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**THE PSYCHOSOCIAL PARTICULARITIES OF PUPILS'  
WILLPOWER QUALITIES**

**Specialty 511.01 - General Psychology**

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## LIST OF ABBREVIATIONS

ASEBA – Achenbach System of Empirically Based Assessment

ADHD – Attention Deficit Hyperactivity Disorder

CG – control group

EG – experimental group

WHO – World Health Organization

## CONCEPTUAL FRAMEWORK FOR RESEARCH

**Relevance and importance of the studied topic.** With the changes taking place in society, willpower is an essential factor in the process of adaptation of the individual to new living conditions. At the same time, the accelerated pace of social change can influence the development and manifestation of the pupil's willpower, creating challenges in time management, decision-making and setting personal, educational and social goals, despite external pressures. Recently, the current generation of children and adolescents has shown a low degree of initiative and effort to fulfil long-term desires and goals. This has a direct impact on school results and, in the long term, on pupils' personal and social development, influencing their ability to cope with challenges, manage their emotions and build healthy interpersonal relationships. In this way, perseverance and willpower prove to be essential components of success, as they help to maintain motivation in the face of obstacles and sustain long-term effort.

In order to prevent the consequences outlined above, it is necessary, at the system level, to implement measures to develop the autonomy and responsibility of pupils, by implementing educational programs that encourage critical thinking, independent decision-making and taking responsibility for their actions. This will facilitate, throughout life, in favourable conditions, a well-developed will that will enable them to set and achieve their goals according to their resources and abilities.

Although the World Health Organization (WHO) suggests that people can adapt to life's difficulties and face them healthily and effectively, we believe that, in the case of a person with a low level of willpower, overcoming obstacles may generate a crisis that would jeopardize their ability to adapt. Undeniably, willpower is a key element in personality development, as it is the mechanism by which a person can consistently pursue their goals, overcoming obstacles along the way. Will, on the other hand, is most obviously expressed through conscious decisions, each choice being essential in shaping the pupil's personality.

In the context of the dynamic development of modern society, the complexity of the problems involved in the study of the will is increasingly recognized and evident, both globally and nationally. Like any difficult and unresolved problem, all sorts of interpretations and contradictory aspects arise in the conceptualization of volition as a higher psychological process. In specialized literature, many authors emphasize that will is one of the highest levels of psychic regulation, involving the whole personality, including memory and thinking, feelings and habits, temperament and character traits. In addition to the 'ego' function, will is the second essential component of the human psyche [8]. In other words, the will involves the ability to direct and maintain the necessary efforts to achieve goals, even in the face of difficulties, obstacles or temptations. At the same time, will expresses a way of functional organization of the entire personality system and develops throughout life through constant activities and exercises of voluntary efforts of various intensities. Thus, certain qualities take shape and manifest themselves in specific personality traits [49; 50; 55].

This paper proposes intervention solutions to facilitate the development of will qualities from an early age to prevent stagnation in personal development, lack of motivation and difficulties in achieving long-term goals. These interventions are designed to support pupils in developing effective self-control, encouraging them to take responsibility for their actions, which is essential for school and personal success.

Essentially, the American Psychological Association has shown that a lack of willpower is the main factor preventing a person from achieving their goals. In addition, research suggests that self-control is a much stronger predictor of academic success than general intelligence. Of interest are the results of Baumeister and colleagues who consistently demonstrated two fundamental principles: 1) humans have a limited amount of willpower, which is depleted as it is used; 2) the same amount of willpower is mobilized for all types of tasks. Finally, research indicates that a person with strong willpower is active, has a good knowledge of the resources needed, and demonstrates independence and initiative in decision-making [1]. In contrast, a person with weak willpower tends to adopt a passive attitude to major challenges and has difficulty overcoming obstacles. He or she becomes dependent on the help of others, lacks initiative and frequently resorts to external support, even in the face of minor problems. An important contribution has also been made by the researcher W. Mischel, who studied willpower in the context of self-control and is known for his famous marshmallow experiment [11]. The author emphasized that the ability to delay gratification is a form of willpower and has a significant impact on success in life. On the other hand, much scientific research in recent decades has emphasized that

willpower functions like a muscle that can be strengthened and developed through constant exercise, rather than as a fixed, predetermined ability at birth. Accordingly, the volitional component includes volitional effort, decision-making ability, self-control, type of control (internal, external), self-regulation and normative behaviour.

**Framing the topic in the international, national, and local preoccupations of the research team and an inter- and transdisciplinary context, presentation of previous research results related to the research topic.** Despite the epistemological and praxeological approaches presented by researchers from various fields, the topic still offers opportunities for further exploration and the need for new analytical and investigative openings, leading to the development of a functional level of development of the volitional sphere in pupils.

Over time, various theoretical aspects of will have been studied in the works of Russian authors: A.G. Asmolov, A.N. Leontiev, L.S. Vygotsky, D.B. Elkonin, V.A. Ivannikov, V.K. Kalin, E.I. Rogov, V.I. Selivanov, E.P. Ilyin, L.I. Bozhovich, M.Ya. Basov, M.V. Chumakov, T.I. Shulga, S.L. Rubinshtein, R.S. Nemoev et.al. [25; 26; 27; 28; 31; 33; 34; 35].

Also, important and valuable contributions in the field of the study of will qualities present the research realized by psychologists from the Romanian authors, such as M. Zlate, P. Popescu-Neveanu, A. Cosmovici, P. Golu, M. Golu, U. Şchiopu, T. Creţu, G. Pănişoara, E. Verza [4; 8; 9; 10; 17; 20; 22; 23; 24].

In recent decades, interest in the study of the volitional sphere has also increased in the works of foreign authors: A. Duckworth, N. Baumann, J. Beckmann, J. Diefendorff, J. Parkinson, R. Baumeister, R. Bryden, E. Asselmann, H. Heckhausen, J. Kuhl, M. Deimann, L. Corno, F. Jackson, P.C. Jagot, F.H. Kanfer, L. Pulkkinen, et. al. [11; 36; 37; 38; 39; 41; 42].

In the Republic of Moldova, the theoretical and empirical concerns in the field of general, educational psychology regarding the manifestation of will in children have been nuanced in the works of: V. Maximciuc, I. Mulco, L. Niţă, N. Gîngota, O. Paladi, A. Potâng, Iu. Racu, N. Bucun, A. Ciobanu, N. Rusu, L. Savca, D. Ştefăneţ, S. Rusnac, M. Diţa [2; 3; 5; 7; 13; 15; 18; 19; 21; 46; 47; 49; 55; 56; 57].

Given the lack of research on the aspects concerning the particularities of pupils' will qualities in the context of the new societal realities, the following research problem is outlined, which consists of formulating the answer to the following question: What are the relations between pupils' will qualities with some psychosocial factors and dimensions of their personality?

**The research aims** to analyze the peculiarities of the qualities of will according to various psychosocial factors and personality dimensions, to develop and implement a psychological intervention program aimed at developing the qualities of will in pupils.

**Research objectives:** 1) to analyze and summarize the literature on psychosocial peculiarities of willpower and qualities of willpower; 2) to highlight the differences according to various psychosocial factors (gender, educational level, age, background, academic achievement, type of school problems, involvement in extracurricular activities) for willpower and qualities of willpower in pupils; 3) to determine the correlations between willpower, qualities of willpower and personality dimensions of the pupil; 4) to identify personality profiles of the pupil with different levels of manifestation of willpower; 5) to design, implement and evaluate the effectiveness of the psychological intervention program for the development of willpower and qualities of willpower in pupils.

**Research hypotheses:** Based on the aim and objectives presented above, we formulate the following hypotheses for the experimental study: 1) we assume that there are differences in the manifestation of will qualities in pupils according to psychosocial factors: gender, background, age, level of education, academic achievement, type of academic problems, involvement in extracurricular activities; 2) we assume that there are relationships between qualities of will and personality dimensions; 3) we consider that the implementation of a psychological intervention program in the educational environment can have a positive impact on the development of qualities of will in pupils, thus contributing to the integrated development of the pupil's personality.

**The research methodology** was based on several theoretical approaches and results of empirical research in general, personality and educational psychology. The research approach involves theoretical methods such as literature review and synthesis and empirical methods (questionnaire survey, test), mathematical and statistical techniques (SPSS - Statistical Package for Social Sciences, version 20): Paired-Samples T-Test; Independent-Samples T-Test; Pearson correlation; ANOVA analysis of variance, the choice of which is based on criteria and rules established in psychological statistics. The following

psychometric instruments were administered in the research: Questionnaire Self-appraisal of Will, author E.V. Ruddensky; Questionnaire for Diagnosis of Volitional Self-Control, A.V. Zverkova and E.V.V. Eidmana; Technique of research of volitional qualities, M.V. Chumakov; Technique of studying self-confidence, V.G. Romek; Personality questionnaire "16 PF" Cattell; Achenbach System of Empirically Based Assessment (ASEBA) [54].

**Scientific novelty and originality:** it is based on the theoretical-experimental approach to the relationships between the qualities of willpower in pupils, depending on various psychosocial factors (gender, background, age, level of education, academic achievement, type of school problems, involvement in extracurricular activities), as well as in their correlation with personality dimensions. Another innovative aspect of the work is highlighted by the development and experimental evaluation of a psychological intervention model aimed at developing pupils' volitional and volitional qualities, such as responsibility, initiative, initiative, determination, independence, resilience, endurance, persistence, energy, attention and perseverance.

**The theoretical significance** of the research: the results of the research contribute theoretically to the extension and updating of studies in the fields of general, developmental and educational psychology by providing a comprehensive and exhaustive approach to pupils' volitional qualities and their relationship to various psychosocial factors and personality dimensions. All this has formed the basis for outlining the personality profiles of pupils with different levels of will.

**The applied value of the thesis.** We believe that the research is actual, original and necessary, both from a theoretical and practical point of view, intending to implement a psychological intervention program aimed at developing the qualities of willpower in pupils and thus becoming an extremely useful tool for psychologists in the educational system. The results obtained are particularly valuable for pupils, parents, teachers and school psychologists, providing examples of practical activities for the development of the qualities of will, fundamental in the process of personality formation. The methods presented, together with the recommendations made for decision-makers, educational institutions and parents, emphasize their importance in creating a favourable, trusting and safe environment that supports interpersonal and psychosocial development and, implicitly, the development of the pupil's qualities of will.

**Approval of scientific results.** The results of the theoretical-experimental research were presented, discussed and validated in the meetings of the Department of Psychology of the Faculty of Psychology and Educational Sciences of the Moldova State University, as well as in national and international scientific conferences, in scientific journals. The obtained results are published in 12 scientific papers. They were also implemented in the training of psychologists from psycho-pedagogical assistance structures, and psychologists from general educational institutions of the Republic of Moldova.

**The summary of the thesis compartments.** The thesis includes annotations in Romanian, Russian and English, a list of abbreviations, an introduction, three chapters, general conclusions and recommendations, 150 pages of basic text, and a bibliography consisting of 224 titles and 4 appendices. The text is illustrated with 35 tables and 33 figures.

**Keywords:** will, qualities of will, self-assessment of will, volitional self-control, perseverance, self-mastery, personality dimensions, pupil.

## CONTENTS OF THE DOCTORAL THESIS

**The Introduction** argues the topicality and importance of the topic, its place in international and national concerns, as well as the relevance of previous research results. The aim, objectives, research problem and instruments used are presented, emphasizing the relevance of investigating will qualities in relation to various psychosocial factors and personality dimensions. Also, the summary of the thesis compartments is reflected, outlining the overall structure and content of the paper.

**Chapter 1. The theoretical foundation of the particularities of will qualities in pupils** contains 4 sub-chapters. The first section of the paper, **Conceptual Landmarks and Paradigms of Volition**, is devoted to the analysis of the main concepts regarding volition, following the perspective of foreign and local authors, the structure of the voluntary act is analyzed; as well as an exhaustive review of the literature on the evolution of scientific theories and explanatory models concerning the development of volitional qualities. As a result of the theoretical analysis carried out, it was found that the first visions of the concept of will were launched from a philosophical perspective. In fact, for some philosophers, the will is a “primordial universal force”, a “spiritual principle”, an “initial force” which sets in motion both the material and the spiritual sides of life. In his writings, Nietzsche emphasizes that “Life means the will to be and to live, the will to power” [14]. In essence, the author refers to two types of will: strong and weak. Based on the theories of Eduard von Hartman and Arthur Schopenhauer, the will is directed by a divine principle, a universal activity that is constantly at work, subordinating all human forces and orienting itself towards certain goals without any connection to reason. According to Schopenhauer, the real internal force that determines man's psychic life is the will, whose nature is unconscious. Moreover, Schopenhauer compares the relationship between will and intellect to the image of a “powerful blind man carrying a seeing cripple on his back”. This perspective aligns perfectly with the metaphor that Sigmund Freud used in explaining the relationship between the unconscious and the Self, in which the unconscious is like a powerful, unruly horse trying to escape from its rider - the Ego. From a psychological point of view, volition is a complex psychic process involving the mobilization of psychoneurotic energy to transform intentions into actions by organizing and structuring them in a decisional way. It is also worth noting the position of R. Doron and F. Parrot, who points out that willpower in common usage sometimes designates a property of a person's character that is defined by the degree of strength with which he or she strives in a goal-oriented activity, regardless of the resistance and obstacles that may intervene (‘having will’). In the opinion of B. Zörgö, willpower should not be interpreted as an independent instance, which is integrated into the mosaic of personality, but as a function resulting from the integrity and unity of the personality, involving in a specific phase the participation of all psychic functions and acquiring, thereby, a specific self-regulating and self-determining functionality important in the self-regulation of personality [49]. Respectively, voluntary activity is distinguished by the following dimensions: it is oriented towards the achievement of consciously established goals, being preceded by a mental plan; it is based on the intention and decision to perform that activity, involving overcoming obstacles that stand in the way of achieving the proposed goals; it is supported by specific motivations and emotionally energized, contributing to the self-regulation of psychic life.

