

## **CONVICTIONS IN THE CONTEXT OF PERSONALITY VALUES FORMATION IN ADOLESCENTS AND YOUNG PEOPLE**

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### ***Abstract***

This article touches upon a theoretical and experimental study of the relationship between convictions and values at adolescence and youth ages. The theoretical study covers various scientific papers concerning conviction, value and value orientation with reference to definitions, main characteristics of structural components of value orientation, comparison and correlation with different elements in the frame of a personality system. The analysis of the scientific approaches highlights some unclear positions and data about convictions and values and their interrelationship at adolescence and youth life periods. The experimental study reflects the current data regarding manifestation specifics of convictions, values during adolescence and youth ages, represents the dynamic specifics of the relationship between convictions and values during the investigated age periods.

**Keywords:** conviction, belief, value, value orientation, adolescence, youth, relationship.

## **Introduction**

The concept of conviction is becoming more and more up-to-date from the perspective of the scientific approach in defining the terminology, comparing it with related notions, evaluating and determining the degree of relationship with other components of personality, etc.

According to their outcomes, values include internalized cognitive structures that guide choices by evoking a sense of the basic principles of right and wrong, to put sense into contents of a subject or an object, a sense of priorities and desires and to see stereotypes.

L.Stolyarenko (2003) considers that the system of value orientations determines the consistent part of the personality direction and forms the basis of its relations with: the surrounding world, other people, the self, the basis of the concept of the world and the core of the motivation for active life, the basis of concept of life and “philosophy of life”.

The values reflect the essence of personality; their content and functionality are hidden from any external view; they are the monitoring centre of the entire personality. Values are manifested through the process of diversified externalizations of the subject: ideas, concepts, thoughts, convictions, attitudes, emotions, behaviours, actions. Convictions are placed close to values, thus becoming an administrative point of positioning, decisional guidance of the subject, having various ways of ideational and strategic coordination in their toolkit.

In the opinion of the authors V. Pavelcu (1982), P. Popescu-Neveanu (1978), value is considered an attribute, a criterion, a representation, a product; it is essentially an objectification of the human essence.

The identification and understanding of convictions in the context of values is a real challenge, but at the same time, it is important to know their contents, correlations with other system components, the specifics of their functioning, because they are the essence of growing into a personality, which develops multidimensionally, at a variable speed at different age phases.

*The challenge of this research* is generated by the multitude of contradictory definitions on the concept of conviction, value and value orientation, lack of thorough studies and up-to-date data that could answer the multiple emerging questions about the specifics of convictions and values in contemporary adolescents and young people, the dynamic relationship between convictions and values in adolescents and young people.

Addressing the concept of conviction is part of a complex study undertaken to validate the mechanism of formation and functioning of value orientation. In this sense, we undertake to determine the importance of convictions through relationships, actions, positioning with other components of the value orientations of the personality.

This study reviews the concept of conviction through values from theoretic and experimental perspectives: defining the concept in context of values, assessing convictions and values in adolescents and young people, determining the relationship between convictions and values.

## **2. Theoretical approaches regarding convictions**

The existence of various scientific positions allows us to examine the convictions in their positioning as related to the multiple elements within

personality and to determine their location within the system of value orientations of a personality.

The process of conviction formation according to the Praxiological Dictionary of Pedagogy (2016) is explained as an aspect of the instructive-educational process while the personality subject to such education is endowed with ideas, beliefs, certainties and axiological landmarks, “which he/she firmly believes to be true, considering them in accordance with the objective reality and expressing superior human values (...) insofar as the arguments presented in different circumstances are supported by reality, by own experience, they serve to form convictions and vice versa. Only he who has convictions can form convictions. The intellectual, affective or volitional component of convictions plays a different role depending on age, circumstances, the nature of beliefs, level of education, etc.”

