

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

With manuscript title

C.Z.U: 159.922.8(043.2)=111

**BALAN RODICA
PERSONALITY DEVELOPMENT IN ADOLESCENT GIRLS WITH DISTINCT
EATING BEHAVIOR**

**Specialisation: 511.02 Developmental Psychology and Educational Psychology
Summary of the doctoral thesis in Psychology**

CHIȘINĂU, 2026

The thesis was developed within the Doctoral School of Psychology and Social Work at the „Ion Creangă” State Pedagogical University of Chişinău

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The doctoral thesis in psychology and the summary can be consulted at the Scientific Library of „Ion Creangă” State Pedagogical University in Chişinău, and on the website of ANACEC (www.anacec.md).

The abstract was sent on May 2026.

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CONCEPTUAL FRAMEWORK OF THE RESEARCH

The relevance and significance of the research problem. The issue of investigating maladaptive eating behaviors and eating disorders in adolescent girls is highly topical, both due to the scale of the phenomenon observed in recent decades and the complexity of the psychological and contextual factors involved. N. Salari, P. Heidarian, and M. J. Tarrahi highlight that 1 in 10 adolescents aged 11 to 19 worldwide exhibit forms of maladaptive eating behavior, while the overall prevalence, including subclinical forms, is estimated at 22.3% for the period 1999–2022 [41]. At the same time, another study published in 2022 by Y. Silen and A. Keski-Rahkonen reports that the prevalence of eating disorders among adolescent girls ranges between 5.5% and 17.9%, ranking eating disorders among the most common mental health problems in this age group [44]. In the Republic of Moldova, epidemiological statistics on maladaptive eating behaviors and eating disorders are lacking; however, the analysed psychological studies indicate an increase in problematic eating behaviors among adolescent girls, with higher frequencies of anorexia nervosa, bulimia, and binge eating disorder [11; 14; 16; 38; 47; 49].

Adolescence represents a fundamental stage of human development, marked by significant biological, cognitive, emotional, and identity-related processes in formation. The changes experienced during this period—such as somatic maturation, awareness and adaptation to new body dimensions, the transition to abstract and formal thinking, intensified emotional experiences with a predominance of negative affect, increasing autonomy, the need for peer belonging, and identity-related ambiguities, impact health and behavior, contributing to a heightened vulnerability to the onset and persistence of maladaptive eating behaviors and eating disorders [1; 2; 40; 42; 45].

The research topic is positioned within the context of international, national, and regional scientific concerns, as well as interdisciplinary and transdisciplinary considerations. Additionally, it presents the results of previous research. Scientific research on eating behavior and its significance has been conducted by A. J. Rothman, P. Sheeran, J. Qian, Y. Wu, F. Liu, T. Van Strien, S. K. Jenkins, S. D. Horner, A. Drewnowski, C. Fairburn, V. Mendelevich, I. Malkina-Pih, among others. Adaptive and maladaptive eating behaviors, as well as their specific manifestations, have been investigated by P. E. Garfinkel and D. M. Garner, P. Rozin, C. Herman, J. Polivy, A. Brytek-Matera, A. Drewnowski, A. Palascha, E. Van Kleef, E. de Vet, H. C. Van Trijp, J. Frijters, M. Kornacka, R. Franken, C. Maltais-Levesque, M. Legendre, and C. Begin. Researchers have also extensively examined eating disorders (particularly anorexia nervosa, bulimia, and binge eating disorder), including T. F. Cash, C. Fairburn, A. Hilbert, J. Nitsch, A. H. Crisp, A. V. Bhat, I. G. Malkina-Pih, V. V. Marilov, V. Enea, A. Naia, C. Măirean,

and I. Dafinoiu. Maladaptive eating behavior and eating disorders in adolescent girls represent a major area of interest in scientific literature, explored from both psychological and medical perspectives. Notable contributors include: C. Fairburn, R. Cooper, Y. Yamamiya, E. Oktavioanto, I. M. Moh, E. Stice, H. Shaw, A. Marques, A. Naia, C. Branquinho, M. Muñoz, J. Morgan, S. Lazarova, C. S. Stewart, and F. Rottela.

In the Republic of Moldova, maladaptive eating behaviors (including disorders such as anorexia and bulimia) have been studied by several authors, particularly focusing on adolescence. V. Condrea, in the doctoral thesis „Psychological Particularities of Eating Disorders in Adolescents with Type 1 Diabetes Mellitus” identified relationships between eating disorder characteristics, anxiety, and maladaptive cognitive schemas, contributing through the development of a psychological intervention program targeting anxiety reduction and maladaptive schemas [16]. Another study, presented in M. Ștefan’s doctoral thesis „Psychological Particularities of Eating Behavior in Adolescent Girls” outlines a profile of adolescents with problematic eating behavior compared to those with balanced eating behavior. The author demonstrates that problematic eating behaviors can be reduced through interventions targeting psychological, social, and behavioral dimensions and experimentally validates an intervention model [47].

According to the data presented regarding the prevalence of maladaptive eating behaviors and eating disorders, as well as the lack of multidimensional research in the Republic of Moldova on a non-clinical population of adolescent girls, we consider it necessary and relevant to study their distinct eating behaviors, the relationships between distinct eating behaviors and personality, and, respectively, the family climate. We also emphasize the importance of developing a psychological intervention program aimed at preventing severe physical and mental health problems during adolescence and in later stages of development. The above-mentioned aspects allow for the formulation of the **research problem**, which involves identifying an answer to the question: what is the relationship between distinct eating behaviors and personality traits in adolescent girls, and how can a psychological intervention program focused on personality development contribute to reducing maladaptive eating behavior and eating disorders, providing guidelines for the education and harmonious development of adolescent girls?

The research aims to analyse distinct eating behaviors in adolescent girls of different ages, to identify the personality characteristics and determining factors of these behaviors, as well as to develop and implement a psychological intervention program aimed at the personality development of adolescent girls with maladaptive eating behaviors and risk of eating disorders.

This purpose involved the formulation of the following **research objectives**:

1. to analyze the scientific literature in the field of psychology regarding eating behavior, maladaptive eating behavior, adolescence, and research instruments for the study of eating behaviors;
2. to study the specificity of distinct eating behaviors throughout adolescence by determining the type of maladaptive eating behavior and the possibility of an eating disorder in adolescent girls aged between 14 and 19 years;
3. to analyze the relationship between maladaptive eating behaviors and the probability of developing eating disorders in adolescent girls;
4. to highlight the associations between maladaptive eating behaviors and personality, respectively its dimensions (personality traits, perfectionism, anxiety, self-esteem, and the self-body relationship) in adolescent girls;
5. to establish the interrelations between the possibility of an eating disorder and personality (personality traits, perfectionism, anxiety, self-esteem, and the self-body relationship) in adolescent girls;
6. to identify the relationship between maladaptive eating behaviors / the possibility of an eating disorder and the type of family climate in adolescent girls;
7. to develop, implement, and experimentally verify a psychological intervention program aimed at the personality development of adolescent girls with maladaptive eating behaviors and risk of eating disorders.

The theoretical framework of the research include: *studies and concepts regarding eating behaviors and maladaptive eating behavior* (T. Van Strien, A. Drewnowski, C. Fairburn, P. Rozin, R. Franken, P. E. Garfinkel, D. M. Garner, A. Brytek-Matera, M. Kornacka), *explanatory approaches concerning the types of maladaptive eating behavior* (T. Van Strien, J. Frijters, G. Bergers, C. Herman, J. Polivy, A. Brytek-Matera, M. Kornacka, N. Franken, C. Maltais-Levesque, C. Begin), *research on eating disorders* (T. F. Cash, A. Hilbert, A. H. Crisp, I. G. Malkina-Pih, V. Enea), and *studies regarding the specificity of adolescence* (A. Gesell, E. Erikson, G. R. Adams, M. D. Berzonsky, D. Hargreaves).

The research methodology derives from the purpose, objectives, and research hypotheses and includes several complementary methods. In order to determine the theoretical framework of the investigated problem, we used the analysis and synthesis of specialized literature and the hypothetico-deductive method to explain and substantiate the results of the ascertaining research. In the applied sections of the research, we administered questionnaires and scales, an empirical investigation, a formative experiment, and a control experiment. For data analysis and

interpretation, as well as for hypothesis testing, we selected the Mann Whitney U test, Kendall's Tau correlation coefficient, and the Wilcoxon test.

The obtained results contributing to the solution of a significant scientific problem consist in the scientific and multidimensional substantiation of distinct eating behaviors in adolescent girls through: the exploration of maladaptive eating behaviors and the risk of the presence of eating disorders in adolescent girls of different ages; the identification of personality characteristics in adolescent girls with restrictive eating behavior, emotional eating behavior, external eating behavior, and the possibility of eating disorders; the highlighting of the relationships between personality dimensions, family climate, and distinct eating behaviors—results that form the basis for the design and implementation of a psychological intervention program aimed at the personality development of adolescent girls with maladaptive eating behaviors and risk of eating disorders.

The novelty and scientific originality of the obtained results derive from the conduct of a theoretical-applied research focusing on distinct eating behaviors in adolescent girls aged 14 to 19. The experimental approach enabled the validation of an integrated set of psychological instruments for measuring maladaptive eating behaviors and eating disorders, personality, and family climate in adolescents. Patterns of distinct eating behaviors throughout adolescence (early, middle, and late adolescence) were established, as well as the configuration of personality in adolescent girls with maladaptive eating behaviors and in those with the possibility of an eating disorder. The interrelations between distinct eating behaviors and family climate in adolescent girls were highlighted. A model of a psychological intervention program aimed at developing the personality of adolescent girls with maladaptive eating behaviors and risk of eating disorders was designed and experimentally validated.

The theoretical significance of the research. The results of the theoretical-experimental research represent an important contribution to the fields of developmental psychology, adolescent psychology, educational psychology, and clinical psychology, providing new and complex knowledge regarding the characteristics of physical, cognitive, and psychosocial development in adolescent girls. This is achieved by highlighting age-related differences in the presence of maladaptive eating behaviors and the risk of eating disorders, as well as the relationships established between distinct eating behaviors, personality, and family climate in adolescent girls. The obtained results, together with the formulated conclusions, represent a considerable contribution to the reconceptualization of topics such as Aspects of biological, cognitive, and social development in adolescence and Eating Disorders, within the disciplines of Developmental Psychology, Adolescent Psychology, and Clinical Psychology.

The practical value of the research. The conceptual framework and the patterns established through the experimental approach, regarding maladaptive eating behaviors, the possibility of eating disorders, and the relationships between distinct eating behaviors (restrictive eating behavior, emotional eating behavior, external eating behavior, and the possibility of eating disorders) and personality, as well as family climate in adolescent girls, can be used as theoretical foundations for the education and harmonious development of adolescents. The battery of questionnaires, organized and validated through experimental research, is consistent and reliable for the study and assessment of eating behaviors and personality characteristics in adolescent girls and can be used by school psychologists, clinical psychologists, and others. The psychological intervention program aimed at developing the personality of adolescent girls with maladaptive eating behaviors and risk of eating disorders can be used both for the prevention and reduction of problematic eating behaviors and for psychological development, the development of coping strategies, nutritional education, and health promotion among preadolescent and adolescent girls, and young women.