Summarizing the theoretical approaches related to willpower, we have proposed a working definition, which will serve as a guiding vector for our further investigative approach. *Thus, willpower is a complex psychological process, characterized by a person's ability to make conscious decisions and to act deliberately towards the desired goal, mobilizing internal resources to overcome obstacles, impulses, temptations and challenges that may arise along the way.*

**In sub-chapter 1.2. Qualities of will: characteristics and forms of manifestation**, we focused on describing the qualities of will, defined as traits that reflect a person's strength, determination and ability to achieve goals and overcome difficulties to follow the direction in life. As a higher form of self-regulation, will expresses a way of functional organization of the entire personality system, it is not innate, but is formed throughout life in the process of education and socialization, through activities and permanent exercise of voluntary efforts of varying intensity, shaping certain qualities that are expressed in personality traits. Moreover, the qualities of the will also show individual differences, which have different degrees of development and result primarily from the peculiarities of the impulse, motivation and temperament of the person, as well as from the mechanisms of regulating activity using intellectual processes. The study of works devoted to the will emphasizes the contribution of various authors who distinguish between 10 and 34 qualities of the will: E. P. Ilyin, P. A. Rudik, R. Assadgiolli, A. Ts. Puni,

K. N. Kornilov, H. Heckhausen, V. I. Selivanov, V. K. Kalin, N. F. Dobrynin, S. A. Petukhov [26; 28; 32; 34].

In the opinion of some authors, volitional qualities are considered as a manifestation of the will, which is expressed in skills such as the ability to overcome various difficulties, to maintain effort in the face of obstacles and to exercise self-control. At the same time, many authors have taken the view that qualities of will, integrated into more complex structures, become character traits. As can be noted in the literature, the following qualities of will are most frequently analyzed: firmness, willpower, perseverance, independence, will initiative, decisiveness, promptness of decision, self-control, consistency in pursuing the proposed goals, and ability to work in a planned way. In the studies of K. Kornilov, will qualities consist of the ability of a person to significantly overcome the difficulties he faces in the process of achieving the goal [30]. On the other hand, B. Kornilov and B.N. Smirnov find that qualities of will are concrete manifestations of will, determined by the character of overcoming obstacles. Essentially, they are associated with the person's volitional regulation ability and manifest themselves under special conditions to overcome the obstacle [26]. And finally, they reflect not only the quality but also the level of voluntary efforts. At the same time, we note that the psychologist E. P. Ilyin delimited the qualities of will into two categories: volitional qualities proper (patience, stubbornness and perseverance), goal-oriented, and moral qualities (courage, self-control and decisiveness) directed towards self-control [26]. It is important to mention the classification made by M.V. Chumakov, who distinguishes two poles of will qualities that define the personality of the pupil. These are divided into positive and negative traits such as: *responsibility*, characterized by a conscious and committed attitude, as opposed to irresponsibility, marked by a lack of taking responsibility; *initiative*, reflecting a willingness to act and propose solutions, as opposed to a lack of initiative; *decisiveness*, involving quick and firm decision-making, as opposed to indecision, which involves indecision and procrastination; *independence*, which manifests itself in autonomous action, as opposed to dependence, characterized by over-reliance on the help of others; *resilience*, which reflects the ability to cope with difficulties, as opposed to irresistance, which indicates vulnerability in the face of obstacles; *persistence*, which implies perseverance in achieving a goal; *persistence*, which implies continuity and stability in actions, as opposed to instability; *energy*, which reflects vitality and capacity for action, as opposed to powerlessness; *attentiveness*, which implies concentration and dedication to activities, as opposed to inattention; and finally, *perseverance*, which reflects persistence in the face of difficulties, as opposed to slackness, which is a lack of commitment and continuous effort. The working definition for qualities of will, used in this paper, is the following: *qualities of will are specific traits of a person of integrity, characterized by the capacity of perception and thinking, supported by an optimal level of mental energy, essential for the effective management of emotions, reactions and behaviours in various contexts.*

**Sub-chapter 1.3. The development of will qualities in pupils** addresses the process by which the development of will qualities in preadolescents and adolescents is achieved. As is well known, any process or psychic characteristic of the human being is formed and acquires its meaning gradually, as it evolves, being closely related to his activity and experience. Moreover, the development of will qualities is an essential prerequisite, indispensable both for academic success and for increasing autonomy and independence to successfully carry out other everyday activities. Research has shown that the qualities of willpower develop gradually as pupils progress through different stages of development (from childhood to adolescence). This process is influenced by educational and social experiences. At the same time, Л. Вygotsky emphasizes that willpower can be assessed in correlation with the developmental stage of the individual. According to J. Piaget's theory, cognitive development influences the ability to make decisions and exercise will. Thus, pupils at different stages of development will display different volitional qualities, depending on their ability to think logically and anticipate consequences. Pre-adolescents often encounter difficulties, especially as their activities become increasingly varied and complex, requiring them to mobilize and direct their capacities to overcome obstacles [17]. At puberty, the pupil has a certain capacity to assess the obstacle, to dose his voluntary effort and to decide correctly on the ways to solve the problem. Regarding the willpower of pre-adolescents, among the most important aspects are the following: if the goal is clearly defined, pupils are better able to pursue it and resist temptations that may distract them; they are more motivated to achieve their goals to the end; self-control is strengthened, and willpower, as a result, begins to be directed toward self-training and self-education activities. Adolescence is a particularly demanding transitional stage, which presents a series of new challenges and profound changes that influence personality development and, implicitly, the formation of volitional



qualities (Bandura, Furstenberg, Eccles, Elder et.al). Self-control and self-restraint, acceptance of specific community norms of conduct, a sense of responsibility, a sense of duty, seriousness and even a spirit of sacrifice are characteristics that are common among adolescents.

The proper manifestation of will in adolescents is characterized by the fact that they construct forward-looking goals that are achieved over a long and gradual time, namely those that relate to their future personal and professional life; they tenaciously pursue their goals if they are convinced that they are valuable and important for their lives; where appropriate, know how to prioritize their goals when they happen to activate several or build them up to be achieved in a relatively limited period of time; analyze, evaluate and reflect on the conditions for carrying out goal-oriented activities; tend to make their own decisions about carrying out voluntary actions and thus feel independent and autonomous [53].

In **sub-chapter 1.4. Interferences between will qualities with personality dimensions**, as well as the relationships between will qualities and certain personality dimensions, are investigated, which exert a significant influence on the way a person interacts and develops relationships with others. Specialized studies show that each person has his or her own intellectual, affective, and conative (concerning willpower, and temperament) characteristics, which are the organized whole that determines personality. However, there is a great deal of research on the structure of personality, according to C. Platonov, it includes: the psychophysiological element (type of nervous system, temperament); cognitive activity (cognitive processes: memory, thinking, imagination); affective-volitional activity (emotions and will) and affective-axiological activity (personality orientation which is a selective attitude towards reality and includes various attributes, a system of needs and interests, motives and convictions, ideals and aspirations).

Studies on personality dimensions have highlighted a variety of explanatory models, such as the Five Alternatives Model as an experiment of personality traits (Zuckerman), the Five Factor Model (McCrae & Costa) and, recently, the six-factor HEXACO model (Ashton). However, Bidjerano and Dai, Connor-Smith and Flachsbarth, and Pollak and co-workers refer to the Big Five model which they position as the most universal model of personality dimensions [16]. Another way of analyzing the will-affectivity relationship is realized through the prism of psychosocial factors, namely through the psychosocial climate. Structured on positive-functional interpersonal relationships, with a positive affective impact, the climate will influence both affectivity and will.

Summarizing the issues presented in the first chapter, we consider the following key ideas formulated in **subchapter 1.4. Conclusions**:

1. Studies on the volitional sphere reveal diverse perspectives on this psychological construct, with some opinions diverging and even opposing. As a result, while some researchers consider volition to be a psychic process, others describe it as an activity, a process and a specific human trait, regarded as an executive component of character, a higher level of self-organization and psychic regulation, and a capacity to trigger attitudes and actions.
2. The theoretical analysis carried out emphasizes that will is defined by a series of essential qualities that influence its effectiveness and impact. These qualities are fundamental for achieving personal and social goals, improving academic performance, managing stress and challenges effectively, strengthening social skills, enhancing self-confidence, as well as developing resilience, autonomy and independence.
3. At the same time, the degree of development of will qualities significantly influences the whole pupil's activity, behaviour and specific manifestations. The process of will development is determined by internal and external factors, such as the type of nervous system, emotional stability, openness, temperament and motivational characteristics, and the type and complexity of tasks or demands that the pupil has to manage.
4. The working definition for this paper is as follows: *willpower is a complex psychological process characterized by a person's ability to make conscious decisions and act deliberately towards a desired goal, mobilizing internal resources to overcome obstacles, impulses, temptations and challenges that may arise along the way. The working definition for qualities of will used in this paper is as follows: qualities of will are specific traits of a person of integrity, characterized by the capacity for perception and thinking, supported by an optimal level of psychic energy, essential for the effective management of emotions, reactions and behaviours in various contexts.*
5. Despite the various studies conducted on the dimension of will qualities, their characteristics and determining factors in pupils, we believe, however, that the studies undertaken do not sufficiently

reflect the influence of psychosocial factors on the development of will qualities in pupils. The aspects that have not yet been resolved lie in identifying more efficient and productive conditions for the formation of will qualities in pupils at different age stages. For these reasons, we proposed to experimentally research and conceptualize the component of will qualities in pupils from the perspective of psychosocial factors and the relationship with personality dimensions.

**Chapter 2. The experimental study of the manifestation of will qualities in pupils** includes 4 sub-chapters. In the first **subchapter 2.1. Organization of the methodological framework** of the experimental research, the management of the research of volitional and volitional qualities is presented: research methodology, experimental design, the way of constituting the experimental sample, which guided the realization of the observational research, as well as detailed description of the tests and inventories administered to the pupils; the results of the research of volitional qualities in pupils; highlighting the relations with psychosocial factors and personality dimensions.

**The experiment aims** to analyze the peculiarities of will qualities concerning various psychosocial factors and personality dimensions.

**The objectives** that we set ourselves to achieve the set goal are the following: 1) to identify the levels of development of willpower and qualities of willpower in pupils; 2) to highlight the differences according to various psychosocial factors (gender, educational level, age, background, academic achievement, type of school problems, involvement in extracurricular activities) for willpower and qualities of willpower in pupils; 3) to determine the correlations between willpower, qualities of willpower and the dimensions of pupil personality; to identify the personality profiles of the pupil with different levels of manifestation of willpower.

Based on the formulated aim and objectives, we propose the following specific hypotheses for the experimental study: 1) we assume that there are differences in the manifestation of will qualities in pupils according to psychosocial factors: gender, background, age, educational level, academic achievement, type of school problems, involvement in extracurricular activities; 2) we assume that there are relationships between will qualities and personality dimensions.

#### **Characteristics of the experimental group**

The aim and objectives of the research determined the structure of the experimental group, consisting of 304 pupils of grades VII-XII, aged 12-18 years, from mun. Chisinau and Drochia. To start the research, at the first stage, the psychologists and the heads of the four educational institutions were contacted, after that, the agreement to carry out the research was obtained. Subjects were explained the purpose of the research and the content of the evidence collected and were asked to agree to participate. After a preliminary briefing, the evaluation instruments were applied. The pupils were given the same instructions regarding the completion of the tests and were told that their answers would be confidential and that their participation was completely voluntary and anonymous.

#### **Psychometric instruments of the experimental research**

Based on the hypotheses and objectives launched for the observation experiment, we advocated a set of tests, inventories and questionnaires, organized into two blocks (the first one concerns instruments measuring the level of will and volitional qualities: the Questionnaire Self-Assessment of Will, author E.V. Rudensky; Questionnaire for Diagnosis of Volitional Self-Control, authors A.G. Zverkova and E.V. Eidman; Questionnaire of Volitional Qualities, author M. V. Chumakov, version for teenagers), and the second includes the personality dimensions: the Self-Confidence Study Test, author V.G. Romek; the Achenbach System of Empirically Based Assessment (ASEBA), developed by T.M. Achenbach and L.A. Rescorla, adapted by A. Dobrean (2009); Questionnaire 16 PF Cattell (Form C). Psychosocial survey was also developed to elucidate psychosocial factors, which was conducted based on a questionnaire.