L. Skitka (2010) examines moral convictions in terms of attitudes. This point of view is also of interest for our more extensive research regarding value orientations. L. Skitka (2010) notes the establishment of moral convictions in evaluations based on moral and immoral perceptions, on right and wrong, while attitudes are positive and negative evaluations of the object of attitudes. The analysis of theory and research focused on moral development has highlighted the distinctions between people’s attitudes that reflect subjective preferences, normative conventions and moral imperatives. In Nucci’s and Turiel’s view, (Nucci, 2001; Turiel, 2002, as cited in L. Skitka, 2010) personal preferences are subject to individual discretion and are not socially regulated; they cannot be interpreted as right or wrong. Instead, conventions are socially or culturally shared notions of how things normally occur in a group. Authorities, rules and laws often formally agree on penalties. However, the aspects of the moral

imperative are generalized and applied regardless of the boundaries of the group: the right is right and the wrong is wrong.

E. Cocoradă (2012, p.219) focuses on the fact that values and attitudes respond to the needs of formation of the affective-attitudinal, social dimension of the personality and believes them as implicit for didactic activity. The author mentions that they correspond to the hidden curriculum, which is taught indirectly, through the teacher's conduct, the activity or the general atmosphere in the school and the classroom, the quality of textbook or additional materials. The general and specific competencies pursued in the study of Psychology promote positive relationships with other people, self-confidence and confidence in others, personal balance, optimal and creative capitalization of personal potential.

The French philosopher Maurice Blondel (as cited in Patapievici, 2006) was concerned with the study of the relationship between autonomous philosophical reasoning and Christian conviction. Therefore, the scientist concluded that “the notion of conviction seems to indicate the intellectual aspect of a strong faith, that is, the bright part of a firm adherence, the justification of which is not entirely rational” (Patapievici, 2006). Conviction would be a stubbornness of feeling that manages to maintain the strength of faith only on account of a deficit of intelligence (or knowledge). The notion of “conviction” originates from a Latin verb (*convinco, ere*) which means: 1) to prove someone guilty; 2) to show clearly, to prove something as wrong or true.

R.Dilts et.al. (1990, p.3-4) uses the term of belief with the meaning of conviction and explains the belief systems as a large framework around any change that has been made. R. Dilts is the author of many works that offer various ways to change convictions. In the opinion of the scientist in the process of work with any limiting conviction, the objective is the transition from the current state

to the desirable one. The first and most important step is to identify the desirable condition. This requires a clear representation of the result. For example, if working with a smoker, it is important to determine the position: who will the person be and what he/she will do in his/her relationships, work life, recreation, etc., when he/she stops smoking. It is necessary to establish the result that initiates the process of change, because the brain is a cybernetic mechanism. This means that once the subject realizes his/her goal, the brain will organize the unconscious behaviour to achieve it. The person will automatically start getting self-correcting feedback to keep him/her on track for the set goal.

Thus, upon identification of the desired thing, information about the current situation and condition can be collected. By contrasting and comparing the current state with the desired one, the skills and resources needed to achieve the desired state can be determined.

R. Dilts et.al. (1990, p.7-8) reveals four additional elements that influence change and are part of the desire to change, to know how to change and to give oneself the chance to change. These elements are: (1) physiology, (2) strategies, (3) congruence, and (4) beliefs systems. Any change that one makes will be influenced in some way by each of them.

In the opinion of R. Dilts (1990) beliefs are one of the broadest frameworks of behaviour. When one truly believes something, the respective subject will behave congruently with such belief. There are several types of beliefs that need to be in place in order to achieve the desired goal.

A certain type of belief is called an *outcome expectancy*. This means that the subject thinks that his/her goal is achievable. When it comes to health, it means that one may think that it is possible for people to recover from something like cancer. When people do not think such a goal achievable (such as overcoming an illness, for example), they feel hopeless (Dilts, 1990, p.35-40).

Another type of belief is called *self-efficacy expectancy*. This means that the person believes that the outcome is possible and that he/she has all that is needed to achieve the respective goal. When it comes to health, it means that a person thinks that he/she has the resources to heal (while thinking that there is a need to reorganize such resources).

