial adaptation of adolescents. Psychosocial adaptation of adolescents is influenced by several factors as well as terminal and instrumental value orientations. There is a large number of variables/values with a certain influence on the psychosocial adaptation of adolescents. According to the results of the factorial analysis, we obtained useful information regarding the factors that have a great influence on the high psychosocial adaptation of adolescents, offering the possibility to promote certain terminal values, namely 9 factors were determined. In the same vein, according to the results of the factorial analysis, we obtained useful information regarding the factors that have a great influence on the high psychosocial adaptation of adolescents, offering the possibility to promote certain instrumental values, namely 7 factors were determined. So, using this type of factorial analysis, we obtained useful information regarding the factors that have a great influence on the high psychosocial adaptation of adolescents, offering the possibility to observe the weight of value orientations on psychosocial adaptation.

6. The results obtained following the application of the Spearman ρ correlation coefficient allowed us to determine various significant correlations between psychosocial adaptability and terminal, as well as instrumental values. So, with reference to the **terminal values**, we emphasize that adolescents who appreciate the value of health high in the hierarchy (on the first places in the hierarchy) have a high psychosocial adaptability and vice versa; adolescents who have a high level of *psychosocial adaptability* have low scores (on the first places in the hierarchy) for the variables: love; knowledge; continuous development; happy family life; self-confidence - and vice versa. Here, we emphasize that a low score on the variables *love; knowledge; continuous development; happy family life; self-confidence* means priority terminal value (first places). At the same time, adolescents who have a high level of psychosocial adaptability - have high scores (on the last places in the hierarchy) for the active life variables; beauty of nature and art; entertainment; happiness of others - and vice versa. Also here, with reference to **instrumental values**, we mention that the adolescents who appreciate the values *education; studies; responsibility; self control; courage and own opinions; honesty; effectiveness in activity* high in the hierarchy (on the 1st, 2nd, 3rd places) have a high psychosocial adaptability and vice versa; adolescents who appreciate the values *accuracy; high demands; intransigence towards oneself and others; delicacy* with a high score (on the last places in the hierarchy) have a high psychosocial adaptability and vice versa. We mention that no statistical correlations were obtained between psychosocial adaptability and the instrumental value orientations of *life energy, executive, independence, rationalism, will, tolerance, broad visions*.

7. The results obtained following the application of the Spearman ρ correlation coefficient allowed us to determine various significant correlations between the psychosocial adaptation (general index) and the terminal and instrumental values. Therefore, with reference to **terminal values**, we emphasize that adolescents who appreciate the values *health; knowledge; continuous development; happy family life; self-confidence* high in the hierarchy (places 1, 2, 3) have a high psychosocial adaptation (general index) and vice versa; adolescents who appreciate high (on the last places in the hierarchy) the values *active life; beauty of nature and art; entertainment; happiness of others; creativity* have a high psychosocial adaptability and vice versa. We note that no statistical correlations were obtained between psychosocial adaptation and terminal value orientations: *active life, life wisdom, interesting work, love, material well-being, good and faithful friends, social appreciation, productive life, freedom*. In the same context with reference to **instrumental values**, we emphasize that adolescents who appreciate the values *studies; responsibility; self-control; courage and own opinions; effectiveness in activity* high (on the first places in the hierarchy) have a high psychosocial

adaptation (general index) and vice versa; adolescents who do not appreciate the values *accuracy; high demands; intransigence towards oneself and others; delicacy*, these being on the last places in the hierarchy - have a high psychosocial adaptation (general index) and vice versa. We mention that no statistical correlations were obtained between psychosocial adaptation and the instrumental value orientations: *education, life energy, executive, independence, rationalism, will, tolerance, broad visions, honesty*.

8. To determine the impact of value orientations on the psychosocial adaptation of adolescents, we applied the linear regression method, also called the prediction equation, considered useful in describing the relationship between independent variables (predictors) and dependent variables in terms of units of measurement of the respective variables. The results offered the opportunity to analyze whether value orientations influence psychosocial adaptation of adolescents. We mention that according to the obtained results, the terminal and instrumental value orientations denote an impact on the psychosocial adaptation of the adolescents, however, this impact has a weak effect size. It is this type of result for the effect that caused the need to study the impact of psychosocial adjustment on psychosocial adjustment in adolescence.

9. The thorough analysis of the research results provided the opportunity to highlight the obvious relationship between psychosocial adaptation and value orientations, which led to the outline of the *Explanatory Model of the relationship between value orientations and psychosocial adaptation in adolescence*. The research results demonstrate the impact of value orientations (terminal and instrumental) on the psychosocial adaptation of adolescents, and also of psychosocial adaptation on value orientations, being in close relation with personality dimensions, in turn, influenced by psychosocial factors.

In Chapter 6 - The training framework for facilitating psychosocial adaptation at the age of adolescence - the methodology for facilitating psychosocial adaptation in adolescents is substantiated; the structural dimensions of the training approach and the Psychological Intervention Program *Facilitation of psychosocial adaptation at the age of adolescence* are presented; there are described comparative experimental values of psychosocial adjustment in adolescents.

The purpose of the training experiment carried out as part of the research was to test the psychological program *Facilitation of psychosocial adaptation at the age of adolescence*.

The adolescents selected for the experiment were from the groups we had the opportunity to work with, these being with an average level of development of psychosocial adaptation within the observation experiment. We recall that from the total number of 2029 subjects, only 101 subjects obtained results indicating a high level of this variable, which makes up 5.0%, and 95.0% of the subjects obtained medium and low levels. Therefore, 22 subjects from USM participated in the experiment, they were divided into 2 groups: the experimental group and the control group.

As part of the training experiment, we decided on the organization of a psychological intervention program which was entitled the **Program of Facilitation of psychosocial adaptation at the age of adolescence**.

The research hypothesis characteristic for the formative experiment: We assume that specially organized psychological interventions in the educational environment can facilitate the psychosocial adaptation of the adolescent's personality.