**Subchapter 2.2.** Characteristics of the levels of manifestation of volitional qualities in pupils are devoted to the detailed analysis of the levels of development of volitional and volitional qualities, the factors of self-confidence, social courage, initiation of social contacts, as well as a comprehensive overview of the competencies, adaptive functioning, emotional and behavioural problems faced by pupils. To facilitate a clearer understanding of the data, we present below a relevant sequence from the results obtained on the developmental levels of pupils' self-appraisal of volitional will and volitional self-control. Essentially, willpower self-assessment is mainly associated with recognizing and valuing one's effort to resist temptations, to persevere in the face of difficulties and to act following personal goals, even at times when it would have been easier to give up. The conclusions drawn after administering the Questionnaire "Self-assessment of Willpower" by E.V. Rudensky, indicate a majority distribution of subjects with

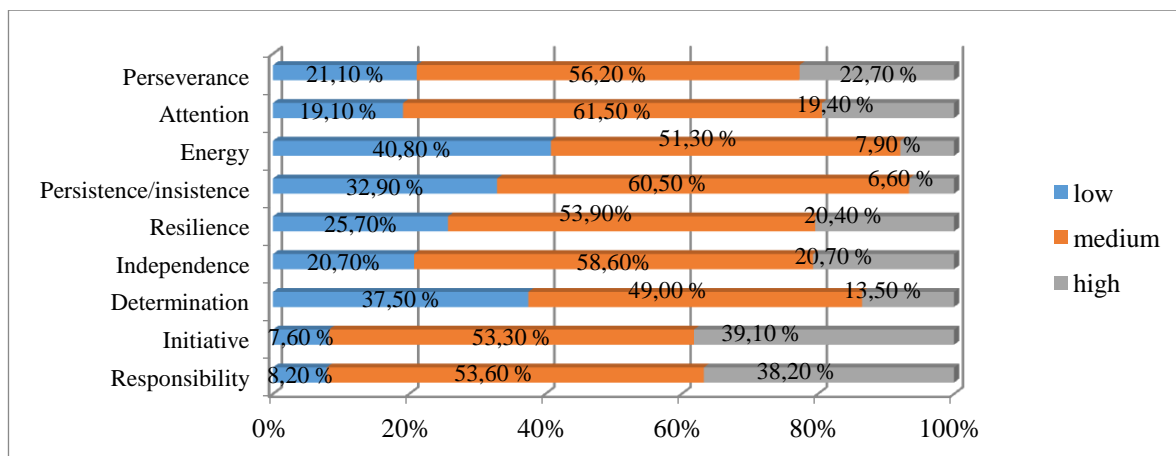
average level (64.50%). In general, these pupils consider themselves capable and have a relatively balanced self-perception. Moreover, if an obstacle arises, they act to overcome it. Although, if possible, they choose to work around it. They do not take on additional obligations on their own initiative, which is why exercising willpower is necessary. Another 32.50% of the subjects show a high level of self-evaluation of will. In this case, we refer to pupils who can be counted on. They are more confident in their own abilities, have a positive view of themselves and do not get scared of tasks that easily frighten others. And only 3.00% of the investigated subjects show low levels of self-will. This category of pupils prefers interesting and easy activities. They tend to underestimate themselves and find it difficult to recognize their achievements. Instructions or obligations often feel like a burden, regardless of their complexity. Pupils' achievement reflects their recognition and appreciation of their desires, motivations and inner strength to act on them, an expression of how they relate to situations where effort and willpower are required to perform certain actions. To support this view, we have highlighted the results obtained by various authors in specialized research. For example, the authors Mishchel (Мишшел), Hagger, Wood, Stiff, Ridder, Lensvelt-Mulders, and Finkenauer have shown that high levels of willpower are frequently correlated with success and efficiency in everyday life while low levels of willpower are associated with the occurrence of more social and personal problems [51].

Next, referring to self-control, the literature refers to a person's ability to regulate his or her own cognitive, emotional and behavioural functioning. Therefore, according to the data in Figure 1, by administering the Volitional Self-Control Questionnaire, we found, on the general index of volitional self-control, that only 5.30% of the subjects show a low level, 28.30% - a medium level and 66.40% of them indicate a high level. We will specify here that pupils with high levels of self-control are distinguished by calmness, self-confidence, responsibility and consistency in pursuing goals. As a rule, they exhibit traits that enable them to effectively manage their emotions, desires and actions to achieve their goals, systematically realize their intentions and know how to distribute their efforts. In addition, research shows that these pupils can perform better in school compared to other pupils, and are less prone to risk-taking behaviours (drug use, alcohol, sexual promiscuity, violence), including a much lower tendency to drop out of school. Similarly, low self-control is a significant risk factor for a wide range of personal and interpersonal problems.

Concerning the variable self-control, we demonstrated that 67.10% of the subjects scored high, 28.00% scored medium, and only 4.90% scored low. Pupils with high self-control are distinguished by their ability to manage their emotions, thoughts, and behaviours to achieve their long-term goals. This trait allows pupils to effectively manage social relationships and develop a positive attitude and resilience toward life's challenges. At the same time, pupils with low self-control may be more inclined to abandon difficult or frustrating tasks, with a tendency to become discouraged quickly.

The results presented for the variable perseverance allow us to highlight that 6.30% of the subjects show a low level, 20.40% a medium level, and 73.30% of the subjects have a high level. Pupils with a high level of perseverance can turn their desires and goals into reality, regardless of the difficulties that arise. They are constantly committed to achieving their goals, show resilience in the face of failure, manage to overcome the obstacles they encounter, and are flexible and determined. In this context, it is also worth highlighting the findings of researchers Baumeister, Heatherton, and Tice, Duckworth and Seligman, Mischel, Shoda, Tangney et al. who have shown that self-control offers benefits for the individual and, in general, for society as a whole, and that, ultimately, good self-control guarantees desirable behaviours, influences school and social adaptation, academic performance, professional success, mental health, and interpersonal relationships.

Below, we will identify the levels of development of willpower qualities in pupils (responsibility, initiative, determination, independence, resilience, persistence, energy, attention, perseverance), using the **Willpower Qualities Questionnaire**, authored by **M. V. Chumakov** (Figure 1).



**Fig. 1. Levels of development of volitional qualities in pupils**

According to the analysis of the results obtained from the application of the **Questionnaire on Volitional Qualities** by M. V. Chumakov, we conclude that 38.20% of the subjects demonstrate a high level of *responsibility*, 53.60% an average level, and only 8.20% a low level. Concerning the quality of *initiative*, we note that 39.10% of subjects scored high, 53.30% scored average, and only 7.60% scored low.

Regarding the quality of *decision-making*, we note that 13.50% of the subjects show a high level, while another 49.00% indicate an average level. It is worrying that a relatively large number of subjects recorded a low level of *decision-making* - 37.50%. These pupils are distinguished by rigidity and lack of flexibility in the decision-making process. At the same time, L. Iacob emphasizes that people with a lower level of determination/firmness meditate at length on what to do, hesitate to make the necessary decisions, and are overwhelmed by fear of possible consequences.

In terms of *independence*, we observe that 20.70% of the subjects demonstrate a high level, the majority of subjects - 58.60% achieved an average level, and 20.70% of them show a low level of independence.

Concerning resilience, we find that 20.40% of subjects indicated a high level; 53.90% an average level, and 25.70% obtained low resilience scores. They often face difficulties in the face of challenges and stress, give up easily, show frustration when faced with obstacles, and find it difficult to maintain concentration in the long term. In relation to the quality of *persistence*, we can deduce that 6.60% of the subjects show a high level; the majority of subjects (60.50%) show a medium level, and another 32.90% of the subjects demonstrate a low level of persistence. In general, these pupils report a lack of initiative, difficulty in saying "No," and an inability to set clear boundaries when faced with requests from others that do not align with their personal values or goals.

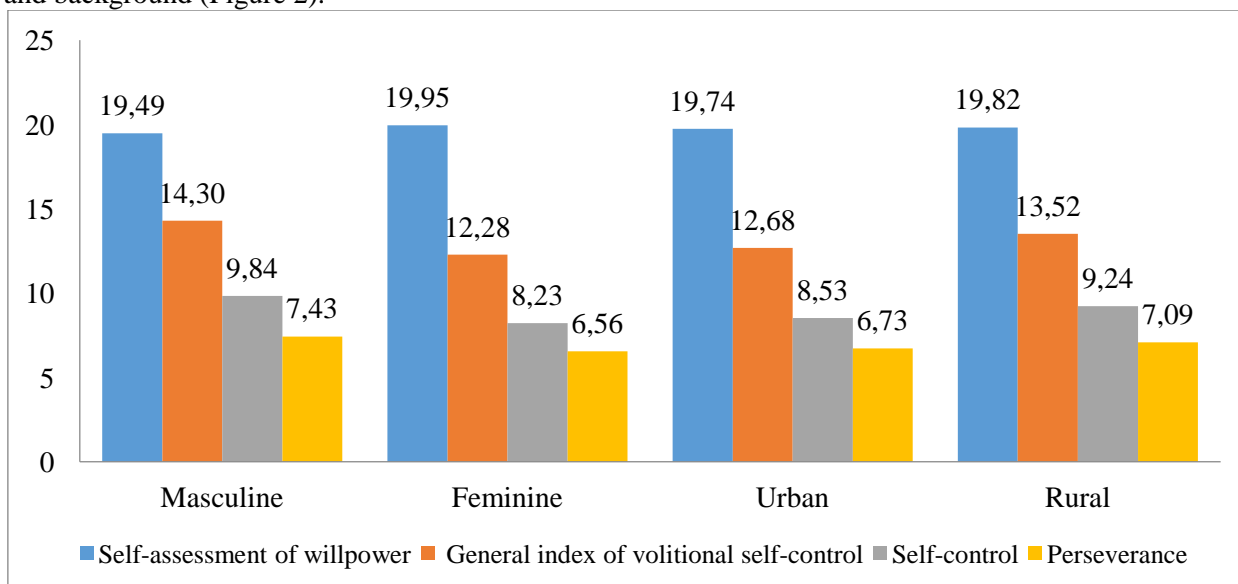
Furthermore, for the quality of *energy*, only 7.90% of the subjects show a high level; most subjects (51.30%) show an average level of energy, and 40.80% of the subjects show a low level of energy. Low scores may mean that, on the one hand, pupils are overloaded with various activities and tasks and, on the other hand, they face difficulties in managing daily routines, lack of sleep, emotional problems, stress, and anxiety. As a rule, these pupils may encounter difficulties in learning, concentrating, and engaging in various psychosocial activities.

In terms of *attention*, we find that only 19.40% of subjects have a high level; most subjects (61.50%) indicate an average level of attention, and another 19.10% demonstrate a low level of attention. They have difficulty concentrating on school activities, are easily distracted, may forget tasks, or may appear inattentive while performing an activity.

In terms of *perseverance*, we note that only 22.70% of subjects have a high level; the majority of subjects (56.20%) show an average level of perseverance, while 21.10% of subjects demonstrate a low level of perseverance. They encounter difficulties in maintaining their commitment to long-term tasks, quickly give up activities when faced with various challenges or do not achieve immediate results. It is important to note that qualities of willpower are not stable personality traits, so they can be cultivated/developed through psychological interventions, self-education, and self-discipline through activities structured into daily routines.

In subchapter 2.3. **Qualities of will concerning various psychosocial factors**, the differences between the levels of development of will and volitional qualities in pupils were analyzed according to various psychosocial factors: gender, age, background, level of education, academic achievement, type of school problems, and involvement in extracurricular activities [46; 52].

For greater clarity, we will now present a sequence of the results obtained, given that the thesis details the analysis and content of each psychosocial factor concerning the scores obtained for self-assessment of willpower, volitional self-control, and qualities of willpower in pupils, according to gender and background (Figure 2).



**Fig. 2. Means of self-assessed willpower and volitional self-control by gender and environment of origin**

The results presented in the figure above demonstrate that self-rated willpower differs slightly depending on gender and background among pupils. To show the differences in the means of the variables according to gender and background, we used the T-test. According to the results obtained in the T-test, we can demonstrate that there are differences between the component means of self-rated willpower in male and female subjects, but these are not significant ( $t=-1.038$ ;  $p=0.300$ ). Although the results obtained do not reflect significant differences, we believe that an education and environment that promotes equal opportunities and encourages personal development can help balance the perception of willpower between girls and boys.