Another belief is called response expectancy by R. Dilts. The hope of response is what one expects to happen positively or negatively, as a result of the actions taken in a given situation. The Placebo effect is an example of response expectancy (ibidem).

L. Skitka (2010) has studied the relationship between attitudes and moral beliefs. As a result of the research, the author found that attitudes held with a strong moral conviction (called “moral mandates”) are something psychologically different from other constructs (e.g., the force of attitude, religiosity) and that variation in moral conviction has important social and political consequences, such as increased attitudinal intolerance to dissimilarity in others, difficulties in resolving conflicts, enhanced political participation, willingness to accept violent means to achieve preferred aims, strong links with positive and negative emotions and inoculation against common pressure to submit to authorities.

L. Skitka (2010) researched moral convictions from a psychological perspective and concluded that moral convictions are also likely to be perceived as true, universal goals, and to have particularly strong links to emotion. L. Skitka believes that attitudes that are rooted in moral convictions (or “moral mandates”) are a unique class of strong attitudes. Strong attitudes are more extreme, more important, central, safe, and / or accessible, and are also more stable, lasting, and predictive of behaviour than weaker attitudes.

For our research, it is also interesting to address the convictions from the neuro-linguistic perspective proposed by the psychologist L.M. Cojocaru (2019): “The belief forming process encompasses the following steps: we live an experience and we have a thought (interpretation) related to it. The focus on this interpretation during other experiences makes us observe the aspects that “prove us right”, thus enabling us to speak of confirmed experience. Several “confirmed” experiences lead to the conviction that yes, we are right, the reality is of type X (the way we chose to interpret it). This conclusion leads to the formation of a belief, which will be the “map” through which we filter reality. Again, the attention to this interpretation makes us observe the aspects that “prove us right”, thus reaching the confirmation of the conviction. Our convictions create the habit of interpreting things predominantly in a certain way and, through repetition, build an unconscious way of interpretation. The author concludes that as a result, we live and feel exactly what we think (believe)”.

In the process of scientific papers study regarding the issue of conceptualization of convictions we have encountered multiple positions related to the synonymy of the concepts “*convictions*” and “*beliefs*”. Some scholars (R. Dilts, J.L.Eisen, K.A.Phillips, D.Beer, K.D.Atala S.A.Rasmussen, etc.) use only the notion *beliefs* meaning, in fact, convictions, while others (Vaske, Donnelly, Fulton, Manfredo, Lipscomb, Nobe.) use the two terms alternatively. Still others (Windy Dryden, Raymond DiGiuseppe, L. Skitka) use only the term conviction. Another group of scientists (J. Jastrow, L. Cojocaru, etc.) make a difference in the use of the concepts “belief” and “conviction”.

Jastrow J. (1918) has dealt with the study of convictions, attitudes, beliefs from a psychological perspective. The scientist thinks that we are guided by our emotions, hopes and desires, while our interests are of a more practical importance, and our varied relationships with the content of our thinking are of



permanent significance. In addition, mental processes generate and drive convictions.

Convictions are formed and sustained that are emotionally acceptable and traditionally accepted by a sizable group of tribes, people, neighbours, fellow citizens; they are institutionally reinstated by the sanction of tradition and authority.

FJ.Jastrow (1918, p.523-524) emphasizes that the original source of conviction is emotion. In order to reach convictions, an impulse towards thinking is involved; it implies use of elementary data of experience and the standard social environment in which beliefs operate and determine conduct.

A. Ellis (1918, p.15) highlights that emotions, cognition and behaviour are not disparate human functions, but they are integrated in an intrinsic and holistic way. This idea has served as a hypothesis for rational-emotional and behavioural therapy (REBT), which is always integrative in trying to help people turn their irrational convictions into rational convictions and thus improve their emotional and behavioural functions.

A. Ellis' theoretical position is that people have both rational (RC) and irrational (IC) convictions, and when they have frequent and intense irrational convictions (IC) they tend to be more troubled than when they have fewer and weaker irrational convictions (IC), was supported by the proofs provided by Clark (1997), Glass & Arnkoff (1997), Schwartz (1997). According to these studies, people's recognized ICs and their degree of emotional disorder are strongly correlated (Ellis, 2018, p.17).