The developed psychological intervention program *Facilitation of psychosocial adaptation at the age of adolescence* was implemented through training sessions. It includes in its structure 20 sessions of 1 hour and 30 minutes each, divided into 3 components. Taking into consideration the specifics of our research in developing the training program, we wanted to include activities for all psychological formations that are considered facilitators of psychosocial adaptation.

The formative training sessions were organized within the second stage of the research (2019-2020), namely in October 2019 - March 2020. The activities with a duration of 1 hour and 30 minutes were held one hour a week during the period 11.10.2019 – 13.12.2019 (on Fridays) and twice a week between 29.01.2020 – 04.03.2020 (on Wednesdays and Fridays). In accordance with the tasks and specifics of the training, a system of activities was developed that were oriented towards facilitating and accelerating psychosocial adaptation.

After completing the program in the experimental group, the retests were carried out, 04-11.03.2020, in the experimental and control groups. Moreover, the investigation of the effectiveness of the psychological intervention program was carried out in the direction of comparing and highlighting the differences obtained by the adolescents from: the experimental group (EG) test and the experimental group retest; test control group (CG) and retest control group; retest experimental group and retest control group.

The results show us that the application of organized actions in order to facilitate and accelerate the psychosocial adaptation of the adolescent's personality led to an increase in the average indices obtained for the psychosocial adaptation of 11 adolescents.

The psychological intervention program proposed for the efficiency, facilitation of psychosocial adaptation contains actions aimed at favoring the components of this factor.

Initially we will present the results for the adolescents from the test experimental group and the retest experimental group, which were included in the first research direction.

In the following, there are presented comparative results between the test experimental group and the retest experimental group with reference to the changes recorded on the ***Psychosocial Adaptation Diagnostic Questionnaire (C. Rogers and R. Dymond)***.

Figure 6.1 shows the comparative results between the test experimental group and the retest experimental group with reference to the changes recorded in the psychosocial adaptability factor.

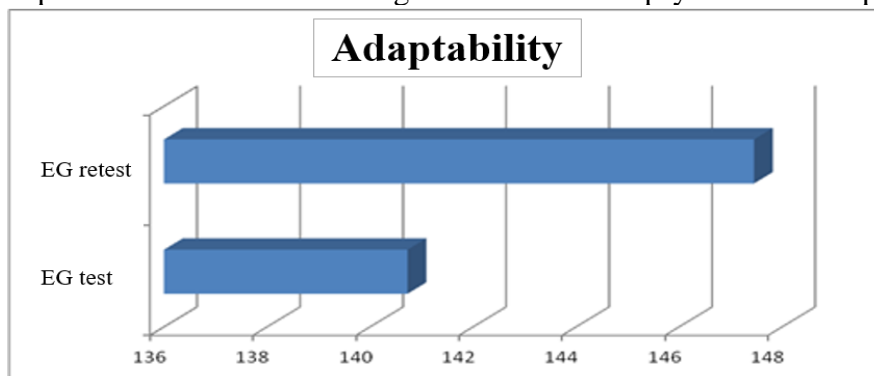


Fig. 6.1. Mean scores for psychosocial adaptability in EG test-retest

For the adolescents in the EG test, the mean is 140.73 (u.m.), while for the adolescents in the EG retest 147.45 (u.m.) for the psychosocial adaptability factor.

Using the Wilcoxon test, a non-parametric test, we compare two paired samples, which is the equivalent of the parametric t-test for two paired samples. So, applying the Wilcoxon test, since the samples are of small size, we record statistically significant differences between the results of the adolescents from EG test and the results of the adolescent from EG retest for the psychosocial adaptability factor with higher results for the adolescents from EG retest. We note that although the results are higher at the retest stage for adaptability, they are included in the average level, without being a large increase for this factor. Table 6.1 presents the comparative results between the test experimental group and the retest experimental group with reference to the changes recorded in the psychosocial adaptation factor.

Table 6.1. Results of test-retest research in EG for psychosocial adaptation

Factors	Stage	Arithmetic mean	Number of subjects	Standard deviation	Mean Error Std.
Adaptation	test	58,5908	11	6,29098	1,89680
	retest	65,9207	11	7,19628	2,16976

For the adolescents from the EG test, the average is 58.59 (u.m.), while for the adolescents from the EG retest it is 65.92 (u.m.) for the psychosocial adaptation factor.

Applying the Wilcoxon test, because the samples are of small size, we report statistically significant differences between the results of the adolescents in the EG test and the results of the adolescents in the EG retest for the psychosocial adjustment factor with higher results for the adolescents in the EG retest. Analyzing the comparison results we notice that $z = -3.068$, $p = 0.002$,

which indicates that there are significant differences regarding the appreciation of the two values. Similar to the situation described for the adaptability factor, and in this case we emphasize that although the results are higher at the retest stage for adaptation, they are included in the average level, without being a big increase for this index.

Figure 6.2 shows the comparative results between EG test and EG retest with reference to the changes recorded in general indices: psychosocial adaptation; self-acceptance; acceptance of others; emotional comfort; internality; dominance tendencies.