The approval and implementation of the research findings. The scientific findings of the theoretical-empirical research were presented and discussed at meetings of the Department of Psychology and the Doctoral School of Psychology and Social Work within the „Ion Creangă” State Pedagogical University of Chişinău, as well as at scientific conferences and workshops.

Thesis structure. The thesis includes: abstracts in Romanian, English, and Russian, an introduction, three chapters, a bibliography of **310 titles, 6 appendices**, and comprises **148 pages**, including **29 tables and 64 figures**.

Publications on the thesis topic. The research results are published in 21 scientific papers, including 4 articles in scientific journals and 8 articles in national and international conference proceedings.

Keywords: eating behavior, eating disorder, adolescence, personality.

CONTENT OF THE THESIS

In the **Introduction**, the relevance and importance of the studied topic are described, as well as the integration of the research topic within international and national concerns; the research aim, objectives, and hypotheses are presented, and the conceptual framework and research methodology are substantiated. The results obtained, which contribute to solving the important scientific problem, are also presented. At the same time, the scientific novelty of the obtained results, the theoretical significance, and the applied value of the study are detailed.

Chapter 1, „*Theoretical Considerations on Eating Behavior and Maladaptive Eating Behavior*” provides an analysis of the theoretical approaches to the concepts of eating behavior,

maladaptive eating behavior, and eating disorders. This chapter includes the analysis and description of types of maladaptive eating behaviors and eating disorders. An important component of the theoretical approach is the characterization of adolescence, highlighting and describing the factors that determine maladaptive eating behaviors and eating disorders.

The theoretical research on eating behavior and maladaptive eating behavior allows us to formulate the following key ideas: eating behavior, according to the views expressed by A. Brytek-Matera, K. Franco-Paredes, S. K. Jenkins, T. Van Strien, E. Losîi, and M. Ştefan, is identified as an entity with a complex structure that transcends the simple physiological explanation of eating and incorporates preferences, motivational factors, affective states, cognitive processes, attitudes, beliefs, and relational patterns with food and the body [13; 20; 26; 27; 51]. A. Brytek-Matera considers that eating behavior has various functions, ranging from satisfying biological needs to affect regulation, integration into the social context, self-assertion, and the maintenance of specific cultural practices [13]. We define eating behavior as a complex construct resulting from the interaction between biological mechanisms, psychological processes, and sociocultural influences. Eating behavior can be adaptive or maladaptive, as argued by A. Brytek-Matera, Y. Murayama, H. Ito, and M. Hamada. Adaptive eating behavior is characterized by flexibility, self-regulation, and harmony between physiological and psychological needs [13; 30]. Approaches to maladaptive eating behavior converge on the idea that these behaviors represent stable patterns that disrupt eating self-regulation and are sustained by cognitive, affective, and motivational determinants. Based on the most important classifications of maladaptive eating behavior, one of which was proposed by T. Van Strien, J. Frijters, G. Bergers, and P. Defares, we highlight three main dimensions: cognitive dietary restraint, associated with rigid rules and an increased risk of overeating; external eating, determined by reactivity to sensory and social stimuli; and emotional or uncontrolled eating, used as a strategy for managing affective discomfort but which maintains an emotional vicious circle. These dimensions may coexist within different individual profiles [51].

Eating disorders, as interpreted by C. Fairburn, R. Grenon, D. Schwartz, N. Hammond, R. Murphy, and N. Salari, represent serious psychological conditions in which changes in eating behavior are closely linked to how the individual thinks and feels about food, weight, body, and self-worth [18; 19; 21; 31; 41]. It is important to distinguish maladaptive eating behavior from eating disorders. The difference between them is explained by the degree of severity and the impact on the individual's functioning. Maladaptive eating behavior is characterized as a dysfunctional pattern of relating to food (rigid restriction, emotional eating, loss of control), affecting self-regulation but not necessarily meeting clinical criteria. Eating disorders, as severe

and persistent clinical forms associated with significant psychological distress and impairment of physical and social health, are defined by clear diagnostic criteria [18; 31]. There are several types of eating disorders with distinct clinical characteristics. The DSM-5 centrally identifies anorexia nervosa, bulimia nervosa, and residual forms, including binge eating disorder [17]. The ICD-11 also includes other disorders such as avoidant-restrictive food intake disorder, pica, and rumination disorder [24]. It can be observed that many of these disorders share a common element: the excessive importance attributed to weight, body shape, and their control, which explains why transitions or overlaps between forms may sometimes occur [17; 24].

Anorexia nervosa involves, as noted by V. Stonawski, C. Stehbach, and M. Bauer, severe dietary restriction, an intense fear of gaining weight, a distorted body image, and serious physical consequences [46]. Bulimia nervosa is characterized by episodes of binge eating followed by compensatory behaviors such as self-induced vomiting, use of laxatives, or excessive physical exercise, according to E. A. Velkoff, L. G. Rubino, and J. Liu [52]. Binge eating disorder differs, according to C. Fairburn, in that it involves episodes of consuming very large amounts of food with a loss of control, but without compensatory behaviors [19].

Adolescence, described by G. R. Adams and M. D. Berzonsky, is a stage marked by rapid biological transformations, the restructuring of body image, and the consolidation of personal identity – processes that increase sensitivity to social evaluation and to one’s physical appearance [1]. Under these conditions, eating may become a means through which the adolescent attempts to gain control, validation, or emotional regulation. The most frequent negative consequences of maladaptive eating behaviors in adolescent girls, according to B. J. Turner, L. Claes, V. Condrea, E. Losîi, and M. Ştefan, are reflected not only in impaired physical health but also in reduced self-esteem, increased anxiety and depression, social withdrawal, and limited opportunities for personal development [16; 27; 50]. Eating disorders such as anorexia nervosa, bulimia nervosa, or binge eating most commonly onset during adolescence, and if left untreated, may evolve into chronic forms with a severe impact on adult quality of life, as noted by C. Fairburn [19].

Chapter 2, „*The Experimental Study of the Personality of Adolescent Girls with Distinct Eating Behaviors*,” describes the empirical investigation approach, presenting the aim, objectives, hypotheses, and the questionnaires and scales applied. Subsequently, maladaptive eating behaviors and the risk of eating disorders are analyzed in adolescent girls aged 14–15, 16–17, and 18–19. Furthermore, the relationships between distinct eating behaviors and personality (personality traits, perfectionism, anxiety, self-esteem, and the self–body relationship), as well as family climate in adolescent girls, are illustrated and discussed.

The empirical investigation aims to analyse distinct eating behaviors in adolescent girls of different ages, to identify personality characteristics in adolescent girls with distinct eating behaviors, and to highlight the determining factors of eating behaviors in adolescent girls (family climate). For the empirical investigation, the following **hypotheses** were formulated:

1. We assume that the manifestation of eating behavior in adolescent girls and its types (maladaptive eating behavior and the possibility of an eating disorder) are determined by age and have specific characteristics for adolescence.
2. We assume that the presence of maladaptive eating behaviors is associated with an increased probability of developing eating disorders in adolescent girls.
3. We assume that there are interrelations between maladaptive eating behaviors and personality (personality traits, perfectionism, anxiety, self-esteem, and the self–body relationship) in adolescent girls.
4. We assume that there are relationships between the possibility of an eating disorder and personality (personality traits, perfectionism, anxiety, self-esteem, and the self–body relationship) in adolescent girls.
5. We assume that there is a relationship between maladaptive eating behaviors / the possibility of an eating disorder, and the type of family climate in adolescent girls.

The research sample consists of 250 adolescent girls aged 14, 15, 16, 17, 18, and 19. The distribution by age is as follows: 14 years – 41 adolescents, 15 years – 43 adolescents, 16 years – 43 adolescents, 17 years – 40 adolescents, 18 years – 47 adolescents, and 19 years – 36 adolescents. The empirical investigation was conducted in one urban high school, one rural high school, and one university in the municipality of Chişinău.

Our empirical investigation began with the examination of three main types of maladaptive eating behaviors (EB), which provide a differentiated perspective on how adolescent girls relate to food depending on emotional, cognitive, and contextual variables. Thus, we examined: restrictive eating behavior (REB), emotional eating behavior (EEB), and external eating behavior (ExEB), according to the DEBQ. The obtained results are summarized in Figure 1.

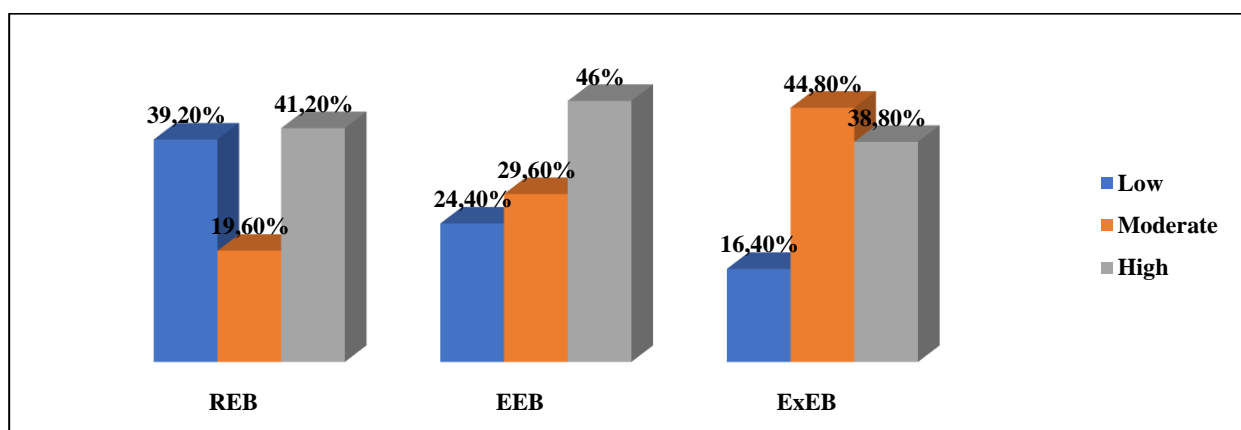


Fig. 1. Results for maladaptive eating behaviors (REB, EEB, and ExEB) in adolescent girls

The comparative analysis of the three types of maladaptive EB indicates that high levels are most frequent in EEB (46%) and REB (41.20%), followed by ExEB (38.80%). This distribution reveals a significant prevalence of dysfunctional eating among adolescent girls – either as a reaction to negative affective states, as a form of cognitive control over weight, or as an automatic response to environmental factors. We highlight the existence of a significant relationship between maladaptive EB: EEB and ExEB ($kt=0.453$, $p\leq 0.01$), which means that adolescents who are more prone to consume food in response to emotional states show increased vulnerability to environmental influences (such as the impact of advertising, visually appealing foods, or others around them eating), and their eating behavior is no longer guided strictly by physiological needs [9]. According to the age variable, maladaptive EB manifest distinctly. The results for EEB suggest that adolescent girls of 16–17 years are the most prone to emotional responses through eating, while older adolescent girls (18–19 years) show greater variability in emotional regulation strategies, including moderate or absent forms of emotional eating. In the case of maladaptive ExEB, it is observed that in early adolescence (14–15 years), adolescent girls are more influenced by external stimuli, whereas at ages 16–17 a transition occurs toward more conscious and balanced control, and at ages 18–19 a diversification of eating response styles is evident [11].