Additionally, A. Ellis' second position regarding people who change their irrational convictions into more rational convictions, either through therapy or through individual self-help procedures, thus becoming much less disturbed was later confirmed by an enormous amount of evidence (Ellis, 2018, p.17).

Based on A. Ellis' theory, we conclude that the behavioural, emotional, attitudinal manifestations of the personality are guided by convictions. Accordingly, the changes that take place within convictions are directly reflected by the externalizations of the human being; affective, cognitive and conative processes are closely related.

Thus, convictions represent a lifestyle of the personality, which determines the actions for situations roughly experienced in the past and outlined by the results obtained in line with the projected expectations and with the experienced emotional background. The development and completion of convictions depends on the intensity of the subject's life and are specific to the experienced situational context.

Personality's convictions have emotional and motivational support developed through the process of knowledge and experimentation, which protects to a certain extent the subject from possible failures.

Convictions represent a cognitive position supported by emotion, volitional, attitudinal personality, which allows the person to determine what is right or wrong in relation to the social and cultural environment of which he/she is part and to act and fight in accordance with the developed fundamental positions.

### **3. Convictions in the context of values and value orientations in adolescents and young people**

Rokeach (Rokeach, 1973, p. 3 as cited in Nobe, 2014) emphasizes five defining characteristics that separate values from other human cognitions (i.e. value orientations, attitudes, norms, and behaviour intentions). First, the total number of values that a person possesses is relatively small. Second, all people

everywhere possess the same values to different degrees. Third, values are organized into value systems. Fourth, the antecedents of human values can be traced to culture, society and its institutions, and personality. And fifth, the consequences of human values will be manifested in virtually all phenomena that social scientists might consider worth investigating and understanding.

Nobe (2014) analysing Vaske & Donnelly' (1999) points of view establishes that value orientations are groupings of basic beliefs; they differ from values in that value orientations are specific to a general context (i.e., the environment) and do not transcend situation. The authors accepts starting of value orientation's construction with identifying individuals' basic beliefs in a broad context such as the environment. All individual beliefs are then grouped and placed on a continuum direction. The scientists give the following example: to assess environmental value orientations, individuals' basic beliefs about the environment firstly necessary to be identified. Vaske et al. (2001, as cited in Nobe, 2014) highlights that these beliefs might be that nature has as much right as humans to exist or that the primary function of forests is to provide resources for human use. Finally they state that as more basic beliefs are determined and grouped, they reveal an individual's value orientation which can be represented by the position of basic values groupings on a continuum (as cited in Nobe, 2014).

Nobe (2014) emphasizes that beliefs grouping can be kept in environment context and offers next example: one environmental value orientation that has been identified in the literature is a biocentric - anthropocentric value orientation. Value orientation extreme is explained that the environment has intrinsic value separate from the benefits that it can provide to person; the other position represents environment as a valuable because of the resources and services it provides for human use. As example to explain environmental attitudes from the perspective of value orientation can be "protection - use" and "materialist - post-

materialist". Nobe (2014) observes that understanding of human behaviour (which refers to attitudes and norms in frame of specific context) is possible by value orientation.

Based on the definitions offered by Nobe (2014), values and value orientations are foundation for environmental behaviour understanding since all behaviour is rooted in individuals' values and beliefs. Nobe denotes, that studied positions do not provide a completed understanding of human environmental behaviour because they are separated from behaviours by attitudes, norms, and behaviour intentions.

#### **4. Conviction and value research at adolescence and youth ages**

##### **a. Research purpose**

There are two directions for our interest in researching convictions and values in adolescents and young people. First, to determine the specifics of convictions and values manifestation in contemporary adolescents and young people who represent a generation formed during the period of multiple change and rapid technological and informational progress. Second, the age of adolescence and youth are the period of value formation and needs in-depth study.