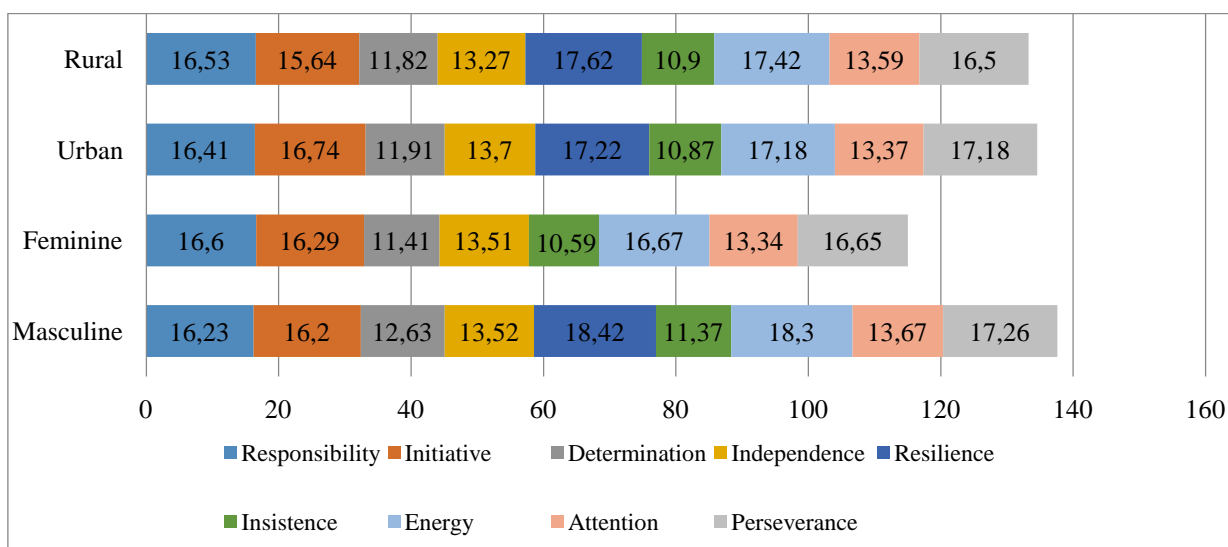
At the same time, the results obtained in the T-test allow us to conclude that there are differences between the means of the variables in urban and rural subjects, but these are not significant ( $t=-0.190$ ;  $p=0.849$ ). Our observations allow us to conclude that self-assessment of willpower in pupils may depend on several factors that are not necessarily influenced by the urban or rural environment. In addition, subjective perceptions of willpower can be explained by similarities in educational experiences, individual factors, and common cultural norms.

Of particular interest are the results obtained from the one-way ANOVA test on self-assessment of willpower according to pupils' academic achievement, which revealed statistically significant differences ( $F=3.348$ ;  $p=0.011$ ). The findings allow us to highlight that pupils with high academic achievement (9-10) tend to assess their willpower positively, with success reinforcing their belief that they are capable of controlling their efforts and achieving their desired goals. In contrast, pupils with poorer results (5-6) may consider themselves lacking in perseverance, which lowers their self-assessment of willpower.

Another significant component of the research, reflected in Figure 2, allows us to deduce that there are statistically significant differences according to gender for the general index of volitional self-control ( $t=4.591$ ;  $p=0.001$ ); the self-control factor ( $t=4.727$ ;  $p=0.001$ ); *perseverance* ( $t=3.398$ ;  $p=0.001$ ). Studies suggest that girls tend to have higher volitional self-control in educational contexts, being more disciplined in completing tasks and more persistent in the face of academic difficulties while boys may show less self-control when faced with tasks that require long-term concentration, but may excel in activities that involve immediate challenges or physical activities.

At the same time, according to the results obtained in the T-test, we can say that there are significant differences only for the variable *self-control* ( $t=-2.067$ ;  $p=0.040$ ) depending on the environment of origin. The results confirm that pupils from rural areas, who often face greater challenges in their daily lives that require perseverance and patience, strengthen their self-control and can adjust their behaviour to adapt to circumstances. In addition, we were interested in analyzing the existence of differences in the level of volitional self-control depending on the academic achievement of the subjects. The results obtained after applying the one-way ANOVA test indicate that there are no statistically significant differences in terms of: the general index of volitional self-control ( $F=0.396$ ;  $p=0.812$ ), self-control ( $F=0.556$ ;  $p=0.695$ ), and perseverance ( $F=0.478$ ;  $p=0.752$ ), depending on the pupils' academic achievement. Consequently, we can deduce that academic achievement may be influenced to a greater extent by a variety of factors, such as family support, learning strategies, intelligence level, or motivation, and not necessarily by volitional self-control.

Another relevant sequence in the research is the qualities of willpower, which are a fundamental pillar in pupils' lives, influencing how they set and achieve their goals, overcome obstacles, and maintain emotional and mental balance. These qualities are essential in all areas of life, including education, relationships, and personal development. Below are the averages for pupils' volitional qualities, according to factors such as gender and background (Figure 3).



**Fig. 3. Means of volitional traits in pupils by gender and background**

The data obtained indicate that male subjects, compared to female subjects, score higher on volitional qualities: determination, independence, resistance, insistence, energy, attention, and perseverance. Similarly, girls are more responsible and show more initiative than boys. The T-test results revealed statistically significant differences between girls and boys in terms of volitional qualities: *determination* ( $t=2.647$ ;  $p=0.009$ ), *resilience* ( $t=3.098$ ;  $p=0.002$ ), *persistence* ( $t=2.113$ ;  $p=0.035$ ) and *energy* ( $t=3.220$ ;  $p=0.001$ ). Based on the results obtained, we can deduce that boys exhibit a higher level of determination, which may be reflected in their ability to make quick and firm decisions. At the same time, boys show a greater ability to overcome obstacles and persevere in the face of difficulties compared to girls, demonstrating a higher level of determination and persistence in achieving their goals, even when faced with failure or challenges.

Some research highlights that the development of volitional qualities is influenced by the environmental context, namely: urban environments, with their varied resources and opportunities, can stimulate the development of these traits through exposure to competition and diversity; in contrast, rural environments, with their challenges and limited resources, can encourage the development of perseverance and initiative through adaptation and reduced resources. The results show that subjects from urban environments, compared to subjects from rural environments, show more initiative, determination, independence, and perseverance. At the same time, we observe that subjects from rural environments show more responsibility, resilience, persistence, energy, and attention. According to the results of the T-student test, we find statistically significant differences between urban and rural subjects in terms of the

quality of *initiative* ( $t=2.093$ ;  $p=0.037$ ), with urban subjects scoring higher. The results can be explained by the fact that urban and rural pupils have different access to educational resources, social and cultural influences, economic conditions, and support from their families and communities. At the same time, urban areas tend to offer more opportunities for developing initiative and encouraging pupils to express their own ideas and actively participate in the educational process.

Referring to the differences recorded in volitional qualities, depending on the academic achievement factor, according to the results obtained through the one-way ANOVA test, we demonstrated statistically significant differences for the following qualities: *responsibility* ( $F=2.595$ ;  $p=0.037$ ), *initiative* ( $F=4.604$ ;  $p=0.001$ ), and *independence* ( $F=4.231$ ;  $p=0.002$ ). The analysis of the indices obtained suggests that pupils with high grades (9-10) show a higher degree of responsibility, initiative, and independence due to internal motivation, self-discipline, self-organization, self-knowledge, and initiative in learning. Generalizing the data allows us to conclude that psychosocial factors are significantly important in the development of willpower and volitional qualities in pupils, demonstrating a direct interdependence between them and school results, social behaviours, and the ability to cope with challenges, which highlights the essential role of the social and educational environment in the formation of functional and adaptive volitional traits.

The analysis in **subchapter 2.4. The relationship between the development of volitional qualities and personality dimensions** focuses on the relationship between willpower and volitional qualities with certain personality dimensions such as: *self-confidence, social courage, and initiation of social contacts; components: schizotypy-cyclothymia, intelligence, emotional instability vs. emotional stability, submissiveness vs. dominance, expansiveness vs. non-expansiveness, weak superego vs. strong superego, timidity vs. boldness, rationality vs. affection, confident attitude vs. suspicion, concern for practical matters vs. ignorance of practical matters, naivety vs subtlety, trust vs tendency toward guilt, radicalism vs conservatism, dependence vs independence from the group, low self-esteem vs. high self-esteem, low ergic tension vs. high ergic tension, anxiety/depression, loneliness/depression, somatic complaints, social problems, thinking problems, attention problems, rule-breaking behavior, aggressive behavior, affective problems, anxiety problems, ADHD problems, oppositional behavior problems* [47].

The results show that pupils who exhibit low levels of anxiety, depression, social isolation, attention problems, and aggressive behaviour tend to have high levels of self-esteem and volitional self-control. As a result, a high degree of self-esteem can contribute to more effective management of negative emotions and improved interpersonal relationships, thereby reducing the risk of dysfunctional behaviour. Moreover, as the level of self-rated willpower increases, the level of perseverance and **self-control** in pupils decreases, as do anxiety, affective problems, ADHD symptoms, oppositional and conduct problems, and other types of problems. In addition, the results suggest that as pupils' self-esteem increases, their tendency toward guilt and internal tension decreases, which may contribute to more effective stress management and better adaptation to emotional and social challenges. At the same time, superego strength also increases, which may reflect a greater ability of pupils to self-control and manage their impulses and behaviours more effectively, and self-confidence and social courage also increase in pupils, which are essential variables for better social and emotional adaptation.

The following sequence highlights the relationship between volitional qualities and factors: self-confidence, social courage, and initiation of social contacts (Table 1). The paper analyzes in depth the relationship between volitional qualities and other dimensions of personality, highlighting how they contribute to pupils' personal development.

**Table 1. Correlation matrix between volitional qualities and the factors self-confidence, social courage, and initiation of social contracts**

Volitional qualities	Correlation coefficient ( <i>r</i> )			Significance threshold ( <i>p</i> )		
	Self-confidence	Social courage	Initiation of social contacts	Self-confidence	Social courage	Initiation of social contacts
Self-assessment of willpower	0,256**	0,188**	0,025	0,001	0,001	0,668
<b>Volitional self-control</b>						
General index of volitional self-control	0,230**	0,313**	0,105	0,001	0,001	0,067
Self-mastery	0,398**	0,360**	0,315**	0,001	0,001	0,001

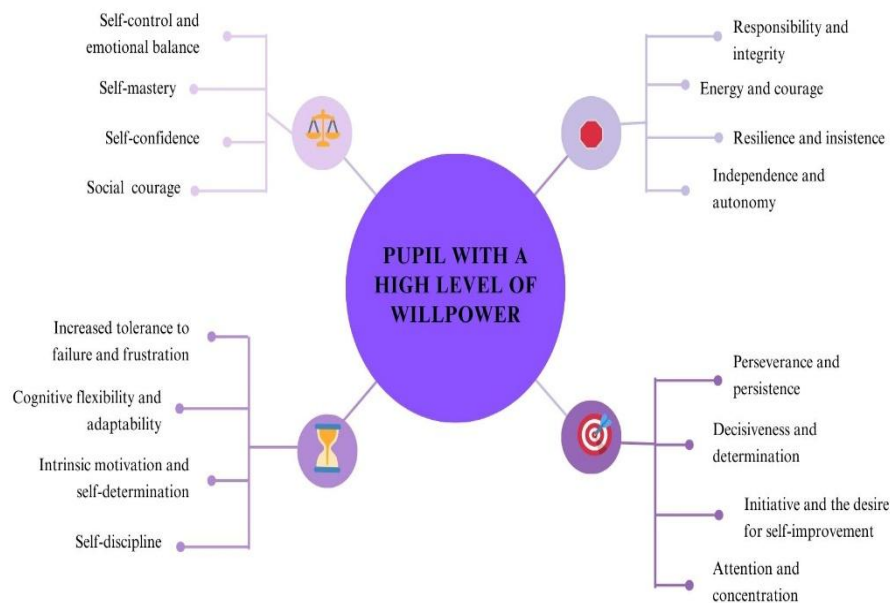
Perseverance	0,161**	0,214**	0,096	0,005	0,001	0,095
<b>Volitional qualities</b>						
Responsibility	0,308**	0,128*	0,067	0,001	0,025	0,243
Initiative	0,395**	0,353**	0,302**	0,001	0,001	0,001
Determination	0,301**	0,436**	0,289**	0,001	0,001	0,001
Independence	0,189**	0,239**	0,156**	0,001	0,001	0,006
Resilience	0,151**	0,200**	0,001	0,008	0,001	0,981
Insistence	0,443**	0,439**	0,429**	0,001	0,001	0,001
Energy	0,370**	0,292**	0,131*	0,001	0,001	0,022
Attention	0,325**	0,236**	0,110	0,001	0,001	0,055
Perseverance	0,364**	0,288**	0,151**	0,001	0,001	0,009

From the analysis of the results presented in Table 1, significant positive correlations were obtained between self-rated willpower and the following factors: self-confidence ( $r=0.256^{**}$ ;  $p=0.001$ ) and social courage ( $r=0.188^{**}$ ;  $p=0.001$ ); between the general index of volitional self-control and the factors: self-confidence ( $r=0.230^{**}$ ;  $p=0.001$ ) and social courage ( $r=0.313^{**}$ ;  $p=0.001$ ); between self-control and the factors self-confidence ( $r=0.398^{**}$ ;  $p=0.001$ ), social courage ( $r=0.360^{**}$ ;  $p=0.001$ ) and initiating social contacts ( $r=0.315^{**}$ ;  $p=0.001$ ); between perseverance and the factors: self-confidence ( $r=0.161^{**}$ ;  $p=0.005$ ), social courage ( $r=0.214^{**}$ ;  $p=0.001$ ). Consequently, as self-confidence and social courage increase, pupils tend to show a high level of self-esteem, volitional self-control, and perseverance. The significant positive correlation suggests that these traits contribute to strengthening self-regulation, perseverance, and impulse control in the context of school and social activities. At the same time, in terms of self-control, the results suggest that pupils who show greater self-confidence are more courageous in social contexts and easily initiate social interactions, and also tend to show a higher level of self-control.