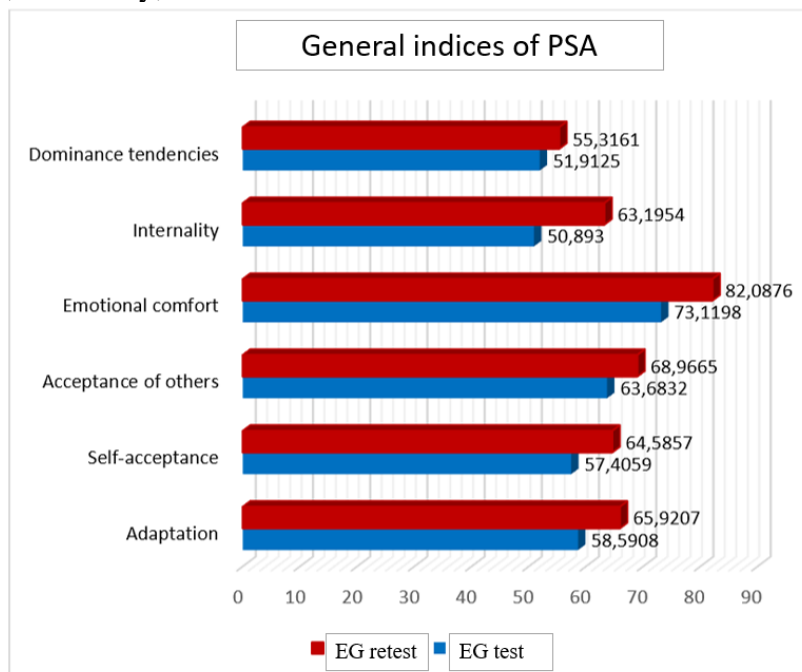


Fig. 6.2. Means for general indices of PSA in EG test–retest

For the adolescents from the EG test and the adolescents from the EG retest, different averages are characteristic for general indices determined with the *Psychosocial Adaptation Diagnostic Questionnaire* (C. Rogers and R. Dymond): psychosocial adaptation; self-acceptance; acceptance of others; emotional comfort; internality; dominance tendencies. Thus, for the adolescents in the EG test, the average is 58.59 (m.u.), while for the adolescents in the EG retest it is 65.92 (m.u.) for the psychosocial adaptation factor; for *self-acceptance*, the adolescents from the EG test have an average of 57.41 (m.u.), while for the adolescents from the EG retest it is 64.59 (m.u.); for the value *acceptance others* for the adolescents in the EG test, the average is 63.68 (m.u.), while for the adolescents in the EG retest it is 68.97 (m.u.); for *emotional comfort*, the adolescents from the EG test are characterized by an average of 73.12 (m.u.), while for the adolescents from the EG retest it is 82.09 (m.u.); for *internality*, the adolescents from the EG test are characterized by an average of 50.89 (m.u.), while for the adolescents from the EG retest it is 63.19 (m.u.); for *dominance tendencies*, the adolescents from the EG test are characterized by an average of 51.91 (m.u.), while for the adolescents from the EG retest it is 55.32 (m.u.).

In order to determine if there are significant differences recorded in EG test-retest for the mentioned general indices, we again applied the Wilcoxon test. Thus, we record statistically significant differences between the results of the adolescents in the EG test and the results of the adolescents in the EG retest for the factors: *psychosocial adaptation*; *emotional comfort*; *internality*. Moreover, for clarity, we mention that for the general index of psychosocial adaptation we register statistically significant differences between the results of the adolescents in the EG test and the results of the adolescents in the EG retest, with higher results for the adolescents in the EG retest. Analyzing the comparison results, we notice that $z = -3.068$, $p = 0.002$, which indicates that there are significant differences in terms of the appreciation of the two values.

Then, for the emotional comfort general index, we record statistically significant differences between the results of the adolescents from the EG test and the results of the adolescents from the EG

retest, with higher results for the adolescents from the EG retest, respectively analyzing the comparison results we notice that $z = -2.450$, $p = 0.014$, which denotes that there are significant differences in the appreciation of the two values. Finally, for the internality general index, we record statistically significant differences between the results of the adolescents from the EG test and the results of the adolescents from the EG retest, with higher results for the adolescents from the EG retest, respectively analyzing the comparison results we note that $z = -3.173$, $p = 0.002$, which indicates that there are significant differences in the appreciation of the two values.

In the following we will present the results for the adolescents in the test control group and the retest control group, which we included in the second direction of the research.

We mention that for this direction we will compare the results of the subjects recorded on the *Psychosocial Adaptation Diagnostic Questionnaire* (C. Rogers and R. Dymond). Table 6.2 shows the comparative results between the test control group and the retest control group with reference to the changes recorded in the psychosocial adaptability factor.

Table 6.2. Results of test-retest research in GC for psychosocial adaptability

Factors	Stage	Arithmetic mean	Number of subjects	Standard deviation	Mean Error Std.
Adaptability	test	156,0909	11	9,60682	2,89656
	retest	155,6364	11	10,64211	3,20872

From table 6.2. we notice that for the adolescents in the CG test, the average is 156.09 (u.m.), while for the adolescents in the CG retest 155.63 (u.m.) for the psychosocial adaptability factor. Moreover, we note statistically insignificant differences between the results of the adolescents from the CG test and the results of the adolescents from the CG retest for the psychosocial adaptability factor with approximately identical results for adolescents from the EG retest. The Test Statistics table (A 10.5) in Appendix 10.4 shows the comparison results for this variable. Respectively, as $z = -1.766$, $p = 0.461$, it shows that the differences are insignificant in terms of appreciation of the two values.

Figure 6.3 shows the comparative results between the CG test and the CG retest with reference to the changes recorded in general indices: psychosocial adaptation; self-acceptance; acceptance of others; emotional comfort; internality; dominance tendencies.