##### **b. Research methodology**

A number of 383 subjects have participated in the research. Most of the experimental lot were 286 adolescents aged 14 to 19 from general schools (54 subjects were aged 14 to 15; 74 children were 16; 42 subjects were 17; 76 adolescents were 18; 40 subjects were 19) and 97 young people aged from 20 to 35 from universities, of them 30 subjects were 20; 19 young people were 21; 13 subjects were 22; 7 subjects were 23; 10 young people were 24; and 18 subjects were 25 to 35.

In the research we aimed to determine the specifics of convictions and values manifestations in adolescents and young people in school and university education. Towards this end, in order to evaluate convictions of subjects, the Attitudes and Belief Scale 2 (ABS-2) by R. DiGiuseppe, R. Leaf, T. Exner, & M. W. Robin validated in 1988 was used. We undertook our research of values using the following technique of identifying the value orientations (Ghid de orientare profesională a tinerilor și planificare a carierei, 2008).

The research was undertaken in the spring 2019, and it took place simultaneously for both age groups of subjects involved in the research. The tools were applied in the paper version. The selection was random based on the availability of the subjects. For the initiation of the experimental research, the agreement was obtained from the administration and the experimental subjects in order to apply the psychological tools and the training was carried out according to the requirements. The confidentiality policies regarding the research process and the experimental results obtained were specified.

### **c. Research results**

To investigate convictions in adolescents and young people, as already mentioned, we applied the ABS Scale II after R. DiGiuseppe et.al. Experimental subjects responded to the proposed statements without a time limit. The subjects were instructed to respond as honestly as possible to the statements presented, specifying that there were no right or wrong answers.

Table 1 presents the results obtained upon assessment of adolescents' convictions.

**Table 1. Average indices of convictions in adolescents after ABS-II (points)**

<i>Conviction processes</i>		<b>14-15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>Average</b>
<i>Convictions</i>	IR	86.0 7	79.8 3	75.3 8	80.8 6	80,1 0	80.45
	R	57.3 2	55.2 4	61.0 2	57.8 1	60,5 2	58.38
<i>DEM</i>	IR	19.8 3	19.0 4	17.6 9	18.5 1	17,9 8	18.61
	R	14.9 6	13.5 6	15.4 9	14.7 7	14,7 0	14.70
<i>SD/GE</i>	IR	21.3 9	18.4 3	20.3 9	20.8 8	20,9 3	20.41
	R	12.9 9	11.5 2	13.1 3	12.9 3	12,9 8	12.71
<i>LFT</i>	IR	21.0 7	20.3 9	18.6 6	19.9 2	19,3 5	19.88
	R	14.0 8	14.0 2	15.1 1	14.2 5	14,6 7	14.43
<i>AWF</i>	IR	22.7 6	21.0 2	18.3 6	21.0 0	20,0 2	20.63
	R	13.8 7	14.7 6	15.3 9	14.2 7	14,9 5	14.65
<i>Comfort</i>	IR	27.2 8	25.7 8	24.9 7	26.7 4	25,7 2	26.10
	R	17.7 5	17.3 7	20.1 6	19.1 4	18,6 3	18.61
<i>Acceptance</i>	IR	28.1 1	25.4 8	23.9 3	25.6 7	25,8 8	25.82
	R	20.2 0	18.0 2	19.7 7	19.2 8	20,3 5	19.52
<i>Achievement</i>	IR	30.8 4	28.3 9	26.3 8	28.4 7	27,0 9	28.23
	R	19.6 3	19.7 6	21.0 3	19.3 8	20,4 4	20.05

*\*IR- irrational; R - rational; DEM – demandiness; SD/GE - self-downing and/or global evaluation; LFT - low frustration tolerance; AWF – awfulizing.*

The analysis of the data obtained upon evaluation of convictions allows us to find the dominance of irrational convictions throughout adolescence, the average being 80.45p. According to scientific papers, irrational conviction is considered to be wrong, illogical, incongruent with objective reality and to hamper achievement of the subject's goals, while rational convictions are fundamental, based on empirical reality, focus on logic, promote goal achievement. Irrational convictions about negative activation events give rise to dysfunctional and maladaptive cognitive, affective, behavioural, and physiological responses. The indicative level for the total score (138.83p.), built on the data obtained from the sample, shows a highly irrational response specific for adolescence.