To obtain a comprehensive perspective on eating behavior in adolescent girls, in addition to maladaptive EB, we also analyzed eating disorders (ED). The assessment of ED risk among adolescent girls was carried out using the EAT-26, and the obtained results are presented in Figure 2.

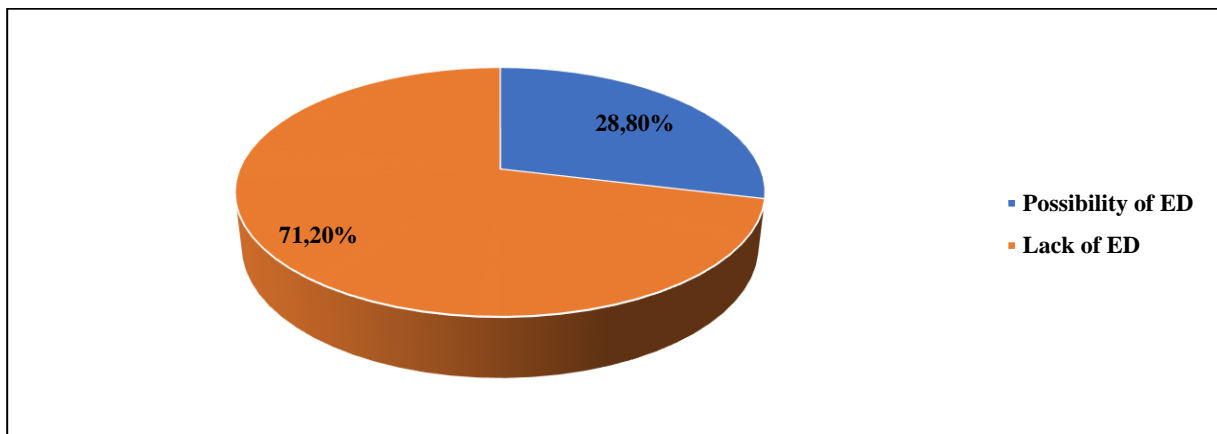


Fig. 2. Results for ED in adolescent girls

In 28.80% of adolescent girls, the presence of psycho-behavioral traits indicating increased vulnerability or a possible ED is observed. The specific manifestations of this subgroup include a persistent and disproportionate concern with body weight and body shape, often accompanied by an intense fear of gaining weight, even in the absence of excess weight.

The correlational analysis allows us to highlight the presence of a significant positive correlation between REB and the risk of ED, with a correlation coefficient of $kt=0.616$, $p\leq 0.01$. Thus, we note that the adolescent's tendency to excessively and deliberately control food intake through the avoidance of certain foods or meticulous meal planning increases the likelihood of developing ED. We observe that the presence of maladaptive eating behaviors in adolescents may condition the occurrence of ED. Therefore, maladaptive eating behaviors represent risk factors and possible precursor behaviors of ED. According to the age dimension, we note that the risk of developing ED tends to increase with age, reaching a peak among adolescent girls aged 18–19.

An essential stage of our research was the analysis of personality in adolescent girls with a possible risk of ED. In this regard, we investigated personality traits (social desirability, extraversion, conscientiousness, agreeableness, emotional stability, and autonomy, assessed using CP5F), perfectionism (FMPS), anxiety (GAD-7), self-esteem (SE) (RSES), and the self-body relationship (MBSRQ-AS).

Figure 3 presents the mean scores of personality traits among adolescent girls, differentiated according to the absence or possibility of developing ED.

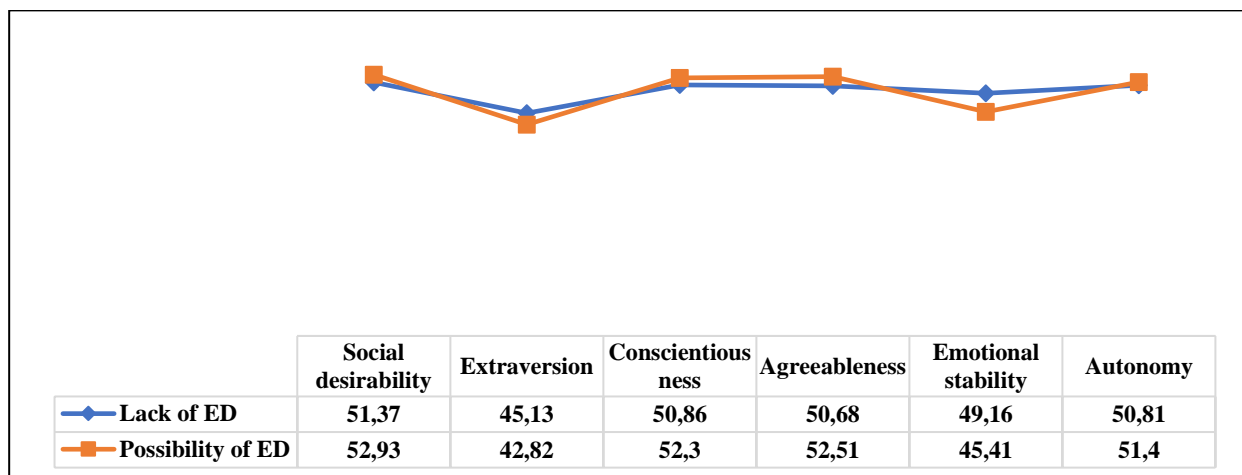


Fig. 3. Scores for personality traits in adolescent girls according to the absence or presence of a possible ED

We identify significant positive correlations between ED risk, dieting, bulimia, oral control, and conscientiousness ($kt=0.433$, $p\leq 0.01$; $kt=0.547$, $p\leq 0.01$; $kt=0.490$, $p\leq 0.01$; $kt=0.386$, $p\leq 0.01$). On the other hand, significant negative correlations are observed between scores for ED risk, dieting, bulimia, oral control, and emotional stability ($kt=-0.487$, $p\leq 0.01$; $kt=-0.450$, $p\leq 0.01$; $kt=-0.479$, $p\leq 0.01$; $kt=-0.552$, $p\leq 0.01$). We infer that the levels of conscientiousness and emotional stability determine adolescents' eating behavior. Adolescent girls with high levels of conscientiousness, associated with low emotional stability, through perfectionism, rigidity, and difficulties in emotional regulation, amplify the risk of developing ED (or dieting, bulimia, and oral control) [5; 9; 38; 50; 53]. We also note that ED risk correlates with perfectionism ($kt=0.561$,

$p \leq 0.01$), a relationship suggesting that perfectionism is an important predictor of the onset and maintenance of ED among adolescent girls [7]. At the same time, we identified the relationship between scores for the possibility of ED and the level of anxiety in adolescents, with the association indicated by the correlation coefficient ($kt=0.529$, $p \leq 0.01$), confirming that the possibility of ED is associated with high levels of psychological tension, excessive worry, and irrational fears. This result allows us to highlight that adolescent girls with concerns related to weight, a tendency to control food intake, compensatory behaviors, and food-related obsessions also exhibit heightened anxiety. We also observe a significant negative correlation between the possibility of ED and SE ($kt = -0.476$, $p \leq 0.01$). Thus, it is found that as scores on ED-related indicators increase, the level of SE decreases, confirming that individuals with a higher probability of ED tend to perceive themselves negatively and display insecurity regarding their own worth [35]. Another direction of our research focused on the relationships between ED and body image (BI) in adolescent girls. By calculating Kendall's Tau correlation coefficient, we identify three statistically significant negative correlations between ED and body appearance evaluation ($kt = -0.499$, $p \leq 0.01$), physical fitness evaluation ($kt = -0.324$, $p \leq 0.01$), and satisfaction with body areas ($kt = -0.559$, $p \leq 0.01$). Between ED and appearance orientation and fitness orientation ($kt = 0.434$, $p \leq 0.01$; $kt = 0.433$, $p \leq 0.01$), the correlation coefficients are positive and significant. The identified correlations support the following: body dissatisfaction and a distorted perception of weight lead to dieting; negative body image and high body dissatisfaction trigger bulimia; body dissatisfaction leads to rigid control of eating [37].

Another important stage of our research examines the family climate (FC) (by applying FCQ) in adolescent girls with the risk of ED. The distribution of perceptions of family climate among adolescent girls, depending on the presence or absence of the possibility of ED, is presented in Figure 4.

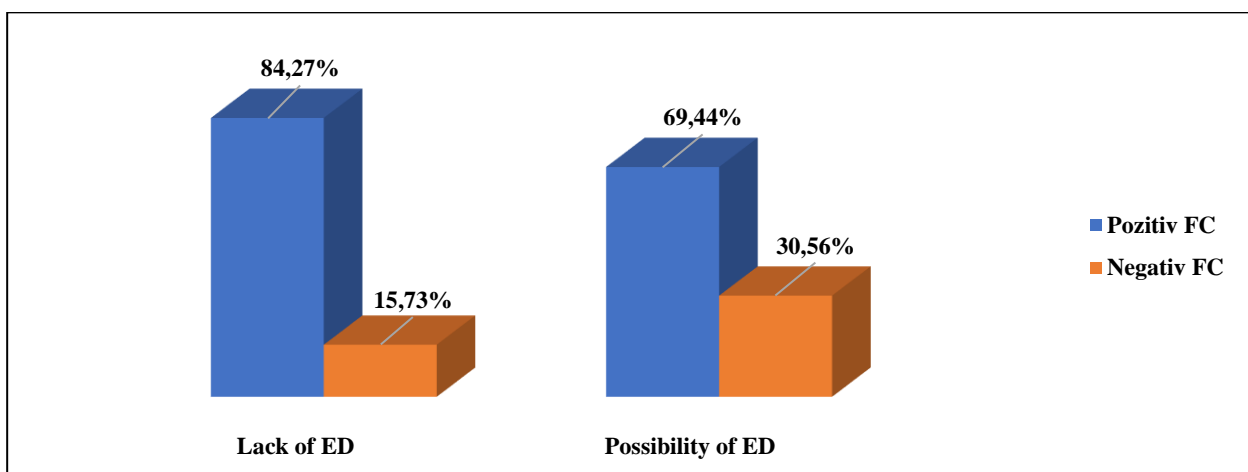


Fig. 4. Results for family climate according to the absence or presence of a possible ED

By examining the relationship between ED and FC as perceived by adolescent girls, through the application of Kendall's Tau correlation coefficient, we identify that the risk of ED shows a significant negative correlation with a generally positive FC ($kt=-0.399, p\leq 0.01$) and a significant positive correlation with a generally negative FC ($kt=0.388, p\leq 0.01$). These correlations illustrate an important finding of the research: FC plays an essential role in the emergence and maintenance of ED in adolescent girls. Adolescents who perceive their family environment negatively show a higher frequency of increased vulnerability to ED, while the evaluation of FC as positive constitutes a protective factor against these behaviors. FC is a psychosocial factor with a determining impact on understanding distinct EB in adolescent girls [4].