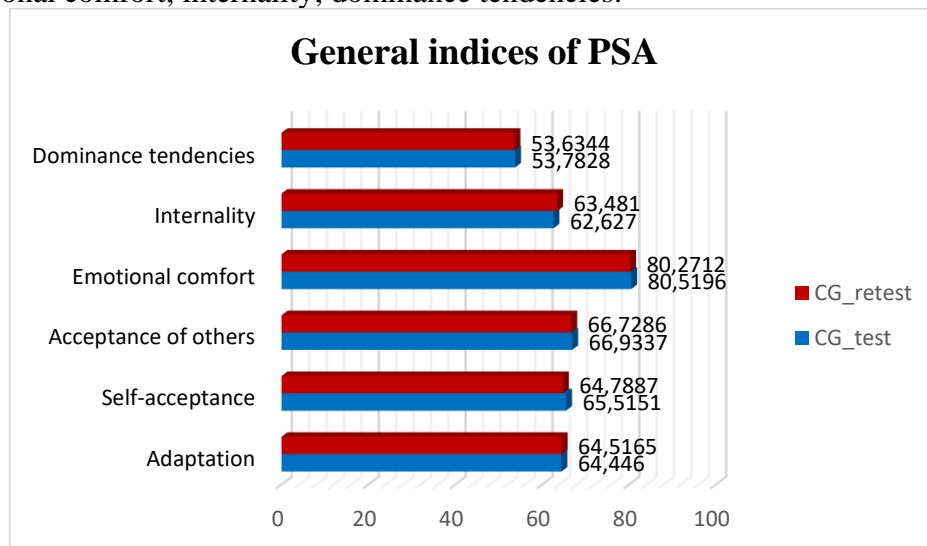


Fig. 6.3. Means for general indices of PSA in CG test-retest

For the adolescents in the CG test, the mean is 64.45 (m.u.), while for the adolescents in the CG retest 64.52 (m.u.) for the *psychosocial adaptation* factor; for *self-acceptance*, the adolescents from the EG test have an average of 65.51 (m.u.), while for the adolescents from the CG retest it is 64.79 (m.u.); for the *acceptance of others*, for the adolescents in the CG test the average is 66.93 (m.u.), while for the adolescents in the CG retest it is 66.73 (m.u.); for *emotional comfort*, the average of 80.52 (m.u.) is characteristic for the adolescents in the CG test, while for the adolescents in the CG retest it is 80.27 (m.u.); for *internality*, the adolescents from the EG test are characterized by an

average of 62.63 (m.u.), while for the adolescents from the CG retest it is 63.48 (m.u.); for *dominance tendencies*, the average of 53.78 (m.u.) is characteristic for the adolescents in the CG test, while for the adolescents in the CG retest it is 53.63 (m.u.). In order to determine if there are significant differences recorded in CG test-retest for the mentioned general indices, we applied the same method - the Wilcoxon test. Thus, we record statistically insignificant differences between the results of the adolescents in the CG test and the results of the adolescents in the CG retest for the mentioned factors.

These results confirm our hypothesis according to which we assumed that applying psychological intervention programs can facilitate psychosocial adaptation in adolescence.

We will note that the psychological intervention program has a positive impact and produces changes in the level of facilitating psychosocial adaptation in adolescents and its components, especially by increasing emotional comfort, the level of internal control.

In conclusion, we mention that the carried out educational approach and the obtained results contribute to the foundation of the methodology for facilitating psychosocial adaptation. The arguments in this chapter refer to the following:

1. The psychological intervention program developed for the purpose of substantiating the psychosocial adaptation of adolescents is a model that highlights several structural dimensions: identification, attribution of the appropriate meaning to the concept of psychosocial adaptation; cognition of the facilitating factors of psychosocial adaptation; awareness of the importance of developing adaptive potential in the context of contemporary societal challenges; establishing relationships between value orientations in psychosocial adaptation. In this context, we highlight the importance of the facilitative factors of psychosocial adaptation according to the following dimensions: motivational and value, control, metacognitive, emotional-regulatory, evaluation and self-evaluation.

2. Following the implementation of the psychological intervention program, the adolescents in the experimental group recorded results according to which we determined that both the level of the psychosocial adaptability factor and the level of the general index of psychosocial adaptation increased. At the same time, according to the test-retest results, the adolescents in the experimental group also recorded higher indices for the facilitative factors of psychosocial adaptation.

3. According to the results, we mention that the hypothesis was confirmed according to which we assumed that applying psychological intervention programs can facilitate psychosocial adaptation at the age of adolescence. The presented results show the positive impact of the program on the factors that highlight the dimensions: motivational and value, control, metacognitive, emotional-regulatory, evaluation and self-evaluation.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

The analysis of the specialized literature allowed us to conclude that the problem of values, value orientations and that of psychosocial adaptation is multilaterally researched in different branches of science and predominantly in philosophy, psychology, sociology, medicine, etc.

In this work we identified some important problems with reference to value orientations and psychosocial adaptation - with a preponderance in the field of social psychology. In this context, the theoretical and methodological sources, the basic directions, the principles of the study of value orientations and psychosocial adaptation of adolescents were determined. The content of the study substantiates the necessity of developing the concept of value orientations, determining the conditions and premises of its operation in society; determining the working definition of value orientations from the point of view of social psychology; establishing the content and psychosocial structure of value orientations; description of the indicators and peculiarities of the manifestation of value orientations and psychosocial adaptation in adolescents.

We mention that the object of our research has become the age of adolescence, because, in the opinion of several researchers, it is known for its sensitivity to the formation of value orientations, and the intense process of forming personality structures in adolescence is explained by the development of abstract thinking, self-awareness and reflective capacity.

Moreover, the authors consider that the functions of adolescence can be expressed synthetically as follows: adaptation to the environment; overtaking; defining personality. Examining the axiological structures with a focus on the young generation shows that the differences in values increase the distance between mentalities, and the age evolution achieves the transition from superficial values to authentic ones. We emphasize that in the conceptions of contemporary authors, adolescence is a period with many problems of adapting to reality.

In accordance with the theme, purpose, objectives and hypotheses of the research, the following scientific results were obtained:

1. At the theoretical level, the complex analysis of research on value orientations highlights different strategies for its conceptualization. Taking into account the dimensions presented in the chapters, we will mention that it is relevant for the given work the definition according to which value orientations represent the most important component of the personality structure that includes life experience accumulated during its development, determines behavior and attitude towards the surrounding world as well as goal orientation of self-improvement for (facility of psychosocial adaptation, development of adaptive potential) optimal psychosocial adaptation of the individual (Chapter 1)[52; 54; 56; 57; 97; 99; 111].

2. Synthesizing representative studies in the field allowed us to determine that current research puts different emphasis on the notion of psychosocial adaptation, and the conceptual apparatus of the phenomenon is differentiated according to the purpose, content, methods and results of the adaptation process. Starting from the interpretive analysis of the existing definitions regarding the given concept, we consider relevant the definition according to which *psychosocial adaptation* is a process of interaction between the individual and the environment that involves the change of individual value orientations according to social values; it presumes the involvement of regulatory psychosocial factors in determining a system of individual values that contribute to the development of the adaptive potential of the personality; it involves adapting to new conditions of life according to value orientations for an effective activity. We believe that the psychosocial adaptation process of the adolescent's personality, in new situations, is influenced by the following personality dimensions: value orientations, extraversion / introversion, neuroticism, self-confidence, social courage, initiation of social contacts, emotional intelligence, place of subjective control, affirmation self, motivation for success, optimism, sociability, will, self-esteem, orientations of the meaning of life (Chapter 1) [52; 54; 56; 87; 71; 79].