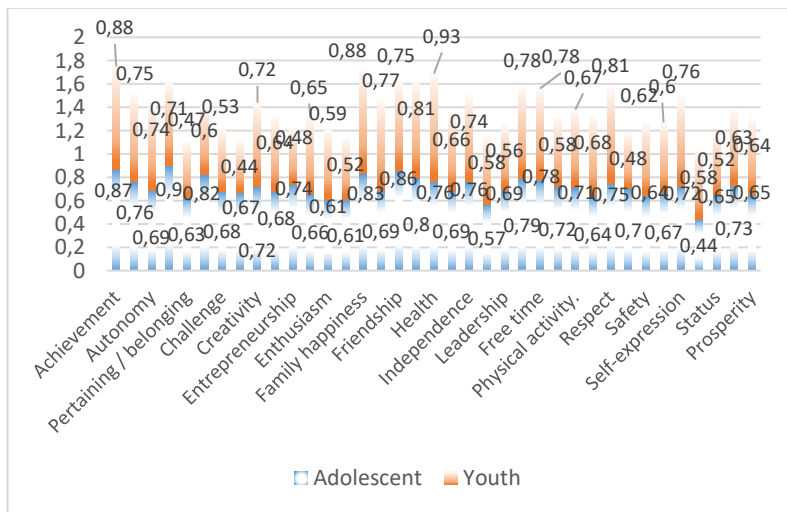
**Table 2. Average indices of convictions in young people after ABS-II**

<i>Conviction processes</i>		<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25-35</b>	<b>Average</b>
<i>Convictions</i>	IR	72.90	65.00	67.77	72.6	66.8	64.93	68.33
	R	47.66	45.31	43.23	40	47.7	33.80	42.95
<i>DEM</i>	IR	17.28	16.19	17.85	18	16.5	17.87	17.28
	R	11.24	11.69	10.62	8.6	10.9	8.53	10.26
<i>SD/GE</i>	IR	15.83	13.69	11.15	9.2	12.8	11.00	12.28
	R	10.10	8.31	7.38	7.2	10.3	5.80	8.18
<i>LFT</i>	IR	19.93	17.06	19.08	23.6	17.7	18.33	19.28
	R	12.66	12.38	13.23	12.4	14.3	10.07	12.50
<i>AWF</i>	IR	18.69	17.00	18.46	19.2	19.1	16.47	18.15
	R	12.76	11.94	11.00	11.4	10.9	8.93	11.15
<i>Comfort</i>	IR	24.59	22.31	24.46	25	24	22.60	23.83
	R	15.79	14.69	15.15	11.6	15.3	11.07	13.93
<i>Acceptance</i>	IR	22.55	17.44	17.46	17	17	15.27	17.79
	R	15.90	14.13	12.31	14.6	16	10.00	13.82
<i>Achievement</i>	IR	25.41	24.75	25.46	29	26.1	26.27	26.17
	R	16.59	16.31	15.23	13.2	16.4	12.53	15.04

\*IR- irrational; R - rational; DEM – demandiness; SD/GE - self-downing and/or global evaluation; LFT - low frustration tolerance; AWF – awfulizing.

The review of data in Table 2 shows a decrease in irrational convictions in young people as compared to adolescents. Additionally, we find the presence of absolutist evaluations in young people, who tend to favour the emergence of irrational convictions. It is worthwhile to appreciate the prevailing approval variable, acceptance of failure situations with no self-depreciation, projecting oneself for possible chances to achieve the proposed and expected positive results. This position can lead to a change in low tolerance for frustration, i.e. the subject will have the cognitive strength to believe that s/he can be happy even if something occurs which t should never occur.