The formative experiment of the research is presented in **Chapter 3**, „*The Development of Personality in Adolescent Girls with Maladaptive Eating Behavior*”. The chapter begins with the characterization of the psychological intervention program aimed at developing the personality of adolescent girls with maladaptive eating behaviors and risk of eating disorders, by presenting the aim, hypothesis, objectives, principles of development, and the techniques used within the intervention program. This chapter analyzes the results of the adolescent girls from the experimental group (test/retest), the control group (test/retest), the experimental and control groups (retest), and, finally, a comparison between the results of the experimental group at test and the experimental group at retest 2.

Chapter 3 **aims** to develop and verify the effectiveness of a psychological intervention program intended for the personality development of adolescent girls with maladaptive eating behaviors and risk of eating disorders. The **hypothesis** for this part of the research is the assumption that, through a specially designed psychological intervention program, it is possible to positively influence the personality development of adolescent girls with maladaptive eating behaviors by optimizing personality traits, reducing perfectionism and anxiety, developing self-esteem, strengthening confidence in their own abilities, and forming a positive body image, thus contributing to the reduction of these behaviors.

The objectives of the psychological intervention program were formulated in accordance with the psycho-individual characteristics of adolescent girls with maladaptive eating behaviors and risk of eating disorders. These include: increasing the level of awareness regarding the risks associated with inadequate or restrictive eating and promoting healthy eating habits; developing and optimizing personality traits, by strengthening conscientiousness and emotional stability; developing emotional expression and regulation skills; reducing the level of perfectionism by redirecting it toward constructive forms and lowering anxiety levels; developing self-esteem and strengthening confidence in one's own abilities; forming a positive body image and improving

perceptions related to physical appearance and its importance; preventing the risk of the onset of eating disorders.

The psychological intervention program was designed in accordance with a set of ethical and methodological principles that ensure the implementation of the intervention within a professional, empathetic, and safe framework: *respect for human dignity, unconditional acceptance, professional competence, confidentiality, professional and social responsibility, adequacy of psychological techniques, and active involvement* [18; 19; 21; 22; 43; 46]. The intervention program is built on scientifically validated techniques, adapted to the age and psychological specificities of adolescent girls with maladaptive eating behaviors and the possibility of eating disorders, such as *cognitive restructuring and schema work techniques, emotional regulation and affective awareness techniques, body awareness exercises, assertiveness exercises, gradual exposure exercises, mindfulness-based exercises, social and relational skills training, as well as psychoeducational elements*. The techniques included in the psychological intervention program are selected from cognitive-behavioral therapy, compassion-focused therapy, and emotional education [18; 19; 21].

The psychological intervention program was implemented with a group of 12 adolescent girls – the experimental group (EG). They participated in 20 sessions, with a frequency of 2 sessions per week, each lasting 120 minutes. For comparison, another group of 12 adolescent girls – the control group (CG) was selected. The adolescent girls in both EG and CG presented high levels of maladaptive EB and ED. To evaluate the effectiveness of the psychological intervention program, at the end of the formative stage and again after three months, the same psychological instruments used in the initial assessment were re-administered: DEBQ, TFEQ-R1, EAT-26, CP5F, FMPS, GAD-7, RSES, and MBSRQ-AS.

The effectiveness of the psychological intervention program was determined through the comparative examination of mean scores between: (1) the results of the EG between test and retest, (2) the results of the CG between test and retest, (3) the results obtained by the EG at retest compared to those of the CG at retest, and (4) the results obtained by the EG at test compared with retest and retest 2 (follow-up) [38].

The first direction of comparison involves the mean scores of adolescent girls from the EG at test with those of adolescent girls from the EG at retest. The mean scores for the possibility of ED (dieting, bulimia, and oral control) in adolescent girls from the EG at test and retest are presented in Figure 5.

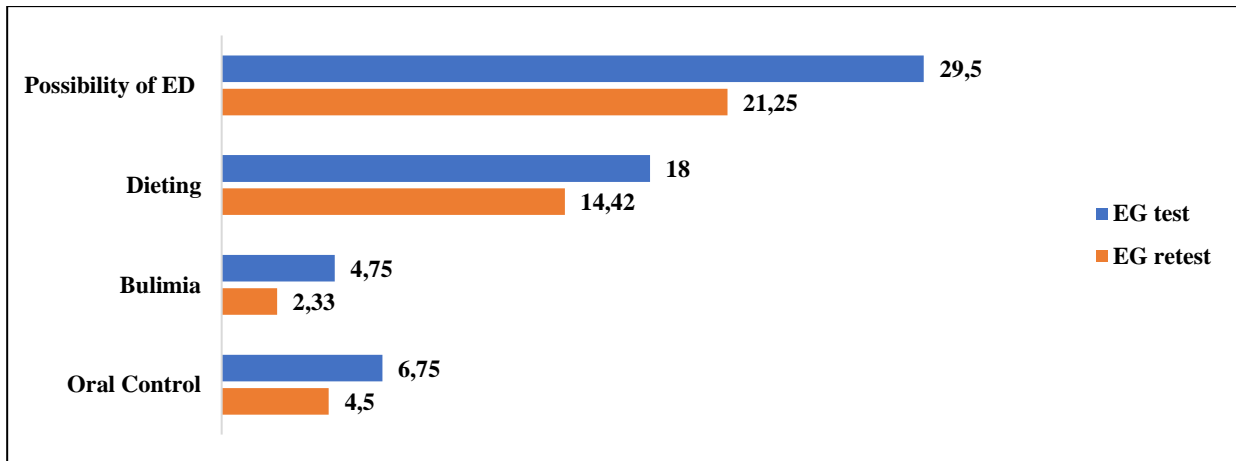


Fig. 5. Mean scores for the possibility of ED (dieting, bulimia, oral control) in adolescent girls from the EG at test and retest

By examining the data presented in Figure 5, we can observe that regarding the possibility of ED, the participants in the EG recorded a mean score of 29.5 at test, while at retest the mean decreased to 21.25. The recorded difference is statistically significant, according to the Wilcoxon test ($Z=-3.077$, $p=0.002$). These changes can be explained by the adolescents' participation in activities aimed at identifying dysfunctional patterns of thinking and behavior, activities focused on developing a functional relationship with food and the body, enhancing SE and a positive body image, as well as exercises for emotional regulation and expression [38].

The results for personality traits in adolescent girls from the EG at test and retest can be visualized in Figure 6.

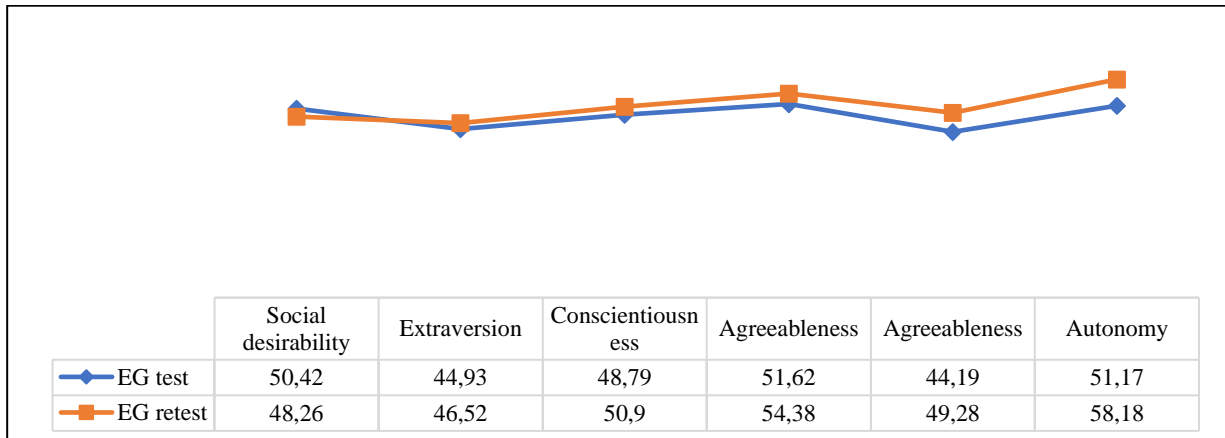


Fig. 6. Mean scores for personality traits in adolescent girls from EG at test and retest

For social desirability, the mean score decreases from 50.42 at test to 48.26 at retest. The difference is statistically significant ($Z=-2.003$, $p=0.021$), which may indicate a reduction in adolescents' tendency to respond in a conformist or socially acceptable manner and a greater orientation toward the authentic expression of their own attitudes and behaviors [38]. For extraversion, conscientiousness, agreeableness, and emotional stability, the mean scores of the adolescents show changes; however, no statistically significant differences are recorded at this

stage. For the trait of autonomy, a significant increase is observed, from a mean of 51.17 at test to 58.18 at retest. We note a statistically significant difference ($Z=-3.061$, $p=0.002$), a result that suggests a strengthening of adolescents' capacity to make independent decisions, assert their viewpoints, and assume control over their own behavior, which is an important indicator in the process of personality optimization.

By examining Figure 7, we can observe the changes in perfectionism, anxiety, and SE in adolescent girls from EG at test and retest.

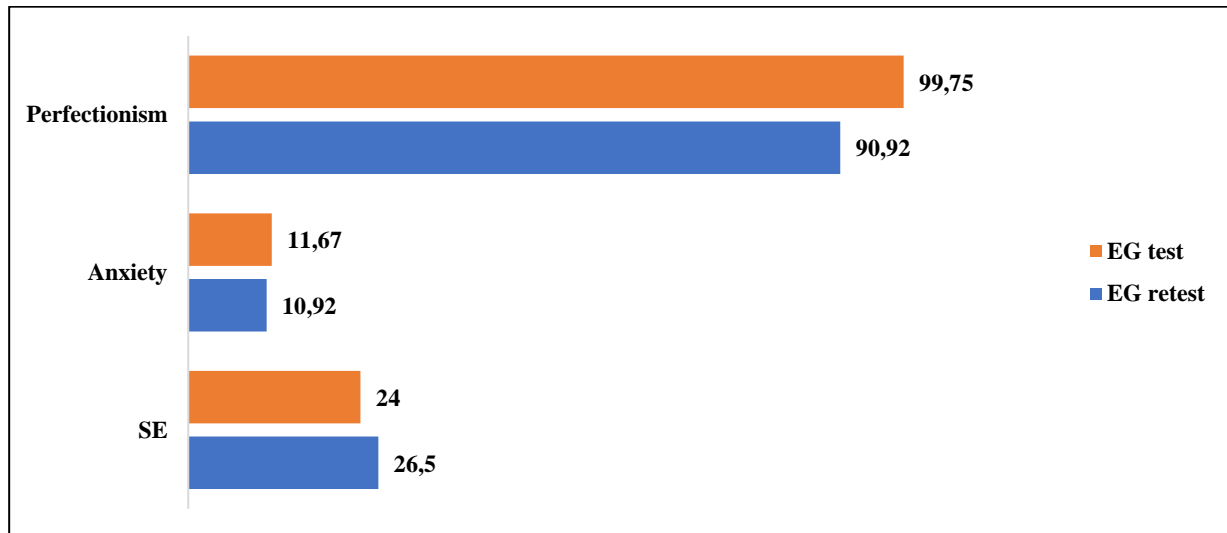


Fig. 7. Mean scores for perfectionism, anxiety, and SE in adolescent girls from EG at test and retest

Thus, adolescent girls from EG recorded a mean score of 99,75 at the test stage and 90,92 at retest for perfectionism. The observed difference is statistically significant according to the Wilcoxon test ($Z=-3.068$, $p=0.002$), indicating a clear reduction in perfectionistic tendencies following participation in the psychological intervention program. These changes can be explained by activities focused on self-acceptance, cognitive flexibility, and the restructuring of unrealistic expectations. In line with the mean scores for anxiety, we observe that although there is a slight tendency toward a decrease in anxiety levels after the implementation of the psychological intervention program, the difference is not statistically significant. For SE, the recorded difference between means (EG test: 24 and EG retest: 26.5) is statistically significant according to the Wilcoxon test ($Z=-2.917$, $p=0.004$). We emphasize that the psychological intervention program produces changes in SE by fostering a more positive self-image in adolescent girls [38].