3. There was substantiated the psycho-diagnostic model through which the management of the research of value orientations and psychosocial adaptation of adolescents can be achieved. Thus, the psychosocial factors, dimensions and directions important for this process were determined. There is presented the personality assessment model from the perspective of psychosocial factors, personality dimensions that influence value orientations and psychosocial adaptation (Chapter 2) [52; 68; 109].

4. A holistic approach to the relationship between value orientations and psychosocial adaptation of adolescents was substantiated from the perspective of contemporary societal approaches derived from multiple approaches (gender; origin, grade / year of study; profile of studies; type of studies; age; status family; personal monthly income; academic success; ethnicity; type of family he belongs to; average monthly family income; number of visits to the doctor with various health problems; presence of a disease; parents' education; self-appreciation of health status; parents' departure for work abroad; the desire to go abroad after graduation to study or work) and other personality dimensions (Chapter 3 and 5) [56; 83; 94; 93].

5. The specific nature of psychosocial adaptation was established in the integrative context of the interaction of personality dimensions (extraversion / introversion and neuroticism; self-confidence, social courage and initiation of social contacts; emotional intelligence; adaptability / flexibility of personality; place of subjective control; self-affirmation; motivation for success / fear of failure; optimism; sociability; self-appreciation of will; self-esteem; orientations of the meaning of life; self- appreciation of psychological adaptability; self- appreciation of emotional adaptability; independence / influenceability) in adolescence (Chapter 4) [52; 64; 81; 80; 84].

6. There were determined the psychological profiles of adolescents from the perspective of value orientations (terminal and instrumental) in accordance with various psychosocial factors as well as the complex psychological profiles of adolescents with psychosocial adaptation and inadaptation from the perspective of the research dimensions: motivational and value; of control; metacognitive; emotional-regulatory; of evaluation and self-evaluation (Chapter 5) [61; 63].

7. According to the results of the factorial analysis, we obtained useful information regarding the factors that have a great influence on the high psychosocial adaptation of adolescents, offering the possibility to promote certain terminal values, namely 9 factors were determined. In the same vein, according to the results of the factorial analysis, we obtained useful information regarding the factors that have a great influence on the high psychosocial adaptation of adolescents, offering the possibility to promote certain instrumental values, namely 7 factors were determined. Therefore, using this type of factorial analysis, we obtained useful information regarding the factors that have a great influence on the high psychosocial adaptation of adolescents, offering the possibility to observe the grouping of value orientations (Chapter 5).

8. The impact of value orientations on psychosocial adaptation at the age of adolescence was determined, which gives the opportunity to mention that terminal and instrumental value orientations have an impact on the psychosocial adaptation of adolescents, but it has a weak effect size. The research results provided the opportunity to highlight the relationship between psychosocial adaptation and value orientations, which led to the outline of the *Explanatory Model of the relationship between value orientations and psychosocial adaptation in adolescence*. The research results demonstrate the impact of value orientations (terminal and instrumental) on the psychosocial adaptation of adolescents and also of psychosocial adaptation on value orientations, being in close relation with personality dimensions, in turn, influenced by psychosocial factors (Chapter 5) [52 ; 55; 60; 78].

9. The psychological intervention program was designed and implemented in order to facilitate the psychosocial adaptation of adolescents through the components that influence this psychological process (Chapter 6).

10. The results of the conducted research denote the solution of the scientific problem and substantiate a new direction of research in psychology - **The holistic approach of the relationship of value orientations with psychosocial adaptation at the age of adolescence.**

We believe that the conducted research completes social psychology with new theoretical and experimental data about value orientations and their relationship with psychosocial adaptation of adolescents.

The conclusions made following our research allowed us to formulate some **recommendations**:

✓ *For decision makers:*

- Creation of educational policies that promote value orientations, reference frames from the perspective of contemporary societal approaches;
- Promotion of research, at national and international level, which favors the understanding of generational value orientations as well as those that presuppose the development of the adaptive potential of the personality;
- Monitoring the psychosocial adaptation of adolescents in the context of the changes taking place in the educational system;

✓ *For general, professional, technical and higher education institutions:*

- Inclusion in study programs of disciplines, courses that refer to education for values and psychosocial adaptation (*Education for values; Psychosocial adaptation of personality*);
- Organization of scientific events in order to promote the concept of value, value orientations; crisis of values; highlighting the role of social values for the formation of personal value orientations; emphasizing the impact of value orientations on the psychosocial adaptation of the personality;
- Enrollment of teaching and management staff, of psychologists in trainings with reference to the awareness of personal value orientations and facilitation of psychosocial adaptation of adolescents;

✓ *For school psychologists:*

- Implementation of psychological intervention programs for teaching/management staff, parents and adolescents in order to promote the concept of value, value orientations and identify their impact on psychosocial adaptation of personality;

- Familiarizing adolescents with the notions of value, value orientations, psychosocial adaptation and facilitating the understanding of the concept of value from the perspective of its components: cognitive, affective and behavioral.

- Organization of informing sessions for teaching/management staff as well as parenting programs, with reference to the importance of developing the adaptive potential of adolescents from the perspective of contemporary societal approaches.

The carried out research also presents certain limits of the obtained results that highlight the difficulty of a broad, generalizing analysis of all personality dimensions and psychosocial factors studied in relation to value orientations and psychosocial adaptation.

Potential future research directions regarding value orientations and their relationship to adolescent psychosocial adjustment:

1. Extending the investigative approach for other age periods;

2. Development of updated empirical methods with reference to the mentioned concepts;

3. Development of education programs with reference to the psychosocial adaptation of the personality for teaching and management staff, for parents;

4. Carrying out comparative research for various contexts and professional fields (medical field, information technology field);

5. Establishing a longitudinal study with reference to the importance of value orientations on the psychosocial adaptation of adolescents at national and international level;

6. Establishing the optimal psychological profiles from the perspective of value orientations for the effective psychosocial adaptation of the personality in various crisis situations, for various fields, professional branches;

7. Identifying the impact of parental value orientations on adolescent's value orientations;

8. Establishing the influence of European models of value orientations, involving research and experimental subjects from other countries;

9. Determining the impact of parents' occupations with different social status on the adolescents' value orientations and psychosocial adaptation;

10. Highlighting effective ways to facilitate the psychosocial adaptation of adult's personality in the context of lifelong learning.