One of the tools applied was the technique of identifying the value orientations. From the 37 values offered, the subjects determined the significant hierarchical order of their values and contents existing in reality in the frame of their personality. The results are shown in Figure 1.



**Figure 1. Average indices of value orientations of adolescents and young people by Value Orientation Identification**



The data review carried out in the study of value guidelines in adolescents and young people allows us to perform a comparative analysis of the results and to highlight the values that are in relative stability throughout the entire period of studied ages. Highlighted values include: achievement (0.87p. and 0.88p.), harmony (0.8p. and 0.81p.), free time (0.78p.), learning (0.78p. and 0.79p.), creativity (0.72p.), advancement (0.76p. and 0.75p.), prosperity (0.65p. and 0.64p.).

In addition, we also notice positive changes with a trend towards increase in some values towards the age of youth such as the significance of health (from 0.76p. to 0.93p.), family happiness (from 0.83p. to 0.88p.), respect (from 0.75p. to 0.81p.), autonomy (from 0.69p. to 0.74p.).

Table 3 presents only some significant correlation coefficients established by applying the Pearson test using the SPSS program.

**Table 3. Correlation coefficients between the convictions and values in adolescents and young people**

Values	Convictions	Experiment subjects		
		Adolescents	Youths	Entire sample
Achievement	Total	0.149*, p=0.013	-	0.202**, p=0.000
	IR	0.120*, p=0.044	-	0.188**, p=0.000
	R	-	-	0.103*, p=0.049
	DEM_IR	0.136*, p=0.022	-	0.163**, p=0.002
	SD_GE_IR	0.135*, p=0.024	-	0.180**, p=0.001
	SD_GE_R	-	-	0.111*, p=0.033
	AWF_IR	-	0.244*, p=0.022	0.144**, p=0.006

	Comfort_IR	0.120*, p=0.044	-	0.157**, p=0.002
	Acceptance_IR	0.148*, p=0.013	-	0.217**, p=0.000
	Acceptance_R	-	-	0.106*, p= 0.042
Advancing	Total	0.120*, p=0.044	-	0.147**, p=0.005
	IR	-	-	0.115*, p=0.027
	SD_GE_IR	0.186** 0.002	-	0.196**, p=0.000
	SD_GE_R	-	-	0.132*, p=0.011
	Comfort_R	-	-	0.102*, p=0.05
	Acceptance_IR	-	-	0.130*, p=0.012
Autonomy	Total	-	0.235*, p=0.027	0.151**, p=0.004
	R	-	0.225*, p=0.035	0.138**, p=0.008
	DEM_R	-	0.233*, p=0.029	0.131*, p=0.012
	SD_GE_IR	-	0.262*, p=0.014	0.148**, p=0.005
	SD_GE_R	-	-	0.113*, p=0.03
	AWF_R	-	-	0.143**, p=0.006
	Comfort_R	-	-	0.112*, p=0.032
	Acceptance_IR	-	-	0.110*, p=0.034
	Achievement_R	-	-	0.134*, p=0.01
Balance	Total	-	0.253*, p=0.018	0.155**, p=0.003
	IR	0.129*, p=0.031	0.266*, p=0.012	0.205**, p=0.000
	DEM_IR		0.218*, p=0.041	0.146**, p=0.005

	SD_GE_IR	-	0.266*, p=0.012	0.186**, p=0.000
	LFT_IR			0.129*, p=0.013
	LFT_R	- 0.137*, p=0.021	-	-
	AWF_IR	0.136*, p=0.023	-	0.177**, p=0.001
	Comfort_IR	-	-	0.117**, p=0.025
	Acceptance_IR	-	-	0.191**, p=0.000
	Achievement_IR	0.151*, p=0.011	-	0.184**, p=0.000
	Achievement_R	- 0.154*, p=0.01	-	-
Harmony	Total	0.152*, p=0.011	-0.213*, p=0.046	-
	R	0.152*, p=0.011		-
	IR	-	-0.249*, p=0.019	-
	LFT_IR	-	-0.359**, p=0.001	-0.107*, p=0.041
	AWF_R	0.181**, p=0.002		
	Acceptance_R	0.129*, p=0.003		
	Achievement_R	0.121*, p=0.043	-0.256*, p=0.016	
Health	IR	-	-	-0.159**, p=0.002
	R	0.127*, p=0.034	-	-
	DEM_IR	-0.128*, p=0.033	-	-0.120*, p=0.021
	LFT_IR	-	-	-0.133*, p=0.011