Furthermore, statistical analysis revealed significant positive correlations between the factor *self-confidence* and several volitional qualities, as follows: responsibility ( $r=0.308$ ,  $p=0.001$ ), initiative ( $r=0.395^{**}$ ,  $p=0.001$ ), determination ( $r=0.301^{**}$ ,  $p=0.001$ ), independence ( $r=0.189^{**}$ ,  $p=0.001$ ), resilience ( $r=0.151^{**}$ ,  $p=0.008$ ), insistence ( $r=0.443^{**}$ ,  $p=0.001$ ), energy ( $r=0.370^{**}$ ,  $p=0.001$ ), attention ( $r=0.325^{**}$ ,  $p=0.001$ ), and perseverance ( $r=0.364^{**}$ ,  $p=0.001$ ). These results indicate that pupils with high levels of self-confidence tend to exhibit various volitional qualities more intensely, suggesting that *confidence in one's own abilities is a relevant predictor of willpower and the ability to sustain consistent effort in achieving personal and academic goals*. Usually, these pupils have a clear vision of their own abilities and can overcome obstacles that may arise along the way, even in the face of difficulties or temporary failures. In conclusion, the correlations observed between willpower, volitional qualities, and personality dimensions highlight that their development denotes a pupil with a more balanced personality, who has emotional, behavioural, and social control, and a greater ability to cope with challenges and achieve their goals. Moreover, these traits are essential for optimal adaptation to the educational and social environment, facilitating not only academic success but also the development of responsible and resilient behaviour.

The analysis of the results obtained in the observational experiment, both comparative and correlational, was an important prerequisite for outlining the psychological profiles of pupils with high and low levels of willpower. We note that the psychological profile of pupils with high levels of willpower is characterized by a series of qualities of willpower, personality traits that favour personal and social development, as well as academic success. We will highlight that pupils with a high level of willpower are distinguished by strong internal motivation, self-discipline and perseverance, insistence and energy, being able to set and achieve their long-term goals, even in the face of obstacles. Moreover, they demonstrate good self-control, problem-solving skills, resilience, emotional stability, conscientiousness, and responsibility, and manage their time and resources efficiently. These qualities are essential for the effective management of daily activities, achieving good academic results, and social interactions. Figure 4 illustrates the characteristic features of the psychological profile of a pupil with a high level of willpower, highlighting dimensions such as perseverance, self-control, intrinsic motivation, and resilience in overcoming obstacles.

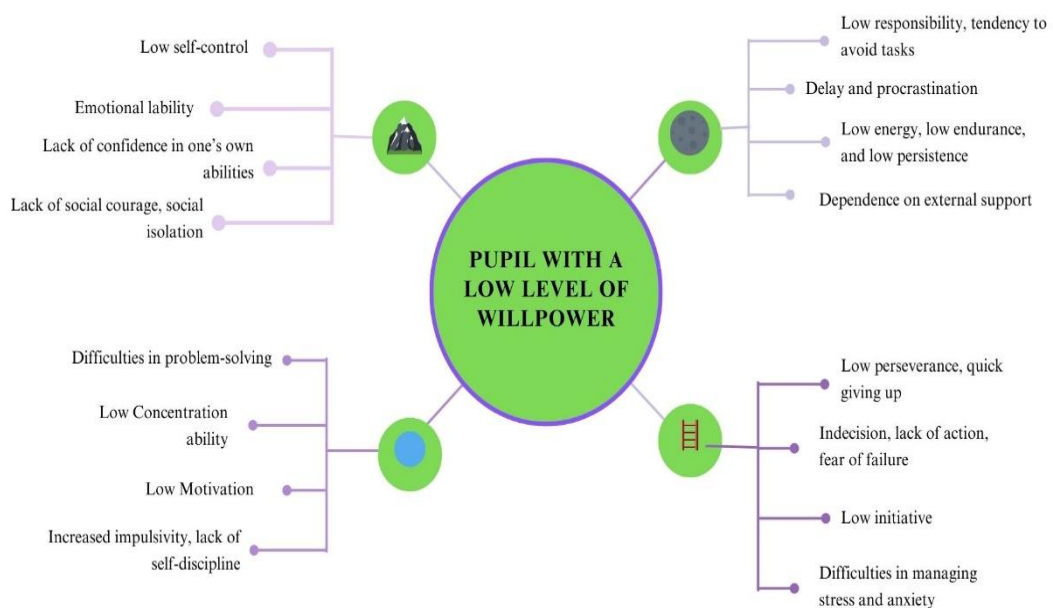




**Fig. 4. Psychological profile of the pupil with a high level of willpower, from the perspective of personality dimensions**

At the same time, the results suggest that pupils with low willpower often have trouble managing their impulses, self-discipline, and staying committed to schoolwork and personal goals. In addition, these pupils may exhibit procrastination, low intrinsic motivation, and a passive attitude toward academic and personal challenges. Most often, when faced with obstacles, these pupils give up more easily, tending to give up in the face of challenges and not persevere in overcoming difficulties, which can lead to decreased motivation, school performance, and difficulties in social interactions.

For comparison, Figure 5 shows the psychological profile of a pupil with low willpower.



**Fig. 5. Psychological profile of the pupil with a low level of willpower, from the perspective of personality dimensions**

Analyzing the psychological profile of pupils with low willpower, determined by factors such as lack of self-control and self-discipline, high levels of anxiety and loneliness, lack of intrinsic motivation, and low self-esteem, signals a range of significant risks for the personal and social development of the pupil. As a result, these pupils are more prone to dropping out of school, achieving low performance, and encountering difficulties in managing interpersonal relationships. In addition, these characteristics can negatively affect social interactions, contributing to emotional isolation, which can exacerbate states of anxiety and inhibition. As a result, a well-structured psychological intervention program can provide support for the development of self-regulation and impulse control skills, which are essential for academic and personal success.

Based on the above, we affirm that the study of the interactions between the level of manifestation of will and will qualities according to various psychosocial factors and their interrelation with personality dimensions outlines the complexity of the situation, which is why we propose to develop and implement an intervention program focused on the results presented above. We believe that this study provides a solid basis for exploring will as a regulatory psychological process from various perspectives and for validating a psychological intervention program aimed at developing qualities of will.

Based on the results obtained from the diagnostic approach, the following ideas were formulated in **subchapter 2.4. Conclusions in Chapter 2:**

1. A significant number of pupils have medium and high levels of self-esteem of will and volitional self-control. At the same time, we note the prevalence of pupils with medium and low levels of will qualities: determination, independence, resistance, insistence, energy, and perseverance.
2. Psychosocial factors influence to a certain extent the qualities of will in pupils, and some traits are more developed depending on gender, age, background, academic achievement, and type of extracurricular activities. We note gender differences in that boys are more determined, resistant, insistent, and energetic than girls. At the same time, girls are more responsible and show more initiative in completing tasks than boys. In terms of background, we note that pupils from urban areas take more initiative than those from rural areas. In addition, middle school pupils are more responsible and energetic, while high school pupils are more independent in their decision-making. Pupils aged 18 are more determined, independent, persistent, and persevering than the others. Pupils with grades between 9 and 10 are more responsible, independent, and actively involved in decision-making. Pupils who practice dance are more determined and demonstrate greater involvement in the decision-making process, and pupils who play sports are more insistent, energetic, attentive, and persevering. Also, pupils who do not have any school problems are more responsible, attentive, and persevering in achieving their goals and completing their tasks.
3. The study found significant relationships between self-esteem, volitional self-control, and personality traits. The results show that pupils with high levels of self-esteem and volitional self-control have lower levels of anxiety, depression, loneliness, emotional problems, and fewer social, cognitive, and behavioural problems. The pupils predominantly exhibit the following personality traits: conscientiousness, perseverance, responsibility, consistency, empathy and respect for others, self-confidence, emotional stability, adaptability, openness, boldness, a tendency to engage in artistic activities and strong emotional resonance, perseverance, self-control and initiative in social relationships.
4. After creating the matrix of correlations between willpower qualities and personality dimensions, we concluded that pupils with a high level of responsibility show more self-confidence, and are sociable, calm, and resistant to stress. Pupils with a high level of initiative and perseverance are friendly, conformist, attentive to the needs of others, cautious, reserved, adaptable, and emotionally stable. Independent pupils demonstrate critical thinking, creativity, flexibility, rigorous planning, decision-making ability, and perseverance in achieving goals. Determined pupils are characterised by emotional stability, conscientiousness, perseverance, responsibility, orderliness and conflict avoidance. Resilient pupils express a high degree of emotional maturity, practicality, initiative, rationality and the ability to make independent decisions. Insistent pupils indicate a strong sense of self, are calm, responsible, persevering, cautious, and authentic, emotionally balanced. Energetic pupils are active, and courageous, and have artistic interests, and strong emotional resonance, but can also be easily impulsive or frivolous. Attentive pupils show

stability in their interests, are responsible, persevering, orderly, with good concentration, and demonstrate teamwork skills.

5. The results obtained facilitated the outline of the psychological profile of pupils with high and low levels of willpower, from the perspective of personality dimensions.

Chapter 3, **Strategies for developing qualities of will in pupils**, consists of three subchapters. In **Subchapter 1, Conceptualization and description of the psychological intervention program** *Development of willpower qualities in pupils*, the methodology for developing willpower and volitional qualities in pupils is established; the structural dimensions of the psychological intervention program are presented; the implementation stages, and specific objectives, and content of the proposed activities are described.

**The purpose of the formative experiment** is to develop and implement a psychological intervention program aimed at developing willpower in pupils.

**Specific objectives** of the formative research: 1) to develop and implement the psychological intervention program; 2) to evaluate the effectiveness of the psychological intervention program; 3) to formulate conclusions and recommendations for decision-makers and educational institutions to promote the development of willpower qualities in pupils.

Within this intervention approach, we formulated the following **hypothesis**: *we believe that the implementation of a psychological intervention program in the educational environment can have a positive impact on the development of willpower in pupils, thus contributing to the integrated development of the pupil's personality.*

The psychological intervention program "Developing Qualities of Will in Pupils" was implemented through training sessions. We considered this method to be appropriate, as it involves the use of effective forms of group work to strengthen pupils' willpower, both through the influence of the methods and techniques applied by the facilitator and through the dynamics of intragroup processes, which considerably increase self-assessment skills by comparing and processing the experiences of others. The group supports the process of self-assessment and self-knowledge by strengthening self-representation, providing a positive experience of communication, relating, and acceptance of the person. Certain mechanisms of influence on the development of willpower and the training of qualities such as responsibility, insistence, perseverance, attention, initiative, determination, energy, and resistance operate within the group. Furthermore, given the tendency of pupils to seek immediate results and quick satisfaction of their desires, one of the objectives of our intervention was to teach pupils to set achievable goals, thus avoiding unrealistic expectations of obtaining the desired results without making an effort.

#### **Program structure**

The program consists of 16 sessions and is structured in two dimensions: the acquisition of information on the concepts of will and its qualities, internal and external resources, as well as strategies for developing volitional qualities and skills.

**Table 2. Structure of the psychological intervention  
Program for Developing Willpower Qualities in Pupils**

<b>Nr. crt.</b>	<b>Name of the activity</b>
1.	Self-awareness – A prerequisite for developing willpower qualities
2.	Learning to develop my volitional character traits
3.	How to express/manifest my desires and feelings to overcome difficulties and obstacles
4.	Learning to control my emotions and impulses to achieve desired goals
5.	Learning to develop healthy relationships with others to make successful life choices
6.	Willpower – A tool for self-regulation and self-organization
7.	Developing willpower qualities: Between Want and Can
8.	How to develop my willpower qualities and self-confidence to succeed in life
9.	How to say "NO" in critical situations
10.	The obstacle in life – The art of small steps for educating willpower qualities
11.	Learning to negotiate, decide, and apply in order to educate my willpower qualities
12.	Setting short, medium, and long-term goals to educate my willpower
13.	From goal to action – Achievements and perspectives

14.	Map of the future – Personal values and resources
15.	The path of personal development
16.	Consolidation session – The impact of developing willpower qualities in achieving personal goals

### **General description of the Psychological Intervention Program**

The psychological intervention program was structured as a set of activities that integrated a system of methods, strategies, working procedures, and techniques through which we sought to strengthen the pupils' willpower. At the initial stage of planning the psychological intervention program, we took into account the chronological and mental age of the pupils, their motivation to participate, their availability to participate, and the coordination of activities with the school psychologist. In planning the program, learning strategies were selected to meet the requirements of effort efficiency (combining theoretical aspects with interactive activities), the optimal time for implementation and delivery of the program, and the logistical organization of the program (preparation of worksheets, preparation of the information provided to pupils, identification of the venue: classroom, selection of teaching methods/strategies), and the personal skills and resources of the group.