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ADNOTARE

Paladi Oxana. Orientările valorice și adaptarea psihosocială a adolescenților.

Teză de doctor habilitat în psihologie. Chișinău, 2022.

Structura tezei: lucrarea conține adnotări în limbile română, rusă și engleză, introducere, șase capitole, concluzii generale și recomandări, bibliografie din 402 titluri, 11 anexe, 251 pagini de text de bază, 32 figuri și 70 tabele. Rezultatele obținute sunt publicate în 62 lucrări științifice.

Cuvinte-cheie: valoare, orientare valorică, valori terminale, valori instrumentale, adaptare, adaptare psihosocială, adaptabilitate psihosocială, componente ale adaptării psihosociale, profil psihologic al personalității, vârsta adolescenței.

Scopul cercetării: fundamentarea epistemică a concepției privind orientările valorice și adaptarea psihosocială, elaborarea și validarea experimentală a programului de facilitare a adaptării psihosociale la vârsta adolescenței.

Obiectivele cercetării: determinarea fundamentelor epistemice privind orientările valorice și adaptarea psihosocială; descrierea particularităților manifestării orientărilor valorice și a adaptării psihosociale la vârsta adolescenței, identificarea relațiilor adaptării psihosociale cu dimensiunile personalității, fundamentarea științifică a conceptelor; determinarea și implementarea instrumentelor pentru diagnosticarea orientărilor valorice și a adaptării psihosociale la adolescenți; stabilirea orientărilor valorice, a nivelurilor adaptării psihosociale la vârsta adolescenței precum și a relațiilor acestora cu factorii psihosociali și dimensiunile personalității; determinarea profilurilor psihologice ale adolescentului din perspectiva orientărilor valorice și a adaptării psihosociale; elucidarea impactului orientărilor valorice asupra adaptării psihosociale a adolescenților; elaborarea și validarea experimentală a programului psihologic de facilitare a adaptării psihosociale la vârsta adolescenței; formularea concluziilor generale, a recomandărilor și cercetărilor de perspectivă.

Noutatea și originalitatea științifică a rezultatelor cercetării constă în proiectarea, edificarea și lansarea unei concepții teoretico-experimentale cu referire la orientările valorice și a relației lor cu adaptarea psihosocială a adolescenților. Cercetarea dată este unul dintre primele studii psihosociale din țară care relevă o viziune unitară asupra conceptelor menționate din perspectiva abordărilor societale contemporane dedusă din multiple abordări. Elementele de noutate și originalitate ale cercetării se regăsesc în: fundamentarea modelului psihodiagnostic prin care se poate realiza managementul cercetării orientărilor valorice și a adaptării psihosociale a personalității adolescentului; determinarea factorilor psihosociali, a dimensiunilor și direcțiilor importante pentru acest proces; prezentarea modelului evaluării personalității din perspectiva factorilor psihosociali, dimensiunilor personalității care influențează orientările valorice și adaptarea psihosocială; fundamentarea unei abordări holistice a relației orientărilor valorice cu adaptarea psihosocială ale adolescenților dedusă din perspectiva factorilor psihosociali; stabilirea caracterului specific al adaptării psihosociale în contextul integrativ al interacțiunii dimensiunilor de personalitate; determinarea profilurilor psihologice ale adolescentului din perspectiva orientărilor valorice în funcție de factorii psihosociali; determinarea profilurilor psihologice ale adolescenților cu adaptare și inadaptare psihosocială; identificarea factorilor care au influență asupra adaptării psihosociale înalte a adolescenților; determinarea impactului orientărilor valorice asupra adaptării psihosociale; elaborarea *Modelului explicativ al relației orientărilor valorice cu adaptarea psihosocială la vârsta adolescenței*; proiectarea și implementarea *Programului de facilitare a adaptării psihosociale la vârsta adolescenței*.

Rezultatele obținute în cadrul prezentei cercetări au determinat crearea unei direcții științifice noi: Abordarea holistică a relației orientărilor valorice cu adaptarea psihosocială la vârsta adolescenței.

Semnificația teoretică a cercetării: rezultatele studiului completează domeniul psihologiei cu abordarea holistică a relației orientărilor valorice cu adaptarea psihosocială, inclusiv a impactului orientărilor valorice asupra adaptării psihosociale a adolescenților din perspectiva abordărilor societale contemporane dedusă din mulți factori psihosociali (gen; proveniență, clasa / anul de studii; profilul studiilor; tipul studiilor; vârstă; starea familială; venitul lunar personal; reușita academică; etnie; tipul familiei din care face parte; venitul mediu lunar al familiei; percepția stării sănătății (numărul vizitelor la medic cu diverse probleme de sănătate; prezența unei boli; autoaprecierea stării sănătății); studiile părinților; plecarea părinților la muncă peste hotare; dorința de a pleca peste hotarele RM după absolvirea studiilor pentru a face studii sau pentru a munci) și a dimensiunilor de personalitate; elaborarea modelului de cercetare a orientărilor valorice și a adaptării psihosociale la vârsta adolescenței din perspectiva factorilor psihosociali și a dimensiunilor personalității.