	LFT_R	0.150*, p=0.012	-	-
	AWF_IR	-0.123*, p=0.004	-	-0.155**, p=0.003
	Acceptance _IR	-	-	-0.153**, p=0.003
	Acceptance _R	0.117*, p=0.049	-	-
	Achievemen t_IR	-0.121*, p=0.043	-	-0.141**, p=0.007

The analysis of the correlation coefficients presented in Table 3 allows us to find that there is a significant relationship of medium and strong intensity of different valence between the convictions and values of adolescents and young people both at each age and throughout the entire sample. We notice that for adolescence the relationship between most irrationally formulated convictions and *achievement* value is specific. At the age of youth, only one correlation coefficient was established between *achievement* and *irrational catastrophic convictions*, which means that subjects evaluate negatively what should not be, but it has happened and in the future prevents them from achieving the planned goals. The analysis of the results of the relationship between the variables studied on the whole sample indicates the presence of the relationship between most irrational convictions and the values of experimental subjects.

The analysis of the relationship between autonomy and convictions allows us to highlight the presence of significant positive relationship with rational convictions during youth, which indicates that the irrational absolutist cognitions that dominated during adolescence change into rational ones (DEM-R) in youth and lead to personal autonomy and independence. Although, we establish that autonomy correlates significantly with depreciation and irrational global

assessment (SD-GE-IR), i.e. we can say that the global labeling of oneself and others, of life as “bad” persists, if things do not go as must and do not meet expectations of a person.

The continuous analysis of the data makes it possible to find the significant positive relationship between health and most irrational convictions during adolescence, which already changes to the negative with irrational convictions during youth, which means that health itself is reevaluated with age as valuable and thinking become positive, which is observed by the correlation coefficients on the whole sample.

Thus, the study of the correlational data between convictions and values gives us a possibility to confirm the fact that a significant relationship of different valence, which depends on the dominated convictions, is present between the convictions and values of the personality. Likewise, with age, the developing and changing of convictions leads to the awareness of important things, the finalization and definitization of life values for one’s own personality and their hierarchy in the system of values.

## **5. Conclusions about the relevance and prospects of the research**

The analysis of scientific literature and the results obtained from the experimental study shows the need for continuous research of convictions in subjects of adolescence and youth, such subjects being in a period of finalizing their volitional. Attitudinal, cognitive dimensions decisive in the formation of personality values. The results received are important for the development of strategies for training and development of desired values in adolescents and young people to achieve personal performance, successful educational process, socialization and relationships with members of the social environment,

development of emotional intelligence by facilitating search for means of expression and adequate identification of emotions. Thus, the implemented theoretical-experimental research allows us to conclude the following:

- the process of value formation is a consecutive one focused on interaction with the basic components of the value orientations and it takes place throughout the adolescence; it continues and it is successfully outlined during youth;
- the mechanism of forming value orientations presents a consecutive process of forming beliefs and values throughout adolescence and youth, consisting of a set of behaviours, emotions, cognitions, attitudes, convictions and values;
- adolescence and youth phases are characterized by: achievement, balance, creation, entrepreneurship, family happiness, friendship, teamwork, learning, advancement, balance, harmony, respect, health, financial security;
- upon analysis of statistical data obtained to determine the dynamics of the relationship between convictions and values in adolescents and young people we find the existence of a significant ratio of varying valence (+/-) of medium and high intensity in most variables included in research (achievement and acceptance, rational and irrational etc. advancement and beliefs in their entirety; autonomy, balance and beliefs in totality, between the imperative “must” and achievement, fame, status).

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