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THE INFLUENCE OF VALUE ORIENTATIONS ON PSYCHOSOCIAL ADAPTATION OF ADOLESCENTS

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ABSTRACT

The article presents the authors' conceptions regarding value orientations and psychosocial adaptation of personality; there are presented some results obtained in the carried out research with reference to the impact of value orientations on psychosocial adaptation in adolescence. There are briefly presented both, levels of manifestation of psychosocial adaptation in adolescence and priority value orientations (terminal and instrumental) for subjects who show a high level of psychosocial adaptation. At the same time, there are described indices of correlation coefficient regarding identification of the relationship between psychosocial adaptation and value orientations. The paper presents details regarding application of the linear regression method useful in verifying predictive, explanatory models in the research by which we determined to what extent value orientations influence psychosocial adaptation in adolescence. Moreover, 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 relationship between value orientations and psychosocial adaptation in adolescence.

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Introduction.

The ever-changing contemporary societal challenges put forward new requirements for the relationships between psychosocial adaptation and value orientations of a personality, which need to be studied in order to develop personality's adaptive potential.

Psychosocial adaptation is dependent on social changes that in the conceptions of the authors J.P. Durand and R. Weil are based on the following explanatory factors: demographic factor, technical progress, cultural values and ideologies. The role of cultural values is to provide frames of reference, new models of human organization, the opportunity to reorganize the cultural field [4, p. 228]. The mentioned aspects are a priority for the educational system in which personality is formed.

Bucun N., Guțu VI. emphasizing the psychological foundations of education highlight that formation of a personality conforming to educational ideal involves conscious engagement of theories of personality development (essence of personality; its developmental tendencies; factorial analysis of personality components and qualities; the dynamic and evolving character of a personality); psychological essence of education (highlighting objectives, strategies, finalities, social-psychological factors of adaptation to changing conditions); knowledge about age and individual peculiarities of personality; personality - society relationship (exigencies of social in continuous dynamics constitute the mechanism of development and adaptation of personality, the tendency towards educational ideal). At the same time, among the objectives of education that are oriented towards achieving several goals

are the following: formation of personal value axis; formation of adaptation skills to new conditions in order to meet personal and social needs [3, p. 7-8].

Values are general principles of broad consensus that express what is essential and valuable in life, in accordance with the goals and ideals of a community. At the level of different types of values (moral, legal, aesthetic, political, economic, etc.) through aspiration, ideality and projective attitude objectifies at the same time the essence of human being and the fundamental results of social-historical practice. Consequently, the values have both, a cognitive function and a structuring-formed one, according to the conceptions of the author D. Cristea [2, p. 131].

Concept and Argument.

We know that approaches to adaptation theory are often studied from an interdisciplinary perspective. The authors sustain that when analyzing the foundations of the general theory of adaptation, it is necessary to pay attention to questions about: the concept of adaptation; adaptation - maladaptation criteria; adaptation mechanisms; forms, types of adaptation; dynamics of the adaptation process; adaptive properties and the adaptive potential of the individual.

In fact, the phenomenon of adaptation is traditionally viewed in three dimensions: 1. process - when studying adaptation as a process, there are considered changes of process stages, dynamics of changes in emotional, behavioral and cognitive components during the transition from one stage to another. 2. state - when we talk about adaptation as a state, it means the degree of adaptation - maladaptation of an individual at the moment. 3. property, quality - property is understood as adaptability, as a characteristic of an individual: here can be considered the adaptive characteristics of a personality, adaptive behavioral strategies, etc. Psychosocial adaptation is traditionally distinguished from other types of adaptation based on the location of environment with which an individual interacts. The environment characteristics determine the possibilities and nature of interaction, limit the forms of adaptation and establish the criteria for process success [11, p. 9].