Valoarea aplicativă a cercetării: elaborarea metodologiei de diagnosticare a orientărilor valorice și a adaptării psihosociale la vârsta adolescenței; elaborarea modelului evaluării personalității din perspectiva factorilor psihosociali, dimensiunilor care influențează orientările valorice și adaptarea psihosocială a adolescenților; elaborarea profilurilor psihologice ale adolescenților din perspectiva orientărilor valorice prioritare (terminale și instrumentale) în funcție de factorii: gen, mediul de proveniență, profilul studiilor, vârstă, reușită academică, venitul familial lunar, suferința din cauza unei boli, migrație economică; elaborarea profilului psihologic complex al adolescentului cu nivel înalt de adaptare psihosocială din perspectiva dimensiunilor: motivațional-valorică; a controlului; metacognitivă; emoțional-reglatorie; de evaluare și autoevaluare; elaborarea modelului explicativ al relației orientărilor valorice cu adaptarea psihosocială la vârsta adolescenței; validarea programului de intervenție psihologică *Facilitarea adaptării psihosociale la vârsta adolescenței*. Datele experimentale vor fi utile cercetătorilor, psihologilor, cadrelor didactice și de conducere; adolescenților, părinților etc. inclusiv pentru eficientizarea procesului educațional direcționat spre formarea unei personalități integrale.

Implementarea rezultatelor științifice s-a realizat în cadrul proiectelor naționale, programelor de stat; conferințelor, simpozioanelor științifice naționale și internaționale; în activitatea didactică de pregătire și formare a studenților, masteranzilor și doctoranzilor de la specialitatea Psihologie (IȘE, USM); în cadrul activităților organizate pentru cadrele didactice și de conducere, psihologii educaționali din Republica Moldova.

ANNOTATION

**Paladi Oxana. Value orientations and psychosocial adaptation of adolescents.
Habilitation Doctor of Psychology Thesis. Chisinau, 2022.**

Thesis structure: the thesis contains annotations in Romanian, Russian and English languages, introduction, six chapters, general conclusions and recommendations, bibliography containing 402 titles, 11 annexes, 251 pages of basic text, 32 figures and 70 tables. The obtained results are published in 62 scientific papers.

Keywords: value, value orientation, terminal values, instrumental values, adaptation, psychosocial adaptation, psychosocial adaptability, components of psychosocial adaptation, psychological profile of personality, adolescence.

The purpose of the research: epistemic fundamental of conception regarding value orientations and psychosocial adaptation, elaboration and experimental validation of the program of facilitating psychosocial adaptation in adolescents.

Research objectives: determination of epistemic foundations regarding value orientations and psychosocial adaptation; description of particularities of value orientations and psychosocial adaptation manifestations at the age of adolescence, identification of relation between psychosocial adaptation and personality dimensions, scientific fundamental of the concepts; determination and implementation of instruments for diagnosing value orientations and psychosocial adaptation in adolescents; establishing value orientations, levels of psychosocial adaptation in adolescence as well as their relationships with psychosocial factors and personality dimensions; determining psychological profiles of adolescents from the perspective of value orientations and psychosocial adaptation; elucidating the impact of value orientations on psychosocial adaptation of adolescents; elaboration and experimental validation of psychological program of facilitating psychosocial adaptation in adolescents; formulation of general conclusions, recommendations and forward-looking research.

The novelty and scientific originality of the research results consists in designing, building and launching a theoretical-experimental conception with reference to the value orientations and their relationship with the psychosocial adaptation of adolescents. This research is one of the first psychosocial studies in the country that reveals a unitary vision on the concepts mentioned from the perspective of contemporary societal approaches deduced from multiple approaches. The novelty and originality elements of the research are found in: substantiating the psychodiagnostic model through which the management research of value orientations and psychosocial adaptation of adolescent's personality can be achieved; determining the psychosocial factors, dimensions and directions important for this process; presentation of the model of personality assessment from the perspective of psychosocial factors, personality dimensions that influence value orientations and psychosocial adaptation; foundation of a holistic approach to the relations between value orientations and psychosocial adaptation of adolescents deduced from the perspective of psychosocial factors; determining the specific character of psychosocial adaptation in the integrative context of interactions of the personality dimensions; determining psychological profiles of adolescents from the perspective of value orientations according to psychosocial factors; determining the psychological profiles of adolescents with psychosocial adaptation and maladaptation; identifying the factors that influence high psychosocial adaptation of adolescents; determining the impact of value guidelines on psychosocial adaptation; elaboration of the Explanatory Model of relations between value orientations and psychosocial adaptation in adolescence; designing and implementation of the *Program of facilitating psychosocial adaptation in adolescents*.

The results obtained in the present research determined the creation of a new direction of research: The holistic approach of the relation between value orientations and psychosocial adaptation in adolescence.

Theoretical significance of the research: the results of the study complement the field of psychology with holistic approach of the relation between value orientations and psychosocial adaptation, including the impact of value orientations on psychosocial adaptation of adolescents from the perspective of contemporary societal approaches deduced from multiple psychosocial factors (gender; origin, class / year of study; profile of studies; type of studies; age; family status; personal monthly income; academic success; ethnicity; the type of family he belongs to; the average monthly income of the family, perception of health (number of doctor visits with various health problems; presence of a disease; self-assessment of health); parents' education; departure of parents to work abroad; desire to go abroad RM after graduation to study or work) and personality dimensions; elaboration of the research model of value orientations and psychosocial adaptation in adolescence from the perspective of psychosocial factors and personality dimensions.

The applicative value of the research: elaboration of a methodology for diagnosing value orientations and psychosocial adaptation in adolescence; elaboration of personality evaluation model from the perspective of psychosocial factors, dimensions that influence value orientations and psychosocial adaptation of adolescents; elaboration of psychological profiles of adolescents from the perspective of priority value orientations (terminal and instrumental) depending on the factors: gender, origin, study profile, age, academic success, monthly family income, suffering due to an illness, economic migration; elaboration of complex psychological profile of an adolescent with high psychosocial adaptability level from the perspective of the dimensions: motivational-value; of control; metacognitive; emotional-regulatory; evaluation and self-evaluation; elaboration of the explanatory model of the relationship between value orientations and psychosocial adaptation in adolescence; validation of the psychological interventional program Facilitating psychosocial adaptation in adolescence. Experimental data will be useful to researchers, psychologists, teaching and management staff; adolescents, parents, etc. including for streamlining the educational process aimed at forming an integral personality.

Implementation of scientific results was carried out within national projects, state programs; national and international scientific conferences, symposia; in the didactic activity of training and formation of students, master students and doctoral students from the specialty of Psychology (ISE, USM); within the activities organized for teaching and management staff, educational psychologists from the Republic of Moldova.