The structure and content of the psychological intervention program are based on analyzed theoretical concepts and the results obtained in the assessment experiment.

To achieve the program's objectives effectively, a set of working rules/principles were developed to facilitate a friendly, protective, safe, and stimulating learning environment; the creation of a favourable psychological climate to ensure the active participation of group members and the satisfaction of relational needs.

Among the working rules are: group activity is carried out according to the "Here and now" principle; the "Hands up to establish silence" principle; respect for the right to say "no" and "yes"; we speak in turn, we respect each other; when we communicate something, we speak in the first person – "I", thus taking responsibility for what we communicate; personal attacks are prohibited. We do not criticize the person, only the idea or behaviour.

At the same time, to ensure the effective implementation of the psychological intervention program, special attention was paid to meeting the fundamental needs of pupils, which are essential for their intrinsic motivation and well-being; these needs guide behaviour and manifest themselves in interpersonal relationships. Among these needs, we mention: *the need for physical and emotional security* (predictability, clear guidance and boundaries, information and consultation to understand, interpret, and explore); *the need for connection/relationships* (the need to feel a genuine and trusting connection with others; a sense of belonging and acceptance in social relationships; to be noticed, seen, heard, accepted, engaged in interaction with them); *the need for competence* (the tendency to feel effective in the activities one performs); *the need for autonomy and control* (the desire to feel that we have control over our actions and that they are aligned with our values and interests; being able to choose and act voluntarily, without being constrained by external factors or pressures); *the need for validation, approval, acceptance* (we need to know from those around us that we are good, appreciated, and valuable).

**Conditions** for optimal program delivery: a class size of 12-15 pupils; predictability in the work schedule (regularity in the delivery of sessions, with adherence to the schedule); a non-evaluative, non-critical attitude, openness, and acceptance. The sessions are designed to stimulate the implicit development of logical thinking skills, problem-solving, and willpower in pupils. Thus, each activity carried out forms the basis for the next session.

**Description of intervention methods and strategies:** The psychological intervention program developed and implemented is based on the integrative approach, which starts from a systemic view of the human being, based on the concept of interdependence between body, mind, and spirit. The basic premise of the integrative approach is to achieve a unified understanding of the complexity of the human being, in the entirety of its manifestations, allowing for a holistic assessment and approach to the person at all levels. Consequently, integration can occur through various means: cognitive and physiological, affective and behavioural (Erskine), but even more effectively when there is a respectful and close interpersonal therapeutic relationship (Erskine).

The techniques used in the program sessions were strategically selected to meet the needs of the participants and facilitate the achievement of the established goals. In this regard, we will mention the following methods and techniques used: *expressive-creative techniques, techniques from integrative*

*psychotherapy, techniques from positive psychology, brainstorming, energizing exercises, relaxation exercises, meditation, role-playing, direct questioning, active listening, summarizing, reflection, body movement techniques, role-playing for practising social skills, relaxation techniques, guided visualization, metaphorical techniques, emotional regulation exercises, learning by modelling, problem-solving exercises, assertiveness training, self-control and discipline training techniques, perseverance and resilience development techniques*, etc. Each of the exercises used in the sessions has specific goals that are in line with the stage of work and the needs of the participants.

Based on the data analyzed in the previous chapters, **subchapter 3.2. Implementation of the Psychological Intervention Program**, we conceptualized a psychological intervention program aimed at developing willpower in pupils. In developing the training program, we were guided by the research objectives, selecting content and activities designed to optimize dyadic interactions. The research sample consisted of subjects who participated in the assessment experiment and predominantly exhibited a medium or low level of self-esteem of will, volitional self-control, and volitional qualities, according to the following instruments: the Self-Esteem of Will Questionnaire, author E.B. Rudenko (scores ranging from 11 to 20 points); Volitional Self-Control Diagnostic Questionnaire, authors A.G. Zverkova and E.V. Eydman (with scores ranging from 6 to 17 points on the general index) and Volitional Qualities Questionnaire, author M.V. Chumakov (with scores ranging from 71 to 149 points). This was the basic criterion for selecting and dividing the subjects into two groups: the control group (CG) and the experimental group (EG). We included 24 pupils in the psychological intervention program aimed at developing volitional qualities: 12 pupils formed the experimental group and 12 pupils formed the control group. Gender was also taken into account when forming the groups: 4 boys and 8 girls in the EG and 8 boys and 4 girls in the CG.

After the program was completed, retests were conducted in the experimental and control groups. We note that during the intervention program, in stages 1 (evocation/revitalization), 2 (basic content of the session), and 3 (reflection), therapeutic stories were also used.

During the training sessions, we followed the general design according to which the program was set up. For the first stage of the plan—evocation/revitalization—presentation exercises were proposed, such as: *The Little Man of Qualities, the Timeline, My Senses, BINGO, the Carousel, the Postal Factor, My personal Coat of Arms, My Success collage, Nobody knew about me..., The story of a persevering man..., The 1-minute challenge, Willpower in 3 words, The right choice, Thoughts that stop me, Self-control in action, The bridge between desire and action, The uncomfortable position, I am a treasure to my colleagues because...*, which aimed to energize participants and create a favourable psychological climate, a friendly, safe, and stimulating learning environment, and group cohesion. The proposed exercises aim at mutual knowledge and understanding of oneself and others.

The second stage, called extension/basic content, includes activities for assimilating the topic discussed during the session. In this regard, we note that, in addition to the proposed exercises, we considered it relevant to clarify the concepts of will, self-control, and qualities of will, as we observed that in the assessment experiment, pupils had different views on the manifestation of self-esteem of will. The material was presented using classical methods. Brainstorming, Venn diagram, T-chart, guided discussion, gallery tour, etc.

This section included both information about basic concepts (willpower, perseverance, self-control, volitional self-control, responsibility, energy, insistence, resistance, etc.) and various exercises for the components mentioned: *Unfamiliar/unknown thoughts, My portrait, Strengths and weaknesses of my character, Me and my character, Empathy exercise, Personal needs, Newcomer, Oh and Ah, Self-portrait, Guess the mood, Storm clouds, The bus of feelings, Let's listen to the silence, The bridge between desire and action, The ladder of goals, Stop and choose, SMART goals, The bridge, The blind man and the guide, The wheel of life, The graphic method - Willpower, Robot, Personal resources, I have, I am, I can and I will, The foundation, The ladder, The success book, Resistance to temptation, Willpower training, The color of self-confidence, Polite refusal, Visualizing success, Mission impossible, Perseverance scenarios, Learning to say no, Anchoring technique, Magic shower, Lemon, Fire and ice*, etc.

Stage three – also named as reflection. At this stage, pupils shared their impressions of what had been discussed and achieved during each session. The following techniques were used: *Feedback and lessons learned, My success story, I know, I want to know, I have learned, What I will do differently from now on, Obstacle map, Progress ladder, Future challenge*. In parallel, various questions were planned for this stage, such as: *Which of the qualities of willpower listed do you consider most important in defining a*

*person with willpower? Explain your answer. What are the necessary conditions for developing qualities of willpower? What factors are important for the development of qualities of willpower? How important is the development of willpower for success in everyday life, but also in school? Indicate three advantages of developing qualities of willpower for achieving success in everyday activities.*

The last stage of the session is extension. At the end of the sessions, pupils reflect on what they have achieved and are given some homework assignments. Various methods and techniques were used for this purpose, such as: the "3 C Method" (*What did we know about willpower, self-control, and the qualities of willpower? What did we learn about self-control and the development of qualities of will? What do I want to know about willpower? Indicate three important steps for developing qualities of will. Establish an action plan that will help you organize your activities to achieve your goals, etc.*).

We emphasize that at the beginning of the training, there were no difficulties in organizing the group, as the participants knew each other. The pupils appreciated that the sessions were structured in blocks, allowing them to understand the key concepts presented for the basic concepts and to practice them. The subjects trained in the program showed interest, curiosity, and openness to the activities proposed in the training, and appreciated the practical and interactive exercises, which allowed them to get to know each other, rediscover themselves, make new friends, and strengthen their relationships. We note that through the methods, techniques, and exercises used during the training sessions, we were able to develop the pupils' willpower, self-control, and decision-making skills. We would like to point out that the sessions within the psychological intervention program "Developing willpower in pupils" are an important component of the education process.

In order to determine the effectiveness of the proposed program, in **subchapter 3.3. Evaluation of the impact of the psychological intervention program *Development of willpower in pupils***, an analysis of the impact of psychological intervention on the development of willpower and willpower qualities in pupils was carried out.

To ensure the homogeneity and comparability of the experimental data, the subjects in both groups had approximately the same characteristics. Thus, 24 subjects participated in the formative experiment, of which 12 constituted the experimental group and another 12 pupils constituted the control group (Table 3).

**Table 3. Characteristics of the experimental group and the control group in the formative experiment**

Characteristics		Experimental Group		Control Group	
		Number of subjects	%	Number of subjects	%
Total number: 24 pupils		12	100%	12	100%
Male gender		4	33,33 %	8	66,67 %
Female gender		8	66,67 %	4	33,33%
Age	15-16 years	12	100%	12	100%

In the statistical processing of experimental data for comparing groups of subjects and establishing relationships between different variables, we used the paired Student's t-test. We emphasize that the investigation of the effectiveness of the psychological intervention program was carried out by comparing and highlighting the differences obtained by the subjects in the experimental group (EG) test and the experimental group retest: the control group (CG) test and the control group retest; the experimental group (EG) retest and the control group (CG) retest. Table 4 below presents the comparative results between the experimental test group and the experimental retest group, highlighting the changes recorded in pupils regarding self-assessment of willpower, volitional self-control, and qualities of willpower.

**Table 4. Presentation of statistical data at the pre-test/re-test stage regarding the manifestation of willpower and volitional qualities in pupils**

Factors/Variables	EG pretest/retest		CG pretest/retest		GE retest și GC retest	
Questionnaire “Self-assessment of willpower”, author E.V. Rudensky						
Self-assessment of willpower	18,08	20,67	17,08	17,67	20,67	17,67
Questionnaire for diagnosing volitional self-control, authors A.G. Zverkov and E.V. Eidman						
General index of volitional self-control	11,92	14,50	10,67	10,58	14,50	10,58

Self-mastery	7,67	9,83	7,33	7,25	9,83	7,25
Perseverance	6,33	7,75	5,83	5,67	7,75	5,67
<b>Questionnaire of volitional qualities, author M.V. Chumakov</b>						
Responsability	15,58	17,00	15,50	15,58	17,00	15,50
Initiative	16,67	17,08	14,33	14,58	17,08	14,58
Determination	11,33	13,00	11,67	11,42	13,00	11,42
Independence	11,25	13,00	11,58	11,67	13,00	11,67
Resilience	15,33	18,17	16,08	16,58	18,17	16,58
Persistence/Insistence	10,08	11,33	9,92	10,08	11,33	10,08
Energy	17,83	19,00	16,75	16,92	19,00	16,92
Attention	11,42	14,08	13,00	12,92	14,08	12,92
Perseverance	14,67	15,83	16,67	16,08	15,83	16,08

The results obtained allow us to deduce the existence of statistically significant differences between the subjects in the experimental test group and the experimental retest group in terms of the level of self-assessment of willpower ( $t=-2.635$ ;  $p=0.023$ ). Thus, in order to facilitate the essential increase in the level of self-esteem of willpower, pupils must be constantly exposed to situations that require them to make decisions, take responsibility, and overcome obstacles. In addition to the psychological intervention program, it is necessary to ensure an educational and family environment that promotes autonomy, perseverance, and emotional self-regulation to contribute to the consolidation of self-esteem of willpower.