Г.М. Андреева (2001) considers psychosocial adaptation as an interaction of individual and social environment, which leads to an appropriate relationship between goals and values of individual and group. Adaptation, in the author's opinion, takes place when social environment contributes to realization of the needs and aspirations of an individual, serves to reveal his individuality. The authors Березин, Налчаджан (1988) emphasize that in understanding this phenomenon, the central place belongs to the idea of constant implementation of adaptation process in the presence of significant changes in „individual-environment” system, which allows us to consider adaptation as a cyclical process that ensures accordance of psychic activity and behavior of a person with environmental requirements [apud 9, p. 7].

Complex analysis of the carried out research convinced us of different choice of investigation strategies, as well as of psychosocial adaptation components. We know that the adaptation process can continue in different ways, depending on 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, adaptation to extreme conditions is distinguished; under already changed conditions; under permanent conditions; at change of conditions. At the same time, we emphasize that in defining the concept there are authors that speak about psychosocial adaptation as a whole, which indicates that its characteristics are complex and combine the need to meet the requirements of society taking into account a person's own needs and value orientations. The authors remark that, depending on the individual psychological properties of personality, the process of adaptation can continue either in an active purposeful form or in a passive-adaptive form.

Starting from interpretive analysis of existing definitions with reference to the concept of psychosocial adaptation, we consider relevant the definition according to which psychosocial adaptation is a process of interaction between individual and environment that involves changing individual value orientations according to social values; assumes the involvement of regulatory factors in determining a system of individual values that contributes to the development of the adaptive potential of a personality; it involves adapting to new conditions of life according to value orientations for an efficient activity. We consider that the process of psychosocial adaptation of an adolescent's personality, in new situations, is influenced by the following psychological dimensions: value orientations, extraversion / introversion, neuroticism, self-confidence, social courage, initiation of social contacts, emotional intelligence, place

of subjective control, assertion of self, motivation for success, optimism, sociability, will, self-esteem, orientations of life meaning [6, p. 232].

The analysis of specialized literature allowed us to conclude that the problem of values, of value orientations is multilaterally researched in different branches of science. In this context, the complex analysis of the carried out research convinced us of different choice of strategies in investigating value orientations. A huge number of researches propose different social delimitations of the value system, of value components, of principles of organization and functioning, of typology, of influence criteria, of systematization models. In fact, scientific data on the axiological composition of the personality structure are particularly valuable. Many statements suggest that values intervene in many processes of human psyche, often caused by needs of human activity practice, establish connections and intersections with attitude, ideal, interest, need, personality traits, etc.

In the view of the author M. Rokeach, an important property of values is that they are guidelines in people's activities and behavior [14]. C. Kluckhohn, C. Morris, E. Spranger defines value orientations as subjective concepts of values themselves, a category of attitudes or interests that occupy a relatively high position in the hierarchical structure of regulation of personality's activity [12; 13]. In the conceptions of the author Ж.В. Горькая, value orientations are the most generalized and prioritized relations of an individual with values of the culture in which this personality was formed; - a structured, generalized system of value representations, which expresses the subjective attitude of personality towards objective conditions of life [10].

Values are placed in the center of the motivational sphere, determining the person's attitudes, judgments and actions; participate directly in the processes of defense, conservation and manifestation of Self and self-respect; values reflect preferences or principles that define the main orientations of human action, which guide and legitimize the rules of social life. The authors emphasize that the purpose of human values is to provide a set of standards to direct our efforts to meet needs and, as far as possible, to increase our self-esteem, which means to make our self-image perceived by us and others according to definitions, social and institutional original, of morality and of competence. Currently there is a crisis in the issue of values which is determined by the lack of axiological landmarks and a clear finality of education [5; 6].

Taking into consideration the presented dimensions, we will mention that the definition elaborated according to which value orientations represent the most important component of personality structure that includes life experience accumulated during its development, determines the behavior and attitude towards the environment such as orientation of self-improvement goals (facilitating psychosocial adaptation) optimal psychosocial adaptation of an individual [6, p. 231].

Materials and Methods.

The presented dimensions regarding value orientations and psychosocial adaptation of personality highlight the interest of the researchers towards this problem which is influenced by various contemporary societal challenges.