Another direction of comparison concerns the results for maladaptive EB, ED, personality traits, perfectionism, anxiety, SE, and the self-body relationship in adolescent girls from **CG at test and CG at retest**.

Thus, regarding the possibility of ED, adolescents from the CG recorded a score of 34.25 at test and 36.5 at retest. The mean scores for personality traits in adolescents from the CG at test and retest, although showing slight changes, are small and not statistically significant according to the Wilcoxon test. In line with previous findings highlighting the interrelations between maladaptive EB / ED and personality traits (conscientiousness and emotional stability), we consider it appropriate to involve adolescents in a psychological intervention program that also includes personality development activities. The mean score for perfectionism among adolescents from the CG at the initial test was 111,42, and at retest, a slight increase was observed, reaching 113,83. The Wilcoxon test indicates a statistically significant difference ($Z=-2.610$, $p=0.009$), suggesting a tendency toward the intensification of perfectionistic attitudes and behaviors in the absence of psychological interventions. Among adolescents from the CG, no statistically significant differences were identified for anxiety between the test and retest stages according to the Wilcoxon test; however, the close mean values indicate a stability or even a slight worsening in the expression of anxiety in the CG at retest, highlighting the need for psychological support in this area. At the initial test, adolescents from the CG obtained a SE score of 19,58 units, and at retest the mean score increased slightly to 20,17 units (without statistically significant differences according to the Wilcoxon test). The lack of change in SE indicates that, in the absence of structured psychological interventions, positive changes in self-evaluation are limited [38].

Another direction of comparison involves the results of adolescent girls from the **EG at retest and the CG at retest**. The mean scores for the possibility of ED, as well as dieting, bulimia, and oral control in adolescent girls from the EG at retest and CG at retest, are presented in Figure 8.

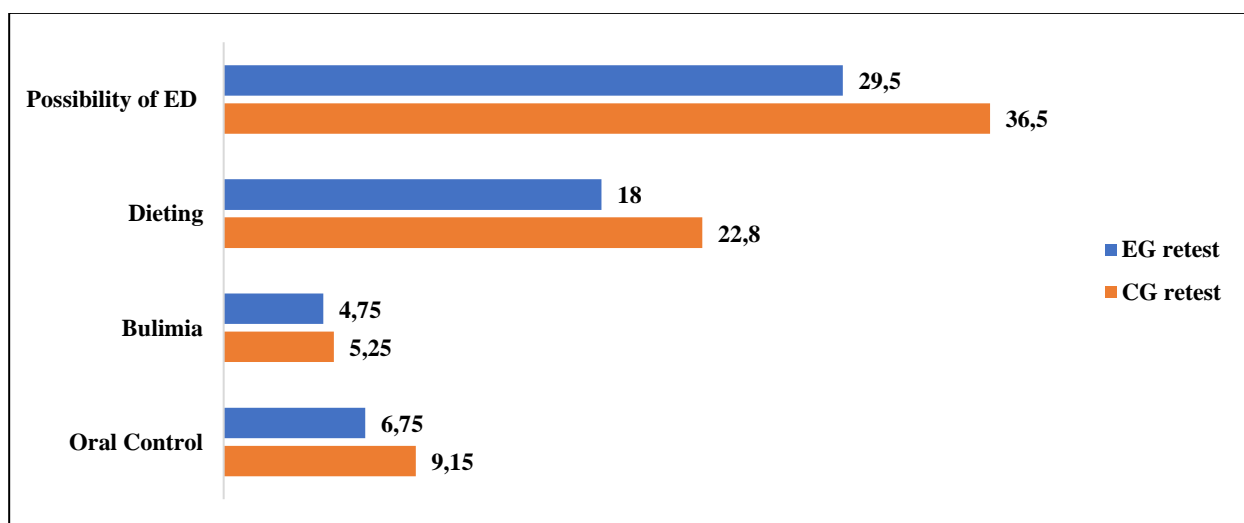


Fig. 8. Mean scores for the possibility of eating disorders (dieting, bulimia, oral control) in adolescent girls from EG retest and CG retest

By examining the data presented in Figure 8, we observe that the two compared groups – EG retest and CG retest – show notable differences regarding the possibility of ED. Adolescent girls in the EG retest obtained a mean score of 29,5, while those in the CG retest recorded a mean of 36,5 ($U=0, p=0.000$). For dieting, the mean in the EG retest is 18 (M), whereas in the CG retest it is 22,8 ($U=11.0, p=0.000$). For bulimia, adolescents in the EG retest have a mean of 4,75, while those in the CG retest have 5,25 ($U=16.0, p=0.001$). Regarding oral control, the mean in the EG retest is 6,75 (M), while in the CG retest it is 9,15 (M) ($U=13.5, p=0.000$). The differences between the two groups are statistically significant according to the Mann Whitney U test, confirming the effectiveness of the psychological intervention program in reducing the risk of ED among adolescents in the EG [38]. We consider that these changes were made possible through exercises aimed at correcting dysfunctional thoughts related to eating and BI, reducing vulnerability to unrealistic ideals, as well as emotional regulation and stress management exercises.

The mean scores for personality traits in adolescent girls from the EG retest and those from the CG retest are illustrated in Figure 9.

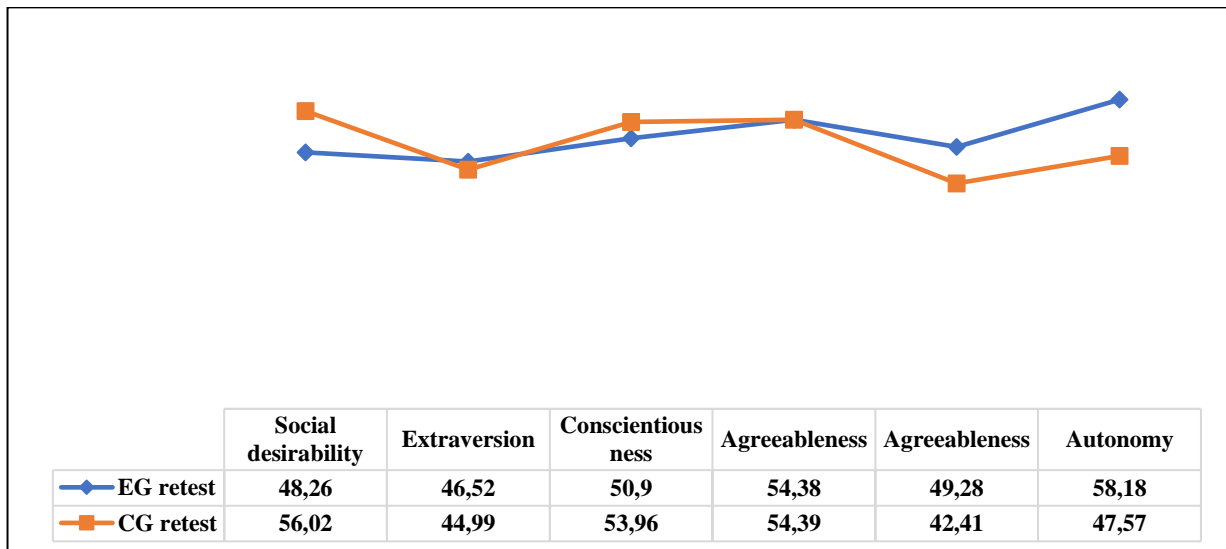


Fig. 9. Mean scores for personality traits in adolescent girls from EG retest and CG retest

By analyzing the mean scores for personality traits in adolescent girls from the EG retest and CG retest illustrated in Figure 9, we observe differences between the means (for five out of the six traits: social desirability, extraversion, conscientiousness, emotional stability, and autonomy). The changes recorded in the mean scores for social desirability ($U=32.0, p=0.020$) and autonomy ($U=26.5, p=0.007$) are statistically significant, according to the Mann Whitney U test. The changes in personality traits among adolescent girls from the EG retest are determined

by the psychological intervention program and reflect a lower desire to impress, a tendency to be more spontaneous, and a reduction in emotional instability.

Figure 10 illustrates the mean scores for perfectionism, anxiety, and SE in adolescent girls from the EG retest and CG retest.

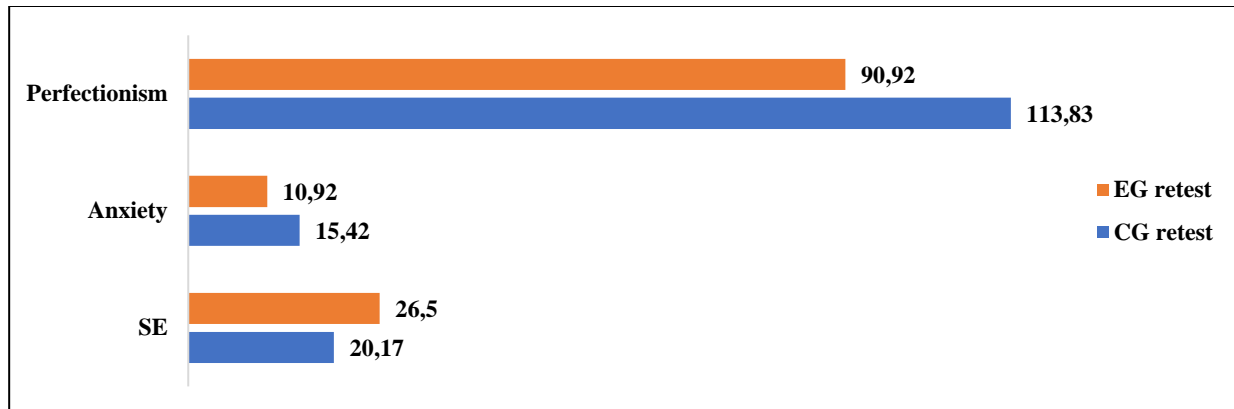


Fig. 10. Mean scores for perfectionism, anxiety, and SE in adolescent girls from EG retest and CG retest

By analyzing the results for perfectionism, we observe that adolescent girls from the EG retest have a mean of 90.92, while the mean recorded in the CG retest is considerably higher, reaching 113.83. The difference in perfectionism between the two groups is statistically significant according to the Mann Whitney U test ($U=16.5, p=0.001$) [38]. The activities included in the psychological intervention program reduce rigid standards and excessive self-criticism. At the same time, adolescents learn to reassess their dysfunctional beliefs related to control, weight, and personal performance, which contributes to a decrease in the level of perfectionism. For anxiety, participants from the EG retest show a mean of 10.92, while the mean obtained by adolescents from the CG retest is 15.42 ($U=34.0, p=0.028$). Although the values indicate a decrease in anxiety levels among adolescents who participated in the psychological intervention program, the difference is not statistically significant according to the Mann Whitney U test. We emphasize that interventions should be maintained in order to produce more stable effects. Regarding SE at retest, we observe that adolescents from the EG are characterized by a mean of 26.5, while those from the CG have a mean of 20.17 ($U=12.5, p=0.000$). This result reveals a positive tendency of increasing SE among adolescents who participated in the psychological intervention program, reaching statistical significance in the intergroup comparison according to the Mann Whitney U test.