Statistically significant differences were also found between the results of the pupils in the experimental test group and the experimental retest group for the following components: *general index of volitional self-control* ( $t=-3.300$ ;  $p=0.007$ ), *self-control* ( $t=-3.684$ ;  $p=0.004$ ) and *perseverance* ( $t=-2.376$ ;  $p=0.037$ ). As a result, the results are higher at the retest stage for the variables of volitional self-control, which is due, on the one hand, to the impact of the intervention program, which acts as a trigger for the development of self-control, and on the other hand, to the contribution of other factors, such as family and teacher support, opportunities to practice self-regulation in various social and school contexts, including the pupil's intrinsic motivation. Moreover, we note that the results, when compared, show differences in the following components: responsibility ( $t=-2.927$ ;  $p=0.014$ ), initiative ( $t=-2.930$ ;  $p=0.014$ ), determination ( $t=-3.708$ ;  $p=0.003$ ), independence ( $t=-3.023$ ;  $p=0.012$ ), resistance ( $t=-3.517$ ;  $p=0.005$ ), insistence ( $t=-3.191$ ;  $p=0.009$ ), attention ( $t=-3.697$ ;  $p=0.004$ ) and perseverance ( $t=-2.880$ ;  $p=0.015$ ). Statistically significant differences were also recorded for the general index of volitional qualities ( $t=-6.326$ ;  $p=0.001$ ). The results obtained confirm the effectiveness of the psychological intervention program in developing volitional qualities, demonstrating a positive impact on self-regulation and the ability to maintain effort in various contexts, ensuring personal, social, and academic success.

In conclusion, the implementation of the complex psychological intervention program aimed at developing volitional qualities in pupils allows us to highlight the following findings, which complement psychological science: pupils in the experimental retest group show changes in self-assessment of willpower, volitional self-control (general self-control index, self-control, perseverance) and volitional qualities: responsibility, initiative, independence, resistance, insistence, energy, attention, and perseverance. The changes achieved are conditioned by the administration of a complex and diverse range of methods, procedures, and techniques that were aimed at developing self-esteem, self-confidence, volitional self-control, self-control, perseverance, learning, and practising new behaviour patterns aimed at improving volitional qualities. The factors mentioned above have a significant impact on the development of willpower in pupils, while also contributing to the shaping and strengthening of their overall personality.

Overall, the results we obtained were considered evidence confirming the hypothesis that the implementation of a psychological intervention program in the educational environment can have a positive impact on the development of willpower in pupils, thus contributing to the integrated development of the pupil's personality.

In subchapter **3.4. Conclusions to Chapter 3** of the paper, the formative approach and the results presented allow us to draw the following conclusions, which reflect the updating and substantiation of the methodology for optimizing the development of willpower qualities in pupils:

1. The psychological intervention program aimed at developing willpower in pupils is a distinctive and innovative model, emphasizing the importance of psychosocial factors related to various dimensions of the pupil's personality: cognitive, motivational, affective-volitional, emotional-regulatory, relational, as well as the ability to self-regulate behaviour.
2. After the implementation of the psychological intervention program, pupils in the experimental group (GE retest) recorded significant results, showing an improvement in scores for all relevant factors, including the level of self-assessment of willpower, volitional self-control (general self-control index, self-control, perseverance) and volitional qualities (responsibility, initiative, independence, resilience, persistence, energy, attention, perseverance), compared to pupils in the control group (CG retest). Following the intervention, the following changes were observed in the pupils' behaviour: they acquired self-awareness and social skills, learning to explore and integrate personal resources into their development. In addition, pupils learned techniques and methods for practising qualities of willpower, such as responsibility, persistence in achieving goals, perseverance in achieving success, self-control, and decision-making skills. However, it is important to note that the development of willpower in the experimental group is only partially achieved, as the process of self-improvement of willpower qualities is a long one, requiring constant effort and systematic practice in everyday activities.
3. Among pupils who were not involved in the intervention program activities (control group), the levels of self-assessment of willpower, volitional self-control, and willpower qualities remained relatively constant.
4. The structured and organized activities within the psychological intervention program contribute to the development of willpower, promoting the harmonious development of the pupil's personality. The positive impact of the program was also evident in other general achievements acquired by the pupils, such as: the accumulation of theoretical and practical knowledge about the volitional sphere and its dimensions, the development of the ability to express oneself freely and assertively, awareness of personal resources and the valorization of experiences, as well as the manifestation of interest and openness to the process of personal development, change, and transformation.
5. Based on the results obtained, it can be stated that the formative experiment has demonstrated its effectiveness and impact, thus confirming the initial hypothesis, according to which we assumed that the implementation of a psychological intervention program in the educational environment can have a positive impact on the development of volitional qualities in pupils, thus contributing to the integrated development of the pupil's personality.

## **GENERAL CONCLUSIONS AND RECOMMENDATIONS**

The research is focused on the theoretical and experimental exploration and analysis of the psychosocial particularities of pupils' qualities of willpower, as well as on the development and validation of a psychological intervention program aimed to improve them. The synthesis of the specialized literature highlighted the fact that willpower, as a complex psychological process of higher regulation, is researched in various scientific fields, with particular attention in philosophy, pedagogy, psychology, sociology, political science, psychiatry, etc. In this context, the paper focused on the research of the specificity of the relationship between the qualities of willpower in pupils, depending on various psychosocial factors, and the analysis of their interaction with personality dimensions.

Following the research theme, aim, objectives and hypotheses, the following scientific results were obtained:

1. At the theoretical level, an in-depth analysis of the research on the particularities of pupils' will qualities shows that willpower is an essential factor in the personal, social and educational development of pupils, playing a significant role in the formation and self-regulation of personality, which are fundamental for success in life. Given the dimensions presented in chapter one, we will emphasize that relevant to the present work is the definition that will is a higher form of self-regulation of behaviour and activity, based on the conscious, purposeful, deliberate mobilization and direction of mental and physical effort to overcome obstacles and achieve consciously set goals. In this sense, the will appears as an integrator of functions, a system of



structured processes, organized and given a purpose: the removal of the obstacle to achieve the proposed goal. The working definition in the present research is: *that willpower is a complex psychic process characterized by a person's ability to make conscious decisions and act deliberately towards the desired goal, mobilizing internal resources to overcome obstacles, impulses, temptations and challenges that may arise along the way. At the same time, the qualities of will are specific traits of a person of integrity, characterized by the capacity for perception and thinking, supported by an optimal level of psychic energy, essential for the effective management of emotions, reactions and behaviours in various contexts* [49; 50; 53; 55; 56] (Chapter 1).

2. A model of the management of research management of pupils' qualities of willpower from the perspective of psychosocial factors was conceptualized and experimentally implemented. In this context, we consider that identifying the relationship between pupils' qualities of willpower and psychosocial factors is an essential element for raising the awareness and empowerment of decision-makers in pupils' lives, namely family, school and community. The proposed methodology is particularly useful for educational researchers and educational psychologists who wish to study pupils' qualities of will (Chapter 2). In the observation experiment, the relationship between qualities of will and various psychosocial factors was established from the perspective of contemporary societal approaches (*gender, background, educational level, age, academic achievement, type of school problems, involvement in extracurricular activities*). The specificity of the features of will qualities was established in the integrative context of their interaction with personality traits: self-confidence, social courage, initiating social contacts, schizotypy/cyclothymia, general resolving ability, emotional instability/emotional stability, submissiveness/dominance, expansiveness/nonexpansiveness, weak superego/strong superego, shyness/tackiness, rationality/affectiveness, confident attitude/suspiciousness, preoccupation with practicalities/ ignorance of practicalities, confidence/ tendency towards guilt, radicalism/ conservatism, attitude of dependence/independence on the group, weak sense of self/ strong sense of self, and weak ergic tension/high ergic tension [51; 52] (Chapter 2).
3. The analysis of the research results revealed distinct levels of will qualities in pupils, with a prevalence of medium and low levels. We identified significant differences in the manifestation of pupils' self-appraisal of willpower, correlated with academic achievement and type of school problems. Significant differences were also observed in the overall index of volitional self-control concerning factors such as gender, involvement in extracurricular activities and type of school problems. In addition, significant differences were found in the level of self-control by gender, background, involvement in extracurricular activities and type of school problems. We found significant differences in perseverance levels by gender. Furthermore, we demonstrated significant differences in the level of development of will qualities in pupils as follows: decisiveness, stamina, persistence and energy as a function of gender; initiative as a function of background; responsibility, energy and independence as a function of educational level; decisiveness, independence, persistence and persistence as a function of age; responsibility, initiative and independence as a function of academic achievement; initiative, decisiveness, persistence, energy, attention and persistence as a function of type of extracurricular activities; responsibility, attention and persistence as a function of type of school problems. In addition, we experimentally demonstrated the relationship between pupils' self-will appraisal, volitional self-control, volitional qualities in pupils and personality dimensions. In this context, the analysis of the results of the experimental research made it possible to outline the psychological profiles of high and low volitional pupils, analyzed from the perspective of personality dimensions [46; 47; 48; 54] (Chapter 2).
4. The psychological intervention program focused on the development of will qualities in pupils was developed, implemented and experimentally validated. The intervention model, structured on training sessions, facilitated the process of self-discovery and awareness of thoughts, emotions and feelings, providing pupils with tools to regain attention and concentration, as well as to develop self-control. In addition, the program supported pupils to manage current challenges, to understand the decision-making process and to cultivate perseverance, even in the face of difficulties or failures. Pupils were also familiarized with expressive-creative methods and

techniques, relaxation exercises, meditation and present-moment focusing, which they can apply in their daily lives to achieve personal goals and develop resilience [57] (Chapter 3).

5. The conducted formative approach confirms the research premises and validates the effectiveness of the psychological intervention program aimed at developing the qualities of willpower in pupils in the experimental group. The results obtained indicate a significant increase in the level of self-appreciation of will, volitional self-control and volitional qualities. In contrast, subjects in the control group maintained the same values for the variables investigated in the research (Chapter 3). As a result, we can conclude that the development of volitional qualities is influenced by a range of psychosocial stages and factors. This peculiarity can be a basis for organizing and implementing the necessary conditions for the development and compensation of new mental formations. In the same vein, the development of will qualities and related skills are fundamental for success at school and for increasing autonomy, independence and initiative in everyday activities, and are a prerequisite for personal preparation for integration into society. Moreover, the process of self-improvement of the qualities of will is a continuous process, which is carried out gradually, through constant and daily efforts, and is also supported by the psychological intervention program, organized and structured for this purpose in the educational environment. Constant, long-term practice in curricular, extracurricular and non-formal activities, organized according to precise operating rules, stimulates all the mechanisms of psychological regulation, with particular emphasis on the volitional ones.

Synthesizing the theoretical and empirical results obtained in this scientific endeavour, we can argue that the proposed research aims and objectives have been achieved. The conclusions drawn from our research serve as an important premise for formulating the following **practical recommendations**:

**For policymakers:**

1. To develop and review educational policies that support the development of pupils' qualities of will in the educational environment, taking into account the frameworks from the perspective of contemporary societal approaches.
2. Introduction of a module within the subject of Personal Development, addressing the motivational-volitional dimension, together with cognitive, social, self-awareness and emotion regulation competencies, considered by the WHO as the set of competencies necessary for lifelong success (2001).
3. Development of a parenting education program that also includes strategies for developing willpower and, by extension, qualities such as responsibility, independence, persistence, persistence, initiative, resilience, perseverance in achieving goals, motivation for change, self-confidence personal growth, etc.
4. Development of methodological guidelines and intervention programs for psychologists in general educational institutions that support the development of will qualities in pupils, facilitating the exploration and self-evaluation of internal and external resources, as well as strengthening self-confidence, self-control, perseverance and self-control.
5. Professional training of psychologists and teachers in educational institutions from the perspective of mastering methods of self-education of will qualities in pupils.

**For general education institutions:**

1. To organize and carry out activities designed to increase pupils' motivation at school and to stimulate their participation in various extra-curricular activities, which support the development of qualities of will (responsibility, initiative, perseverance, energy, etc.).
2. Involvement of pupils in a variety of extracurricular activities, adapted to their areas of interest, involving physical and mental effort of varying intensity, and the assignment of appropriate tasks and responsibilities.
3. Provision of educational resources, including digital platforms, to support pupils in developing their qualities of will through interactive and self-learning activities.
4. Implementation of psychological intervention programs geared towards the development of pupils' willpower and willpower qualities to support their success in everyday life.
5. Ensuring an appropriate balance between curricular and extra-curricular activities by adjusting the intensity and degree of involvement to prevent pupils from becoming overloaded.

**For family:**

1. Giving the child the opportunity to choose from the many alternatives on offer, thereby cultivating a sense of control over their actions and developing their ability to make rational choices.
2. Cultivating autonomy and independence in making one's own decisions, and taking responsibility for facing challenges actively and constructively.
3. Encouraging the child's participation in a variety of extracurricular activities, according to preferences, aptitudes and interests, ensuring a healthy balance between school and recreational activities.
4. Setting short and long-term, achievable and specific goals that give meaning and clear direction, rewarding their efforts and positive outcomes.
5. Supporting the child in completing the activities started, urging them not to give up easily in the face of obstacles, offering encouragement and emotional support without taking over the task.

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## ADNOTARE

**Tatiana Lungu, Particularitățile psihosociale ale calităților voinței personalității elevului**  
**Teză de doctor în psihologie, Chișinău, 2025**

**Structura tezei:** Teza include adnotări în limbile română, rusă și engleză, lista abrevierilor, introducere, trei capitole, concluzii generale și recomandări, 150 pagini text de bază, bibliografie constituită din 224 titluri și 4 anexe. Textul lucrării este ilustrat prin intermediul a 35 de tabele și 33 de figuri.