This paper presents a sequence of research conducted during 2018-2020 on the impact of value orientations on psychosocial adaptation in adolescence. The study involved 2029 adolescents aged between 14 and 25 years, of which 753 were male (37.1%) and 1276 were female (62.9%). Experimental subjects were pupils of the 9th; 10th; 11th; 12th grade; university students - first cycle bachelor's degree; students from centers of excellence (colleges), students from vocational schools, as well as adolescents from health centers for young people. Of the total number of participants, 47.6% of subjects come from rural areas, and 52.4% - from urban areas; at the same time, 889 subjects (43.8%) are from humanities specialties, 424 subjects (20.9%) from real faculties, 215 subjects (10.6%) from sports faculties and 501 subjects (24.7%) did not indicate the profile because they were from high school (9th grade) and from vocational schools. Most of the adolescents who participated in the research were of Romanian ethnicity - 1914 adolescents, which represents 94.3%; 50 subjects (2.5%) were of Russian ethnicity; 22 subjects (1.1%) of Ukrainian ethnicity and 43 subjects (2.1%) were of another nationality (Gagauz, Bulgarian). We mention that the group of subjects was built based on the needs of basic research.

In the research were used the following psychometric tools: 1. Psychosocial survey; 2. The test of value orientations (M. Rokeach - in the approach of the author Д.А. Леонтьев, 1992 - adapted variant); 3. Diagnostic questionnaire for psychosocial adaptation (C. Rogers and R. Dymond); 4. Eysenck Personality Questionnaire; 5. The method of studying self-confidence (V.G. Romek); 6. Test for

determining values (М.С. Яницкий); 7. *Emotional Intelligence Scale* (Schutte, Malouff et. Al.); 8. *Adaptability / flexibility test* (A. Chelcea); 9. *Locus control questionnaire* (T. Pettijohn); 10. The scale of self-affirmation (C. Cungi and M. Rey); 11. *Motivation for success / fear of failure test* (A. Реан); 12. The questionnaire *How optimistic are you?* (N. Mitrofan, L. Mitrofan); 13. Questionnaire *Are you a sociable person?* (C. Tocan, I. Dumitriu); 14. Questionnaire *Self-assessment of the will* (Е.В. Руденский); 15. *Self-esteem questionnaire* (M. Rosenberg); 16. *Life Orientation Test* (Д.А. Леонтьев); 17. Questionnaire *Self-assessment of psychological adaptability* (Н.П. Фетискин); 18. *Self-assessment on emotional adaptability questionnaire* (Н.П. Фетискин); 19. *Independence / Influence Questionnaire* (S. Lecker). During the years 2019–2021 these instruments were administered, collected (2019-2020 until the Covid-19 pandemic) and interpreted (2020-2021) [7].

Results.

Further, we will present some sequences referring to the relationship between value orientations and psychosocial adaptation in adolescence. The described results are highlighted following the analysis of the data obtained after the application of the empirical methods presented to the sample of 2029 adolescents.

In this context, we mention that different levels were obtained for the methods applied to adolescents, and the *Value Orientation Test* (M. Rokeach, in the approach of the author Д.А. Леонтьев, 1992 - adapted version) allowed identification of hierarchies for terminal values and instrumental values according to of the accumulated score for each value. We emphasize that for adolescents with high levels of psychosocial adaptation priority are terminal values such as health, happy family life, wisdom of life, love, self-confidence, active life, and among the priority instrumental values are education, studies, responsibility, independence, courage in supporting one's own opinion, beliefs, self-control.