After completing the psychological intervention program, three months after the first retest, we considered it appropriate to conduct *a second evaluation (EG retest 2)* in order to assess the evolution and durability of the obtained effects.

Figure 11 illustrates the mean scores for the possibility of ED (dieting, bulimia, oral control) in adolescent girls from the EG across all three stages of testing.

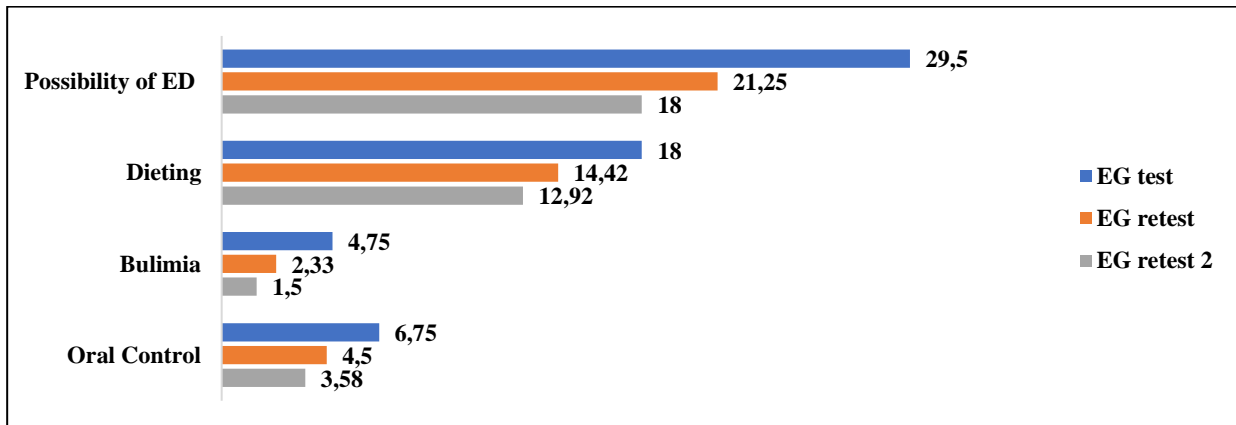


Fig. 11. Mean scores for the possibility of ED (dieting, bulimia, oral control) in adolescent girls from EG at test, retest, and retest 2

The changes recorded for ED (dieting, bulimia, oral control) are statistically significant, according to the Wilcoxon test ($Z=-3.065, p=0.002$; $Z=-2.938, p=0.003$; $Z=-2.671, p=0.008$; and $Z=-2.969, p=0.003$). The differences observed for ED, dieting, bulimia, and oral control highlight a sustained decrease in rigid dietary control behavior, a more flexible attitude toward food consumption, and a consistent reduction in excessive food-related concerns and bulimic symptoms among adolescent girls in the EG.

We also examined personality traits in adolescent girls from the EG at test, retest, and retest 2. The mean scores according to the CP5F are presented in Figure 12.

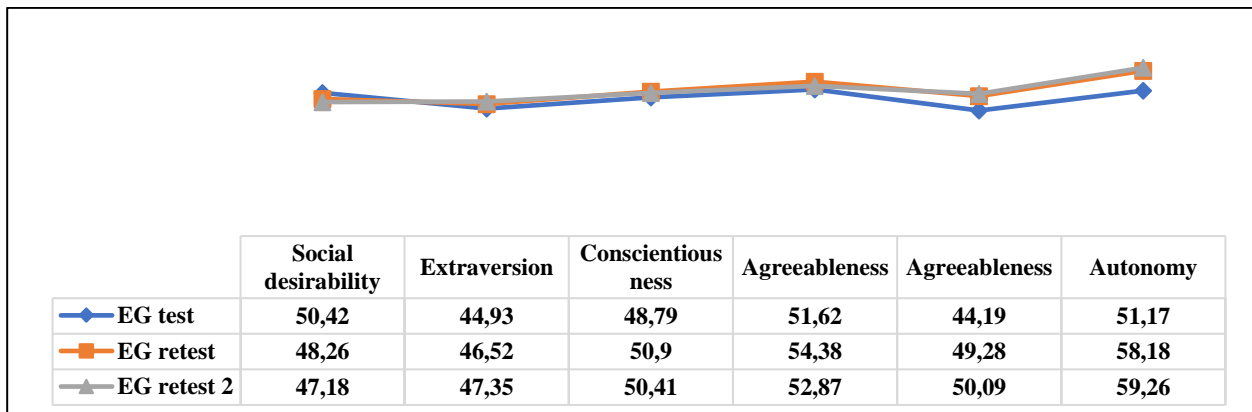


Fig. 12. Mean scores for personality traits in adolescent girls from EG at test, retest, and retest 2

The differences in mean scores between the EG test and retest 2 are statistically significant according to the Wilcoxon test for social desirability ($Z=-2.194, p=0.028$), emotional stability ($Z=-2.986, p=0.003$), and autonomy ($Z=-3.063, p=0.002$). Thus, we note that adolescent girls who participated in the psychological intervention program, after a period of time, are characterized by a reduced desire to conform to social norms, decreased emotional vulnerability, improved emotional regulation, and the development of independence, decision-making capacity,

and self-confidence. These changes are attributable to the psychological intervention program, which facilitates the development of a more balanced and autonomous personality configuration, essential aspects in reducing vulnerability to maladaptive eating behaviors.

Changes in the levels of perfectionism, anxiety, and SE in the EG across the three stages of assessment: initial test, retest, and final retest, can be analyzed in Figure 13.

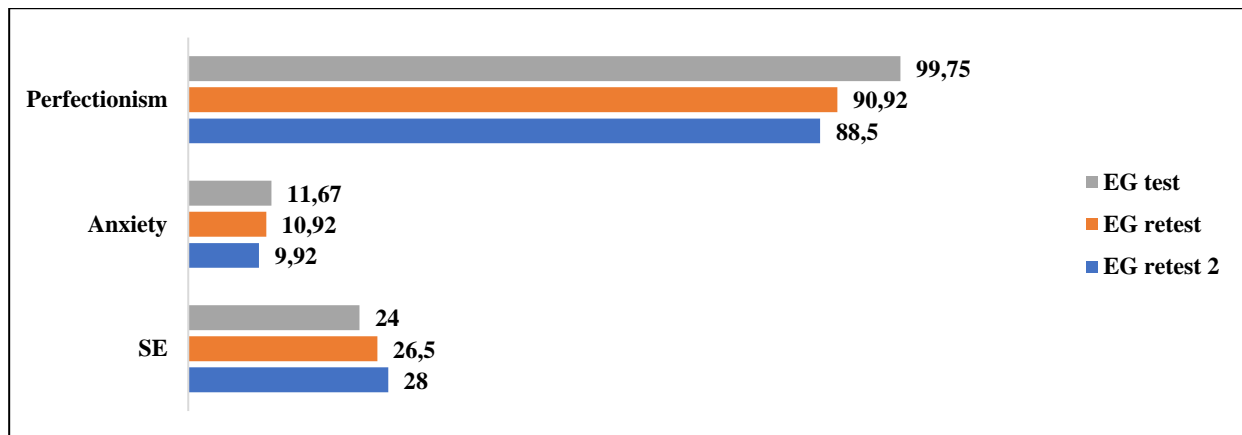


Fig. 13. Mean scores for perfectionism, anxiety, and SE in adolescent girls from EG at test, retest, and retest 2

For the dimension of perfectionism, according to the Wilcoxon test, we identify significant differences between EG test and EG retest 2 ($Z=-3.065$, $p=0.002$). The changes in perfectionism allow us to note a consistent improvement in maladaptive perfectionism throughout the psychological interventions and after their completion. Participants gradually develop a more flexible attitude toward their own performance and a greater capacity to accept mistakes as a natural part of the learning process. This progress reflects the effectiveness of activities focused on restructuring unrealistic beliefs, reducing self-criticism, and cultivating a healthier relationship with oneself. With regard to anxiety, according to the Wilcoxon test, between the EG test and EG retest, we observe statistically significant differences ($Z=-2.260$, $p=0.024$). This finding highlights a clear tendency toward anxiety reduction, indicating that the implemented program has a beneficial effect on participants' ability to manage worry, tension, and stress. We note that throughout the program, adolescents learned to better understand their emotional experiences and to use more appropriate emotional regulation strategies, knowledge they continue to apply even after the completion of the program. For SE, we obtain statistically significant differences between EG test and EG retest 2 ($Z=-2.950$, $p=0.003$), according to the Wilcoxon test. The increase in the mean score for SE reflects the effectiveness of the psychological interventions conducted with the EG, which contributed to the development of a more stable self-image and increased confidence in their own resources. We also note that the process of change is maintained and even strengthened after the completion of the interventions, indicating a durable internalization of self-appraisal and emotional self-regulation competencies.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

The theoretical-empirical approach carried out presents the manifestation of distinct eating behaviors (maladaptive EB and the risk of ED) in adolescent girls, their personality characteristics, and describes the results of implementing a psychological intervention program aimed at personality development in adolescent girls with maladaptive EB and risk of ED. The systematic interpretation of the research results allows for the substantiation of scientific conclusions that contribute to the integrative conceptualization of eating behavior in adolescent girls:

1. Eating behavior can be defined as a complex construct resulting from the interaction between biological mechanisms, psychological processes, and sociocultural influences. Maladaptive eating behavior represents a set of patterns of rigid restriction, reactivity to external stimuli, and/or emotional/uncontrolled eating, which disrupt self-regulation and are supported by specific cognitive and emotional mechanisms. Eating disorders constitute severe psychological conditions in which eating behaviors are closely associated with how the individual perceives and interprets food intake, body weight, body image, and personal value.
2. *Among adolescent girls, maladaptive eating behaviors are quite frequently observed. Among the types of maladaptive EB, EEB and REB are the most widespread. We note that negative emotional experiences (anxiety, stress, sadness), as well as strict and intentional rules, significantly influence adolescents' eating behavior. Across adolescence, different eating patterns are observed: in middle adolescence, EEB, REB, and ExEB prevail; in early adolescence – ExEB, EEB, and REB; and at the end of adolescence – EEB.*
3. *One in three adolescent girls shows an increased risk of ED. These adolescents are characterized by rigid and disorganized eating patterns, associated with persistent and intrusive concerns about body weight, as well as significant difficulties in regulating food intake. Adolescents aged 18–19 represent the most vulnerable category for the risk of ED.*
4. Relationships were established between maladaptive EB, indicating that the presence of one type of maladaptive EB conditions the manifestation of another and signals the formation of a dysfunctional EB pattern in adolescents. *Interrelations are also identified between maladaptive EB and ED risk; thus, maladaptive EB are predisposing factors for ED or represent early expressions of these disorders.*
5. For adolescent girls with maladaptive EB (REB, EEB, and ExEB) and ED, the following personality characteristics are defining: *conscientiousness* (reflected in organization, self-control, and responsibility) and *pronounced perfectionism* (rigid and difficult-to-attain standards, self-critical tendencies, and fear of making mistakes). On the emotional level, *affective instability, intense worries, heightened emotional reactivity and sensitivity, and high*

levels of anxiety are observed. Additionally, these adolescents present *low SE and a negative and distorted BI*. The personality dimensions identified in adolescents may contribute to the persistence and intensification of maladaptive EB and ED.

6. Regarding FC, we note that adolescent girls with maladaptive EB and ED tend to evaluate FC as predominantly negative. Thus, a family environment characterized by conflictual communication, hostility between parents and between parents and adolescents, lack of affection and emotional support, as well as excessive criticism, is associated with a higher incidence of dysfunctional eating behaviors. *We emphasize that a negative FC shapes and determines maladaptive EB and ED in adolescent girls.*
7. *The psychological intervention program aimed at personality development in adolescent girls with maladaptive EB and ED risk produces changes of varying intensity in adolescents from the EG at retest and retest 2.* In adolescents from the EG at retest, limited changes are observed in maladaptive EB (REB, EEB, ExEB, CC, MN, and ME). More substantial changes are identified for ED. At the personality level, improvements are observed in autonomy, along with reductions in social desirability and perfectionism, as well as an increase in SE. *In the same adolescent girls, at a follow-up conducted three months after the intervention program, not only are these changes maintained, but they also show further improvement.* Thus, a significant reduction in maladaptive EB and ED is observed. Marked changes are identified in personality characteristics, namely: a decrease in social desirability and strengthening of emotional stability and independence. Additionally, a decrease in the levels of perfectionism and anxiety is observed, along with an increase in SE and an improvement in the relationship with one's own body.

The undertaken approach allows us to propose the following **recommendations**:

1. Promoting prevention programs and the psychological intervention program presented in this study in high schools, focusing on emotional and nutritional literacy, with an emphasis on cultivating a healthy relationship with food, personality development, and the formation of a positive BI among adolescent girls.
2. Actively involving all significant adults in adolescents' lives (parents, teachers) in the process of identifying and preventing maladaptive EB and the risk of ED, through the organization of informational and counseling sessions regarding the development of healthy eating habits.
3. Conducting awareness campaigns on the impact of the digital environment and social media on eating behaviors and BI.

Suggestions for further research. In the context of the theoretical-empirical approach carried out, we consider that the investigation of distinct eating behaviors can be extended through conducting similar studies at earlier developmental stages, such as early schooling and preadolescence, or on samples from different socio-economic backgrounds. It is also relevant to analyze the influence of social media, peer pressure, and childhood trauma on distinct eating behaviors.

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LIST OF ABBREVIATIONS

DEBQ – Dutch Eating Behavior Questionnaire
TFEQ-R18 – Three-Factor Eating Questionnaire
EAT-26 – Eating Attitudes Test
CP5F – Five-Factor Personality Questionnaire
FMPS – Frost Multidimensional Perfectionism Scale
GAD-7 – Generalized Anxiety Disorder Questionnaire
RSES – Rosenberg Self-Esteem Scale
MBSRQ-AS – Multidimensional Body-Self Relations Questionnaire
FCQ – Family Climate Questionnaire
EB – eating behavior
REB – restrictive eating behavior
EEB – emotional eating behavior
ExEB – external eating behavior
ED – eating disorder
SE – self-esteem
BI – body image
FC – family climate
EG – experimental group
CG – control group

ADNOTARE

Balan Rodica. Dezvoltarea personalității la adolescentele cu comportament alimentar distinct. Teză de doctor în psihologie. Chișinău, 2026

Structura tezei. Teza este constituită din adnotări în trei limbi (română, engleză și rusă), introducere, trei capitole, concluzii generale și recomandări, bibliografie din 310 titluri, 6 anexe, 148 pagini de text de bază, 64 figuri și 29 tabele. Rezultatele obținute sunt publicate în 21 lucrări științifice.

Cuvinte-cheie: comportamente alimentare dezadaptative, tulburare de comportament alimentar, personalitate, adolescență.

Domeniu de studiu: Psihologia personalității, Psihologia dezvoltării, Psihologia adolescențelor.

Scopul cercetării îl constituie analiza comportamentelor alimentare distincte la adolescentele de diferită vârstă, identificarea caracteristicilor de personalitate și a factorilor determinanți ai acestor comportamente, precum și elaborarea și implementarea unui program de intervenții psihologice destinat dezvoltării personalității adolescențelor cu comportamente alimentare dezadaptative și risc de tulburări de comportament alimentar. **Obiectivele cercetării:** 1. analiza literaturii științifice din domeniul psihologiei cu referire la comportament alimentar, comportament alimentar dezadaptativ, vârstă adolescentă și la instrumentele de cercetare pentru studiul comportamentelor alimentare; 2. studierea specificului comportamentelor alimentare distincte pe parcursul vârstei adolescente, prin determinarea tipului de comportament alimentar dezadaptativ și a posibilității unei tulburări de alimentație la adolescentele cu vârsta cuprinsă între 14 și 19 ani; 3. analiza relației dintre comportamentele alimentare dezadaptative și probabilitatea apariției tulburărilor de alimentație la adolescente; 4. evidențierea asocierilor dintre comportamentele alimentare dezadaptative și personalitate, respectiv dimensiunile acestora (trăsături de personalitate, perfecționism, anxietate, stima de sine, relația sine-corp) la adolescente; 5. stabilirea interrelațiilor dintre posibilitatea unei tulburări de alimentație și personalitate (trăsături de personalitate, perfecționism, anxietate, stima de sine, relația sine-corp) la adolescente; 6. identificarea legăturii dintre comportamentele alimentare dezadaptative / posibilitatea unei tulburări de alimentație și tipul climatului familial la adolescente; și 7. elaborarea, implementarea și verificarea experimentală a unui program de intervenții psihologice destinat dezvoltării personalității adolescențelor cu comportamente alimentare dezadaptative și risc de tulburări de comportament alimentar.

Rezultatele obținute care contribuie la soluționarea problemei științifice importante constau în fundamentarea științifică și multidimensională a comportamentelor alimentare distincte la adolescente prin: explorarea comportamentelor alimentare dezadaptative și riscul prezenței tulburărilor de comportament alimentar la adolescente de vârstă diferită; identificarea caracteristicilor de personalitate la adolescentele cu comportament alimentar restrictiv, comportament alimentar emoțional, comportament alimentar extern și posibilitatea tulburărilor de comportament alimentar; evidențierea relațiilor dintre dimensiunile personalității și climatul familial și comportamente alimentare distincte, rezultate care stau la baza proiectării și aplicării unui program de intervenții psihologice destinat dezvoltării personalității adolescențelor cu comportamente alimentare dezadaptative și risc de tulburări de comportament alimentar.

Noutatea și originalitatea științifică a rezultatelor obținute rezultă din realizarea unei cercetări teoretico-aplicative cu referire la comportamentele alimentare distincte la adolescentele de la 14 până la 19 ani. Demersul experimental a făcut posibil validarea unui set de instrumente psihologice integrat pentru măsurarea comportamentelor alimentare dezadaptative și tulburărilor de comportament alimentar, a personalității și a climatului familial la adolescente. S-au stabilit pattern-urile de comportamente alimentare distincte pe parcursul adolescenței (adolescența timpurie, mijlocie și târzie), precum și configurația personalității la adolescentele cu comportamente alimentare dezadaptative și a celor cu posibilitatea unei tulburări de comportament alimentar. Au fost evidențiate interrelațiile dintre comportamentele alimentare distincte și climatul familial la adolescente. A fost conceput și verificat experimental un model de program de intervenții psihologice cu scopul de a dezvolta personalitatea la adolescente cu comportamente alimentare dezadaptative și risc de tulburări de comportament alimentar.

Semnificația teoretică a cercetării. Rezultatele cercetării teoretico-experimentale constituie un aport important la domeniul psihologiei dezvoltării, psihologiei adolescenței, psihologiei educației și psihologiei clinice oferind cunoștințe noi și complexe privitor la caracteristicile dezvoltării fizice, cognitive și psihosociale a adolescențelor prin evidențierea diferențelor de vârstă în prezența comportamentelor alimentare dezadaptative și riscul de tulburări de comportament alimentar, precum și în relațiile stabilite între comportamentele alimentare distincte și personalitate și climat familial la adolescente. Rezultatele obținute, împreună cu concluziile formulate reprezintă o contribuție considerabilă pentru reconceptualizarea temelor: Aspecte ale dezvoltării biologice, cognitive și sociale în adolescență și a Tulburărilor de comportament alimentar la disciplinele: Psihologia dezvoltării, Psihologia adolescentului și Psihologia clinică.

Valoarea aplicativă a lucrării. Cadru conceptual și legitățile stabilite în demersul experimental cu referire la comportamentele alimentare dezadaptative, posibilitatea tulburărilor de comportament alimentar, legăturile dintre comportamente alimentare distincte (comportament alimentar restrictiv, comportament alimentar emoțional, comportament alimentar extern și posibilitatea tulburărilor de comportament alimentar) și personalitate, și respectiv climat familial la adolescente pot fi utilizate ca fundamente teoretice pentru educația și dezvoltarea armonioasă a adolescențelor. Bateria de chestionare organizată și verificată prin cercetarea experimentală este consistentă și fiabilă în vederea studierii și examinării comportamentelor alimentare și a caracteristicilor de personalitate la adolescente ce poate fi folosită de psihologii școlari, psihologii clinici ș.a. Programul de intervenții psihologice destinat dezvoltării personalității adolescențelor cu comportamente alimentare dezadaptative și risc de tulburări de comportament alimentar, poate fi utilizat atât în prevenirea și reducerea comportamentelor alimentare problematice, cât și în dezvoltarea psihologică, dezvoltarea strategiilor de coping, educație nutrițională, în promovarea sănătății la preadolescențe, adolescente și tinere.