АННОТАЦИЯ

Палади Оксана. Ценностные ориентации и психосоциальная адаптация в юношеском возрасте.

Диссертация на соискание ученой степени доктора habilitation в психологии. Кишинэу, 2022 г.

Структура диссертации: Диссертация состоит из аннотации на румынском, русском и английском языках, введения, шести глав, общих выводов и рекомендаций, библиографии из 402 названий, 11 приложений, 251 страниц основного текста, 32 рисунков и 70 таблиц. Результаты исследования опубликованы в 62 научных работах.

Ключевые слова: ценность, ценностная ориентация, терминальные ценности, инструментальные ценности, адаптация, психосоциальная адаптация, психосоциальная адаптивность, компоненты психосоциальной адаптации, психологический профиль личности, юношеский возраст.

Цель исследования: эпистемическое обоснование концепции ценностных ориентаций и психосоциальной адаптации, разработка и экспериментальная проверка программы фацилитации психосоциальной адаптации в юношеском возрасте.

Задачи исследования: определить эпистемологические основания ценностных ориентаций и психосоциальной адаптации; описать особенности проявления ценностных ориентаций и психосоциальной адаптации в юношеском возрасте, выявить связи психосоциальной адаптации с особенностями личности, научно обосновать понятия, определения; внедрить инструменты для диагностики ценностных ориентаций и психосоциальной адаптации юношей; установить ценностные ориентации, уровни психосоциальной адаптации к юношескому возрасту, а также их связи с психосоциальными факторами и особенностями личности; выявить психологические профили юношей с позиций ценностных ориентаций и психосоциальной адаптации; выяснить влияния ценностных ориентиров на психосоциальную адаптацию юношей; разработать и экспериментально проверить психологическую программу, способствующую психосоциальной адаптации в юношеском возрасте; формулировать общие выводы, рекомендации и идеи для перспективных исследований.

Новизна и научная оригинальность результатов исследования заключается в разработке, построении и внедрении теоретико-экспериментальной концепции применительно к ценностным ориентациям и их взаимосвязи с психосоциальной адаптацией юношей. Это исследование является одним из первых психосоциальных исследований в стране, которое раскрывает единое видение упомянутых концепций с точки зрения современных социальных подходов, выведенных из множества других подходов. Элементы новизны и оригинальности исследования заключаются в: обосновании психодиагностической модели, посредством которой может осуществляться исследование ценностных ориентаций и психосоциальной адаптации личности юношей; определение важных для этого процесса психосоциальных факторов, особенностей и направлений; представление модели оценки личности с позиций психосоциальных факторов, параметров личности, влияющих на ценностные ориентации и психосоциальную адаптацию; обоснование целостного подхода касательно ценностных ориентаций и психосоциальной адаптации в юношеском возрасте с позиций психосоциальных факторов; установление специфики психосоциальной адаптации в интегративном контексте взаимодействия личностных измерений; определение психологических профилей юношей с позиций ценностных ориентаций в зависимости от психосоциальных факторов; определение психологических профилей юношей с психосоциальной адаптацией и дезадаптацией; выявление факторов, влияющих на высокую психосоциальную адаптацию юношей; определение влияния ценностных ориентиров на психосоциальную адаптацию; разработка Модели объясняющая связь ценностных ориентаций с психосоциальной адаптацией в юношеском возрасте; разработка и реализация Программы содействия психосоциальной адаптации в юношеском возрасте.

Научные результаты полученные в исследовании способствовали становлению новых направлений исследования: Целостный подход к взаимосвязи ценностных ориентаций с психосоциальной адаптацией в юношеском возрасте.

Теоретическая значимость исследования: результаты исследования дополняют область психологии целостным подходом к взаимосвязи ценностных ориентаций с психосоциальной адаптацией, в том числе, выведено влияние ценностных ориентаций на психосоциальную адаптацию юношей с позиций современных социетальных подходов на основе множества психосоциальных факторов: пола, социального класса, образования, профиля образования, типа образования, возраста, семейного положения, личного месячного дохода, академической успеваемости, этнической принадлежности, типа семьи, среднемесячного дохода семьи, восприятия здоровья (количество визитов к врачу с различными проблемами со здоровьем; наличие заболевания; самооценка здоровья); образования родителей; выезда родителей на работу за границу; желания после окончания учебы уехать за границу учиться или работать) и особенностях личности; разработана модель исследования ценностных ориентаций и психосоциальной адаптации в юношеском возрасте с точки зрения психосоциальных факторов и личностных аспектов.

Практическое значение исследования: разработка методики диагностики ценностных ориентаций и психосоциальной адаптации в юношеском возрасте; создание модели оценки личности с позиций психосоциальных факторов, аспектов, влияющих на ценностные ориентации и психосоциальную адаптацию юношей; выяснение психологических портретов юношей с позиций приоритетных ценностных ориентаций (терминальных и инструментальных) в зависимости от факторов: пола, происхождения, профиля образования, возраста, успеваемости, ежемесячного дохода семьи, болезни, экономической миграции; выработка комплексного психологического портрета юноши с высоким уровнем психосоциальной адаптивности с точки зрения аспектов: мотивационно-ценностного; контроля; метакогнитивного; эмоционально-регуляторного; оценки и самооценки; разработка объяснительной модели связи ценностных ориентаций с психосоциальной адаптацией в юношеском возрасте; валидация программы психологического вмешательства Содействие психосоциальной адаптации в юношеском возрасте. Экспериментальные данные будут полезны исследователям, психологам, педагогам и менеджерам; юношам, родителям, включая улучшение образовательного процесса, направленного на формирование целостной личности.

Внедрение научных результатов осуществлялось в рамках национальных проектов, государственных программ; национальных и международных научных конференций, симпозиумов; в дидактической деятельности по обучению и формированию студентов, магистрантов и докторантов по специальности «Психология» (Институт Педагогических Наук, Молдавский Государственный Университет); в рамках мероприятий, организованных для педагогов, школьных психологов Республики Молдова.

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