The purpose of Psychosocial Adaptation Diagnosis Questionnaire - developed by C. Rogers and R. Dymond is complex diagnosis of psychological manifestations that accompany the process of social adaptation and its integral indicators which are: 1. adaptation, 2. acceptance of others, 3. place of control, 4. self-acceptance, 5. emotional comfort and 6. tendencies of domination. We highlight that for the first general index - psychosocial adaptation - among the surveyed subjects 53,9% have a high level of psychosocial adaptation; 45,1% of adolescents have a medium level of psychosocial adaptation, and a low level of psychosocial adaptation - is characteristic for 0,9% of subjects in the entire sample. For the general index - *self-acceptance* - high level presents 55,4% of adolescents, medium level – 41,9%, and low level 2,6% of adolescents in the entire sample. The presented results highlight for *accepting the following* other indices: high level presents 68,2% of adolescents, medium level – 31,4%, and low level 0,4% of adolescents. High level for *emotional comfort factor* presents 88,7% of adolescents, medium level – 10,9%, and low level only 0,4% of adolescents. The results presented for the general *internality* index show that 9,4% of adolescents have a high level; 89,0% have a medium level, and 1,6% of the surveyed subjects have a low level. For the factor of *dominance tendencies*, high level presents 16,5% of adolescents, medium level – 55,9%, and low level 16,5% of adolescents.

Discussion.

Elements of influence of value orientations on the psychosocial adaptation of adolescents

The psychosocial adaptation of adolescents is influenced by psychosocial factors as well as by terminal and instrumental value orientations. There is a large number of variables with some influence on adolescent psychosocial adjustment, but some of these variables are more important than others, so it is useful to identify those variables for a better understanding of the factors that may lead to increase or decrease psychosocial adjustment.

Correlation between terminal value orientations and psychosocial adaptation (general index)

In our research we were interested in verifying whether there is a correlation between terminal value orientations and psychosocial adaptation (general index). In our case, of the four types of correlation coefficients, we applied the *Spearman correlation coefficient p* (application condition: one variable is quantitative and another is ordinal). We know that the purpose of these techniques is to verify the connection, the relationship between two variables, offering the possibility of controlling the effect of variables that may affect the relationship between the two under analysis [8]. At the same time, we

mention that for the interpretation of the effect size, the reference values established by Cohen are taken into consideration.

We analyze the existence of a correlation between the ranking of terminal value orientations by adolescents from 1 to 18 (1 = first place; 18 = last place - for terminal values: active life, wisdom of life, health, interesting work, beauty of nature and art, love, wealth, good and faithful friends, social appreciation, knowledge, productive life, continuous development, entertainment, freedom, happy family life, happiness of others, creation, self-confidence) regarding **terminal value orientations** (TV) and **psychosocial adaptation** (general index). The results are presented in Table 1.

Table 1. Relationship between terminal value orientations and psychosocial adaptation (general index)

<i>Terminal value orientations</i>	<i>Psychosocial adaptation (general index)</i>	
	<i>Spearman's correlation coefficient rho (ρ)</i>	<i>Significance threshold (p)</i>
TV_1 active life	0,032	0,154
TV_2 wisdom of life	-0,021	0,343
TV_3 health	-0,120**	0,001
TV_4 interesting work	0,012	0,578
TV_5 beauty of nature and art	0,152**	0,001
TV_6 love	-0,041	0,067
TV_7 wealth	0,009	0,694
TV_8 good friends	0,009	0,679
TV_9 social appreciation	0,018	0,428
TV_10 knowledge	-0,048*	0,030
TV_11 productive life	-0,008	0,707
TV_12 continuous development	-0,118**	0,001
TV_13 entertainment	0,126**	0,001
TV_14 freedom	0,028	0,216
TV_15 happy family life	-0,052*	0,019
TV_16 happiness of others	0,082**	0,001
TV_17 creation	0,047*	0,036
TV_18 self-confidence	-0,064**	0,004

Analyzing the results of the statistical processing presented in table 1 we notice that there is a significant negative correlation between:

- *psychosocial adaptation* and evaluation of terminal values *health*, ρ (2029) = - 0,120**; $p = 0,001$; *knowledge*, ρ (2029) = - 0,048*; $p = 0,030$; *continuous development*, ρ (2029) = - 0,118**; $p = 0,001$; *happy family life*, ρ (2029) = - 0,052*; $p = 0,019$; *self-confidence* ρ (2029) = - 0,064**; $p = 0,004$; which means that adolescents who have a high level of psychosocial adaptation have low scores, being appreciated with a score of 1, 2, 3, for variables *health*; *knowledge*; *continuous development*; *happy family life*; *self-confidence* (these values being in the first places in the hierarchy) and vice versa. We remind you that a low score on the variable *health* means priority terminal value (first places in the hierarchy of value orientations). So adolescents who appreciate values *health*; *knowledge*; *continuous development*; *happy family life*; *self-confidence*, high in the hierarchy (places 1, 2, 3 in the hierarchy), have a high psychosocial adaptation (general index) and vice versa.

In the following, analyzing the results of the statistical processing presented in the same table 1 we notice that there is a significant positive correlation between:

- *psychosocial adaptation* (general index) and evaluation of terminal values *beauty of nature and art*, ρ (2029) = 0,152**; $p = 0,001$; *entertainment*, ρ (2029) = 0,126**; $p = 0,001$; *happiness of others*, ρ (2029) = 0,082**; $p = 0,001$; *creation*, ρ (2029) = 0,047*; $p = 0,036$ - which means that adolescents who have a high level of psychosocial adaptation (general index) have high scores (on the last places in the hierarchy) to the variables *active life*; *beauty of nature and art*; *entertainment*; *happiness of others*; *creation* - and vice versa. In this case we remember that a high score on the mentioned variables (*active life*; *beauty of nature and art*; *entertainment*; *happiness of others*; *creation*)

means rejected, non-priority terminal value (last places in the hierarchy). So, adolescents who appreciate the values *active life; beauty of nature and art; entertainment; happiness of others; creation* high (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 adaptation and terminal value orientations: *active life, wisdom of life, interesting work, love, wealth, good and faithful friends, social appreciation, productive life, freedom.*

Correlation between instrumental value orientations and psychosocial adaptation (general index)

In this order of ideas, in the carried out research we were interested in verifying whether there is a correlation between psychosocial adaptation (general index) and instrumental value orientations. In this case we applied also the *Spearman p correlation coefficient*, in order to.

We analyze the existence of a correlation between the hierarchy of instrumental value orientations by adolescents from 1 to 18 (1 = on the first place; 18 = on the last place - for instrumental values: *accuracy, education, high requirements, life energy, diligence, independence, intransigence towards oneself and others, studies, responsibility, rationalism, self-control, courage in sustaining one's own opinion and beliefs, strong will, tolerance, broad visions, honesty, efficiency in activity, delicacy*) regarding **instrumental value orientations (IV)** and **psychosocial adaptation (general index)**. The results are presented in Table 2.

Table 2. The relationship between psychosocial adaptation (general index) and instrumental value orientations

Instrumental value orientations	<i>Psychosocial adaptation (general index)</i>	
	<i>Spearman p correlation coefficient rho (ρ)</i>	<i>Significance threshold (p)</i>
IV_1 accuracy	0,109**	0,001
IV_2 education	-0,039	0,080
IV_3 high requirements	0,051*	0,022
IV_4 life energy	0,003	0,898
IV_5 diligence	0,005	0, 806
IV_6 independence	-0,024	0,288
IV_7 intransigence towards oneself	0,138**	0,001
IV_8 studies	-0,108**	0,001
IV_9 responsibility	-0,075**	0,001
IV_10 rationalism	-0,032	0,144
IV_11 self-control	-0,064**	0,004
IV_12 courage and own opinions	-0,069**	0,002
IV_13 strong will	-0,007	0,768
IV_14 tolerance	0,043	0,051
IV_15 broad visions	-0,012	0,602
IV_16 honesty	-0,006	0,787
IV_17 efficiency in activity	-0,064**	0,004
IV_18 delicacy	0,099**	0,001

Analyzing the results of the statistical processing presented in table 2 we notice that there is a significant negative correlation between:

- *psychosocial adaptation* and evaluation of instrumental values *study*, $\rho (2029) = - 0,108 **$; $p = 0,001$; *responsibility*, $\rho (2029) = - 0,075**$; $p = 0,001$; *self-control*, $\rho (2029) = - 0,064**$; $p = 0,004$; *courage and own opinions*, $\rho (2029) = - 0,069**$; $p = 0,002$; *efficiency in activity*, $\rho (2029) = - 0,064**$; $p = 0,004$; which means that adolescents who have a high level of *psychosocial adaptation (general index)* have low scores on the variables *study; responsibility; self-control; courage and own opinions; efficiency in activity* - and vice versa. We remind that a low score on the variables *study; responsibility; self-control; courage and own opinions; efficiency in activity* means priority instrumental value (first places). Therefore, adolescents who appreciate high (on the first places in the hierarchy) the values

education; responsibility; self-control; courage and own opinions; effectiveness in activity have a high psychosocial adaptation (general index) and vice versa.

In conclusion, we emphasize that no statistical correlations were obtained between psychosocial adaptation and instrumental value orientations: *education, life energy, diligence, independence, rationalism, strong will, tolerance, broad visions, honesty.*

Linear Regression Method.

In the following we will present details regarding application of the prediction equation which is called the *linear regression method* and which is useful in verifying predictive or explanatory models in research [1; 8]. Thus, for our research it is important to analyze whether value orientations of adolescents influence psychosocial adaptation. Respectively, in this case, as an independent variable are value orientations. Table 3 provides first information on the efficiency of the regression model applied.

Table 3. Linear regression model - terminal values

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

The second column of Table 3 shows the Pearson correlation coefficient between dependent variable and independent variable and is denoted by R (it is also known as multiple R or multiple correlation coefficient, if the model contains more than one independent variable - according to our model). In interpreting the effect size we will be assisted by some reference values established by Cohen (1988) [8]. As $R = 0,285$ it results that between the two variables, the terminal value orientations and the psychosocial adaptation, there is a weak correlation with the effect size. Obviously, the better the prediction, the higher the R. The R coefficient tells us how well our data is grouped around the regression line. If the data are far from the regression line, then the prediction is not very good and the value of R will be low.

Determination coefficient R^2 (R Square) = 0,081, which means that 8.1% of the variance of the dependent variable can be explained by the variance of the independent variable. In conclusion, we emphasize that, in our case, we can say that 8.1% of the variant of psychosocial adaptation of adolescents can be explained by the terminal value orientations or that the terminal value orientations of adolescents influence in proportion of 8,1% the psychosocial adaptation of adolescents. R^2 coefficient is usually higher compared to $_{\text{adjusted}}R^2$ coefficient (Adjusted R Square), being influenced by independent variables under analysis (in multiple regression) and sample volume, considering the best regression line obtained based on the sample results. As we are also interested in generalizing the results on population, $_{\text{adjusted}}R^2$ is a much better estimator. Respectively, in our case, $_{\text{adjusted}}R^2 = 0,073$, the difference being minimal, compared to R^2 . In this case we will say that, in general, terminal value orientations influence in proportion of 7,3% psychosocial adaptation of adolescents.

The F test in the obtained ANOVA table verifies if the regression line is significantly different from 0, meaning if the prediction we make is better than the one based on chance, randomly. According to the results $F = 9,881$ is significant ($p < 0,001$), it results that it is very unlikely that our results will appear in a sampling error.

With reference to the impact of instrumental value orientations, according to the obtained results, we conclude that the coefficient of determination R^2 (R Square) = 0,069, which means that 6.9% of the variance of the dependent variable, can be explained by the variance of the independent variable. In this case we emphasize that 6.9% of the variance of psychosocial adaptation of adolescents can be explained by instrumental value orientations or that instrumental value orientations of adolescents influence in proportion of 6,9% psychosocial adaptation of adolescents. As $R = 0,262$ it results that between the two variables, instrumental value orientations and psychosocial adaptation, there is a weak correlation.