Implementarea rezultatelor cercetării. Rezultatele cercetării au fost incluse în activitatea didactică cu studenții și masteranzii, în cadrul disciplinelor: Psihologia dezvoltării, Psihologia adolescentului și Psihologia clinică etc.

ANNOTATION

Balan Rodica. Personality Development in Adolescent Girls with Distinct Eating Behavior. PhD thesis in Psychology. Chişinău, 2026.

Thesis structure. The thesis consists of annotations in three languages (Romanian, English, and Russian), an introduction, three chapters, general conclusions and recommendations, a bibliography comprising 310 titles, 6 appendices, 148 pages of main text, 64 figures, and 29 tables. The obtained results are published in 21 scientific papers.

Keywords: maladaptive eating behaviors, eating disorder, personality, adolescence.

Field of study: Personality Psychology, Developmental Psychology, Adolescent Psychology.

The aim of the research is to analyze distinct eating behaviors in adolescent girls of different ages, to identify personality characteristics and determining factors of these behaviors, as well as to develop and implement a psychological intervention program aimed at personality development in adolescent girls with maladaptive eating behaviors and risk of eating disorders. Research objectives: 1. analysis of the scientific literature in psychology regarding eating behavior, maladaptive eating behavior, adolescence, and research instruments for studying eating behaviors; 2. investigation of the specificity of distinct eating behaviors across adolescence by determining the type of maladaptive eating behavior and the presence of a possible eating disorder in adolescent girls aged 14 to 19; 3. analysis of the relationship between maladaptive eating behaviors and the likelihood of eating disorders in adolescent girls; 4. identification of associations between maladaptive eating behaviors and personality, respectively its dimensions (personality traits, perfectionism, anxiety, self-esteem, self-body relationship) in adolescents; 5. establishing interrelations between the possibility of an eating disorder and personality (personality traits, perfectionism, anxiety, self-esteem, self-body relationship) in adolescents; 6. identifying the relationship between maladaptive eating behaviors / the possibility of an eating disorder and family climate in adolescent girls; 7. development, implementation, and experimental validation of a psychological intervention program aimed at personality development in adolescent girls with maladaptive eating behaviors and risk of eating disorders.

Results contributing to the solution of the important scientific problem consist in the scientific and multidimensional grounding of distinct eating behaviors in adolescent girls through: exploration of maladaptive eating behaviors and the risk of eating disorders in adolescents of different ages; identification of personality characteristics in adolescents with restrictive eating behavior, emotional eating, external eating, and the possibility of eating disorders; highlighting the relationships between personality dimensions, family climate, and distinct eating behaviors—results that underpin the design and application of a psychological intervention program aimed at personality development in adolescent girls with maladaptive eating behaviors and risk of eating disorders.

Scientific novelty and originality derive from conducting a theoretical-applied research on distinct eating behaviors in adolescent girls aged 14 to 19. The experimental approach enabled the validation of an integrated set of psychological instruments for measuring maladaptive eating behaviors and eating disorders, personality, and family climate in adolescents. Patterns of distinct eating behaviors across adolescence (early, middle, and late adolescence) were established, as well as the personality configuration of adolescents with maladaptive eating behaviors and those with a potential eating disorder. Interrelations between distinct eating behaviors and family climate were highlighted. A model of a psychological intervention program aimed at personality development in adolescents with maladaptive eating behaviors and risk of eating disorders was designed and experimentally validated.

The theoretical significance of the research. The results of the theoretical-experimental research represent an important contribution to the fields of developmental psychology, adolescent psychology, educational psychology, and clinical psychology, providing new and complex knowledge regarding the physical, cognitive, and psychosocial development of adolescent girls by highlighting age differences in maladaptive eating behaviors and the risk of eating disorders, as well as the relationships between distinct eating behaviors, personality, and family climate. The obtained results and formulated conclusions represent a significant contribution to the reconceptualization of topics such as biological, cognitive, and social development in adolescence and eating disorders within the disciplines of Developmental Psychology, Adolescent Psychology, and Clinical Psychology.

Practical value of the research. The conceptual framework and the patterns established through the experimental approach regarding maladaptive eating behaviors, the possibility of eating disorders, and the relationships between distinct eating behaviors (restrictive eating, emotional eating, external eating, and the possibility of eating disorders), personality, and family climate in adolescents can be used as theoretical foundations for the education and harmonious development of adolescent girls. The battery of questionnaires validated through experimental research is consistent and reliable for studying and assessing eating behaviors and personality characteristics in adolescents and can be used by school psychologists, clinical psychologists, and others. The psychological intervention program aimed at personality development in adolescent girls with maladaptive eating behaviors and risk of eating disorders can be used both in the prevention and reduction of problematic eating behaviors and in psychological development, coping strategies development, nutritional education, and health promotion among preadolescents, adolescents, and young women.

Implementation of research results. The research results have been integrated into teaching activities with undergraduate and master's students within courses such as Developmental Psychology, Adolescent Psychology, and Clinical Psychology, etc.

АННОТАЦИЯ

Балан Родика. Развитие личности у подростков с различным пищевым поведением. Диссертация на соискание ученой степени доктора психологии. Кишинёв, 2026.

Структура диссертации. Диссертация состоит из аннотаций на трёх языках (румынском, английском и русском), введения, трёх глав, общих выводов и рекомендаций, библиографии, включающей 310 источников, 6 приложений, 148 страниц основного текста, 64 рисунков и 29 таблиц. Полученные результаты опубликованы в 21 научной работе.

Ключевые слова: дезадаптивное пищевое поведение, расстройства пищевого поведения, личность, подростковый возраст.

Область исследования: психология личности, психология развития, психология подростков.

Цель исследования заключается в анализе различных типов пищевого поведения у подростков разного возраста, выявлении личностных характеристик и детерминирующих факторов этих форм поведения, а также в разработке и внедрении программы психологических интервенций, направленной на развитие личности подростков с дезадаптивным пищевым поведением и риском расстройств пищевого поведения.

Задачи исследования: 1. анализ научной литературы в области психологии, касающейся пищевого поведения, дезадаптивного пищевого поведения, подросткового возраста и исследовательских инструментов для изучения пищевого поведения; 2. изучение специфики различных типов пищевого поведения в подростковом возрасте путём определения типа дезадаптивного пищевого поведения и отсутствия или наличия вероятности расстройства пищевого поведения у подростков в возрасте от 14 до 19 лет; 3. анализ взаимосвязи между дезадаптивным пищевым поведением и вероятностью возникновения расстройств пищевого поведения у подростков; 4. выявление ассоциаций между дезадаптивным пищевым поведением и личностью, соответственно её измерениями (личностные черты, перфекционизм, тревожность, самооценка, отношение «Я–тело») у подростков; 5. установление взаимосвязей между вероятностью расстройства пищевого поведения и личностью (личностные черты, перфекционизм, тревожность, самооценка, отношение «Я–тело») у подростков; 6. выявление связи между дезадаптивным пищевым поведением / вероятностью расстройства пищевого поведения и типом семейного климата у подростков; 7. разработка, внедрение и экспериментальная проверка программы психологических интервенций, направленной на развитие личности подростков с дезадаптивным пищевым поведением и риском расстройств пищевого поведения.

Полученные результаты, способствующие решению важной научной проблемы, заключаются в научном и многомерном обосновании различных типов пищевого поведения у подростков посредством: изучения дезадаптивного пищевого поведения и риска расстройств пищевого поведения у подростков разного возраста; выявления личностных характеристик у подростков с ограничительным, эмоциональным и внешне обусловленным пищевым поведением, а также с риском расстройств пищевого поведения; установления взаимосвязей между личностными измерениями, семейным климатом и различными типами пищевого поведения. Эти результаты легли в основу разработки и применения программы психологических интервенций, направленной на развитие личности подростков с дезадаптивным пищевым поведением и риском расстройств пищевого поведения.

Научная новизна и оригинальность результатов обусловлены проведением теоретико-прикладного исследования, посвящённого различным типам пищевого поведения у подростков в возрасте от 14 до 19 лет. Экспериментальное исследование позволило валидизировать интегрированный набор психологических инструментов для измерения дезадаптивного пищевого поведения и расстройств пищевого поведения, личности и семейного климата у подростков. Были установлены паттерны различных типов пищевого поведения на этапах подросткового возраста (ранний, средний и поздний), а также конфигурации личности у подростков с дезадаптивным пищевым поведением и у тех, у кого существует риск расстройств пищевого поведения. Выявлены взаимосвязи между различными типами пищевого поведения и семейным климатом. Разработана и экспериментально проверена модель программы психологических интервенций, направленной на развитие личности подростков с дезадаптивным пищевым поведением и риском расстройств пищевого поведения.

Теоретическая значимость исследования. Результаты теоретико-экспериментального исследования представляют собой важный вклад в области психологии развития, психологии подросткового возраста, педагогической и клинической психологии, предоставляя новые и комплексные знания о характеристиках физического, когнитивного и психосоциального развития подростков через выявление возрастных различий в проявлении дезадаптивного пищевого поведения и риска расстройств пищевого поведения, а также в установленных взаимосвязях между различными типами пищевого поведения, личностью и семейным климатом. Полученные результаты и сформулированные выводы представляют значимый вклад в переосмысление тем, связанных с биологическим, когнитивным и социальным развитием в подростковом возрасте, а также с расстройствами пищевого поведения в рамках дисциплин: психология развития, психология подростка и клиническая психология.

Практическая значимость работы. Концептуальная модель и выявленные закономерности, касающиеся дезадаптивного пищевого поведения, вероятности расстройств пищевого поведения, а также взаимосвязей между различными типами пищевого поведения (ограничительное, эмоциональное, внешне обусловленное) и личностью, соответственно семейным климатом у подростков, могут быть использованы в качестве теоретической основы для образования и гармоничного развития подростков. Батарея опросников, разработанная и проверенная в ходе экспериментального исследования, является надёжным инструментом для изучения и оценки пищевого поведения и личностных характеристик подростков и может применяться школьными и клиническими психологами. Программа психологических интервенций, направленная на развитие личности подростков с дезадаптивным пищевым поведением и риском расстройств пищевого поведения, может использоваться как для профилактики и снижения проблемного пищевого поведения, так и для психологического развития, формирования стратегий совладания, нутриционной просвещённости и укрепления здоровья у предподростков, подростков и молодых людей.

Внедрение результатов исследования. Результаты исследования были внедрены в учебный процесс со студентами и магистрантами в рамках дисциплин: психология развития, психология подростка, клиническая психология и др.

BALAN RODICA
PERSONALITY DEVELOPMENT IN ADOLESCENT GIRLS WITH DISTINCT
EATING BEHAVIOR

Specialisation: 511.02 Developmental Psychology and Educational Psychology
Summary of the doctoral thesis in Psychology

Aprobat spre tipar: 4.05.2026
Hârtie ofset. Tipar ofset.
Coli de tipar 1,5

Formatul hârtiei 60x84 1/16
Tirajul 45 ex.
Comanda 5

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