**Cuvinte-cheie:** voință, calitățile voinței, autoaprecierea voinței, autocontrol volitiv, perseverență, stăpânirea de sine, dimensiunile personalității, elev.

**Scopul cercetării:** constă în analiza particularităților calităților voinței în funcție de diverși factori psihosociali și dimensiunile personalității, elaborarea și implementarea unui program de intervenție psihologică destinat dezvoltării calităților voinței la elevi.

**Obiectivele cercetării:** analiza și sinteza literaturii de specialitate privind particularitățile psihosociale ale voinței și a calităților voinței; evidențierea diferențelor în funcție de diverși factori psihosociali (gen, nivel de studii, vârstă, mediul de proveniență, reușita academică, tipul de probleme școlare, implicarea în activități extrașcolare), pentru voință și calitățile voinței la elevi; determinarea corelațiilor dintre voință, calitățile voinței și dimensiunile personalității elevului; identificarea profilurilor personalității elevului cu diferite niveluri de manifestare a voinței; elaborarea, implementarea și evaluarea eficienței programului de intervenție psihologică pentru dezvoltarea voinței și a calităților voinței la elevi.

**Noutatea și originalitatea științifică:** se bazează pe abordarea teoretico-experimentală a relațiilor dintre calitățile voinței la elevi, în funcție de diverși factori psihosociali (gen, mediul de proveniență, vârstă, nivelul de studii, reușita academică, tipul de probleme școlare, implicarea în activități extrașcolare), precum și în corelarea acestora cu dimensiunile personalității. Un alt aspect inovator al lucrării se evidențiază prin dezvoltarea și evaluarea experimentală a unui model de intervenție psihologică destinat dezvoltării voinței și a calităților volitive la elevi, precum responsabilitatea, inițiativa, hotărârea, independența, rezistența, insistența, energia, atenția și perseverența.

**Rezultatele cercetării obținute care contribuie la soluționarea problemei științifice importante:** vizează determinarea particularităților calităților voinței în corelație cu o serie de factori psihosociali, precum genul, mediul de proveniență, vârsta, nivelul de studii, reușita academică, tipul de probleme școlare și implicarea în activități extrașcolare. De asemenea, a fost analizată corelația dintre calitățile voinței cu diversele dimensiuni ale personalității. Un alt rezultat semnificativ constă în elaborarea profilurilor personalității elevului cu diferite niveluri de voință, din prisma dimensiunilor personalității, în ultimă etapă fiind elucidat impactul implementării programului de intervenție psihologică asupra dezvoltării voinței la elevi.

**Semnificația teoretică a cercetării:** rezultatele cercetării contribuie, din punct de vedere teoretic, la extinderea și actualizarea studiilor din domeniile psihologiei generale, dezvoltării și educației, oferind o abordare exhaustivă și cuprinzătoare a calităților voinței la elevi și a relației acestora cu diverși factori psihosociali, precum și diferite dimensiuni ale personalității. Toate acestea au constituit fundamentul pentru conturarea profilurilor personalității elevului cu diferite niveluri de voință.

**Valoarea aplicativă a lucrării:** modelele rezultate în urma studiului experimental pot reprezenta repere pentru o înțelegere mai aprofundată a calităților voinței din perspectiva factorilor psihosociali și a dimensiunilor personalității elevului, contribuind astfel la consolidarea acestora în contextul realităților societale. În plus, considerăm că cercetarea este actuală, originală și necesară, atât din punct de vedere teoretic, cât și practic, având în vedere implementarea unui program de intervenție psihologică destinat dezvoltării calităților voinței la elevi, și devenind astfel un instrument extrem de util pentru psihologii din sistemul educațional. Rezultatele obținute sunt deosebit de valoroase pentru elevi, părinți, cadre didactice și psihologi școlari, oferind exemple de activități practice pentru dezvoltarea calităților voinței, fundamentale în procesul de formare a personalității. Metodele prezentate, în paralel cu recomandările formulate pentru factorii de decizie, instituțiile educaționale și părinți, evidențiază importanța acestora în crearea unui mediu favorabil, de încredere și siguranță, care sprijină intercunoașterea, dezvoltarea psihosocială și, implicit, dezvoltarea calităților voinței elevului.

**Implementarea rezultatelor cercetării:** rezultatele cercetării teoretico-experimentale au fost prezentate, discutate și validate în ședințele Departamentului de Psihologie al Facultății de Psihologie și Științe ale Educației din cadrul Universității de Stat din Moldova, precum și în cadrul conferințelor științifice de nivel național și internațional, în revistele științifice. Rezultatele obținute sunt publicate în 12 lucrări științifice. De asemenea, au fost implementate în procesul de formare a psihologilor din structurile de asistență psihopedagogică, a psihologilor din instituțiile de învățământ general din Republica Moldova.

## ANNOTATION

### **Tatiana Lungu, The Psychosocial Particularities of Pupils' Willpower Qualities PhD Thesis in Psychology, Chişinău, 2025**

**Thesis Structure:** The thesis includes annotations (in Romanian, Russian, and English), a list of abbreviations, an introduction, three chapters, general conclusions and recommendations, a bibliography comprising 224 titles, 4 annexes, 150 pages of main text, 35 tables, and 33 figures.

**Keywords:** willpower, volitional qualities, self-assessment of willpower, volitional self-control, perseverance, self-mastery, personality dimensions, pupil.

**The objective of the research** was to study the relationships between psychosocial factors and the development of willpower qualities in pupils and their interdependence with personality dimensions. Additionally, it aimed to design and implement a psychological intervention program focused on strengthening willpower qualities through the lens of the psychosocial factors that influence them.

**Objectives of the research.** To analyze and systematize the existing theories in the specialized literature regarding willpower and the psychological particularities of the willpower qualities; to highlight the associative relationships between the development of willpower qualities and psychological factors; to identify the differences based on gender, age, background, academic success, involvement in extracurricular activities, school-related problems, the type of family, and economic migration for the studied constructs; to identify the interdependence between self-assessment of willpower, volitional self-control, willpower qualities in pupils, and personality dimensions; to design and apply a formative program aimed at strengthening willpower qualities in pupils and analyze the results obtained; to formulate conclusions and recommendations regarding the optimization of the process of developing willpower qualities in the educational environment and future directions.

**Scientific novelty and originality:** it is one of the theoretical-experimental studies that establishes the relationships between willpower qualities and psychological factors, including the personality dimensions of pupils. An integrative definition of willpower, derived from an analysis of existing approaches and explanations is proposed. A psychodiagnostic model for studying willpower qualities and their correlates has been conceptualized. The psychological profile of the pupil with a high level of self-assessment of willpower, volitional self-control, and willpower qualities was determined in line with various psychosocial factors from the perspective of the research dimension. A psychological intervention model aimed at strengthening willpower qualities in pupils was developed and experimentally tested.

**The research results contribute to the solution of the important scientific problem:** They consist of determining the relationships between pupils' willpower qualities and multiple psychosocial factors (gender, background, field of study, age, involvement in extracurricular activities, academic achievement, type of family, and economic migration), as well as personality dimensions. This served as the foundation for developing and implementing a psychological intervention program to increase pupils' self-assessment, volitional self-control, and willpower qualities.

**The theoretical significance of the research:** The results of the theoretical-experimental research allowed for the unification of various research guidelines concerning the dimension of willpower and pupils' willpower qualities, contributing to the completion and consolidation of the theoretical-experimental foundation in the fields of general and developmental psychology, including educational psychology. A comprehensive definition of willpower was formulated, and a psychodiagnostic and psychological intervention model aimed at developing pupils' willpower qualities was developed.

**Practical value of the work:** The results obtained serve as a basis for developing a methodology for assessing the level of self-assessment of willpower, volitional self-control, and willpower qualities in pupils, as well as for developing psychological profiles of pupils from the perspective of the interrelationship between self-assessment of willpower, volitional self-control, and willpower qualities with personality dimensions. The experimental data will be useful to scientific researchers, psychologists, teaching staff, school administrators; pupils, parents/legal representatives, and central authorities to improve the educational process aimed at achieving the educational ideal and shaping a harmonious personality.

**Implementation of the research results:** The theoretical-experimental research results have been presented at national and international scientific events; they have been implemented in the professional training of psychologists in territorial psycho-pedagogical assistance structures, teaching staff, and school administrators, as well as psychologists in general educational institutions in the Republic of Moldova.



## АННОТАЦИЯ

Татьяна Лунгу, Социально-психологические особенности волевых качеств личности школьника  
Диссертация на соискание ученой степени доктора психологии, Кишинэу, 2025

**Структура диссертации:** Диссертация включает аннотации на румынском, русском и английском языках, список сокращений, введение, три главы, общие выводы и рекомендации, 150 страниц основного текста, библиографию, состоящую из 224 наименований, и 4 приложения. Текст работы иллюстрирован с помощью 35 таблиц и 33 фигур.

**Ключевые слова:** воля, качества воли, самооценка воли, волевой самоконтроль, настойчивость, самообладание, особенности личности, ученик.

**Цель исследования:** анализ особенностей качеств воли в зависимости от различных психосоциальных факторов и измерений личности, разработка и внедрение программы психологического вмешательства, направленной на развитие качеств воли у учащихся.

**Задачи исследования:** анализ и синтез специализированной литературы по психосоциальным особенностям воли и качеств воли; выявление различий в зависимости от различных психосоциальных факторов (пол, уровень образования, возраст, среда происхождения, академическая успеваемость, тип школьных проблем, внеклассная деятельность) для воли и качеств воли учащихся; определение корреляций между волей, качествами воли и измерениями личности ученика; идентификация профилей личности ученика с различными уровнями проявления воли; разработка, внедрение и оценка эффективности программы психологического вмешательства для развития воли и качеств воли у учеников.

**Научная новизна и оригинальность:** основаны на теоретико-экспериментальном подходе отношений между качествами воли у учащихся, в зависимости от различных психосоциальных факторов (пол, среда происхождения, возраст, уровень образования, академическая успеваемость, тип школьных проблем, участие в внеучебной деятельности), а также в корреляции данных факторов с личностными измерениями. Другим инновационным аспектом работы является разработка и экспериментальная оценка модели психологического вмешательства, направленного на развитие воли и волевых качеств у учащихся, таких как ответственность, инициатива, решительность, независимость, стойкость, энергия, внимание и настойчивость.

**Полученные результаты исследования способствуют решению важной научной задачи:** определение особенностей качеств воли в корреляции с рядом психосоциальных факторов, таких как пол, среда происхождения, возраст, тип учебы, академическая успеваемость, тип школьных проблем и участие в внеучебной деятельности. Также была проанализирована корреляция между качествами воли и различными измерениями личности. Другим значительным результатом является разработка профилей личности учащихся с различными уровнями воли с точки зрения личностных измерений, на завершительном этапе было разъяснено влияние реализации программы психологического вмешательства на развитие воли у учащихся.

**Теоретическое значение исследования:** результаты исследования способствуют, с теоретической точки зрения, расширению и обновлению исследований в области общей психологии, развития и образования, предлагая исчерпывающий и комплексный подход к качествам воли у учащихся и их отношениям к различным психосоциальным факторам, а также к различным аспектам личности, что составило основу для формирования профилей личности ученика с различными уровнями воли.

**Прикладная ценность работы:** модели, полученные в результате экспериментального исследования, могут стать основой для более глубокого понимания качеств воли с точки зрения психосоциальных факторов и измерений личности ученика, способствуя таким образом их укреплению в контексте социальных реалий. А также считаем, что исследование является актуальным, оригинальным и необходимым как с теоретической, так и с практической точки зрения, учитывая внедрение программы психологического вмешательства, направленной на развитие волевых качеств у учащихся, и таким образом становясь крайне полезным инструментом для психологов из системы образования. Полученные результаты особенно ценны для учеников, родителей, педагогов и школьных психологов, предоставляя примеры практических занятий для развития качеств воли, которые являются основополагающими в процессе формирования личности. Представленные методы, наряду с рекомендациями, ориентированные на принимающих решения в образовательных учреждениях и родителей, подчеркивают их важность в создании благоприятной, доверительной и безопасной среды, которая поддерживает взаимопонимание, психосоциальное развитие и, соответственно, развитие волевых качеств ученика.

**Реализация результатов исследования:** результаты теоретико-экспериментального исследования были представлены, обсуждены и валидированы на заседаниях Кафедры Психологии, Факультета Психологии и Педагогических Наук Государственного Университета Молдовы, а также на научных конференциях национального и международного уровня, в научных журналах. Полученные результаты опубликованы в 12 научных работах. Также они были внедрены в процесс подготовки психологов в структурах психолого-педагогической помощи, психологов в учреждениях общего образования Республики Молдова.

**LUNGU TATIANA**

**THE PSYCHOSOCIAL PARTICULARITIES  
OF PUPILS' WILLPOWER QUALITIES**

**Specialty 511.01 - General Psychology**

Abstract of the doctoral thesis in psychology

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