Similar to the situation described above, we will highlight that for generalization of the results on population, $_{\text{adjusted}}R^2$ is a much better estimator, in case of instrumental value orientations,

$\text{adjusted } R^2 = 0,061$, the difference being minimal, compared to R^2 . In this case, we will say that, in general, instrumental value orientations influence in proportion of 6,1% psychosocial adaptation of adolescents.

Summarizing the presented results, we emphasize that value orientations denote an impact with a small effect size on the psychosocial adaptation of adolescents.

Identifying the impact of value orientations with such an effect, we considered it necessary and important to analyze whether psychosocial adaptation influences value orientations of adolescents. In this case $R = 0,223$, it results that between the two variables (psychosocial adaptation and value orientations) there is a weak correlation with the effect size. We determined that in this case the coefficient of determination R^2 (R Square) = 0,015, which means that 1,5% of the variance of the dependent variable, can be explained by the variance of the independent variable. In conclusion, we emphasize that, in our case, we can say that 1,5% of the variance of value orientations can be explained by psychosocial adaptation of the adolescents. In this order of ideas, $\text{adjusted } R^2 = 0,076$, the difference being minimal, compared to R^2 . In this case we will say that, in general, psychosocial adaptation influences in proportion of 7,6% value orientations of adolescents. We draw attention that the F test ($F = 10,352$) in the ANOVA table, according to the results is significant ($p < 0,001$). The presented data show that psychosocial adaptation denotes a weak impact size effect on adolescents' value orientations.

The experimental approach offered the opportunity to develop an explanatory model that presents the relationship between value orientations and psychosocial adaptation of adolescents presented in Figure 1.



Fig. 1. The explanatory model of the relationship between value orientations and psychosocial adaptation in adolescence

The research provided the opportunity to develop *The explanatory model of the relationship between value orientations and psychosocial adaptation in adolescence*. According to this model we notice that there is a mechanism consisting of three components / blocks that are influenced by psychosocial factors (gender; origin, class / year of study; profile of studies; type of education; age; family status; personal monthly income; academic success; ethnicity, type of family, average monthly family income, perception of health (number of visits to a doctor with various health problems; presence of a disease; self-assessment of health), parents' studies, working abroad parents; the desire to leave the borders of the Republic of Moldova after graduation to study or work). Following the logical thread presented, the experimental results highlighted 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 involves personality dimensions (extraversion / introversion and neuroticism; self-confidence, social courage and initiating social contacts; emotional intelligence; adaptability / flexibility of personality; place of subjective control; self-assertion; motivation for success / fear of failure; optimism; sociability; self-appreciation of will; self-esteem; guidance of meaning of

life; self-appreciation of psychological adaptability; independence / influenceability) studied from the perspective of contemporary societal approaches.

Conclusions.

The analysis of the literature allowed us to highlight that several authors consider psychosocial adaptation as the interaction of the individual and the social environment, which leads to an adequate relationship between the goals and values of the individual and the group. The research of the regulatory factors of psychosocial adaptation with focus on the young generation suggests some ideas of modernization in educational, value-attitudinal and behavioral plan. These dimensions contribute effectively to the process of psychosocial adaptation of a personality, also aiming at the dimension of self-realization.

The results obtained from the application of the Spearman p correlation coefficient allowed us to determine various significant correlations between psychosocial adaptation and terminal and instrumental value orientations. To determine the impact of value orientations on the psychosocial adaptation of adolescents, we applied the linear regression method. In this case, the results offered the possibility to analyze whether value orientations influence psychosocial adaptation of adolescents. We mention that according to the obtained results terminal and instrumental value orientations denote an impact on psychosocial adaptation of adolescents only that this impact is with weak effect size. Namely this type of result for effect also caused the need to study the impact of value orientations on psychosocial adaptation in adolescence. Moreover, the comprehensive analysis of research results provided the opportunity to highlight the relationship of psychosocial adaptation with value orientations, which led to the outline of *The explanatory model of the relationship between value orientations and psychosocial adaptation in adolescence*.

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