

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

With manuscript title

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

THE DEVELOPMENT OF EMOTIONAL INTELLIGENCE IN ADOLESCENTS

Specialisation: 511.02 Developmental Psychology and Educational Psychology

Summary of the doctoral thesis in psychology

CHIȘINĂU, 2026

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

Composition of the Committee for public presentation of the doctoral thesis:

Chairman:

GLAVAN Aurelia, university professor, habilitated doctor in Psychology, "Ion Creangă" State Pedagogical University of Chisinau.

Ph.D. supervisor:

RACU Igor, university professor, habilitated doctor in Psychology, Department of Psychology, "Ion Creangă" State Pedagogical University in Chişinău.

Official reviewers:

PLEŞCA Maria, associate professor, PhD in Psychology, Department of Psychology, "Ion Creangă" State Pedagogical University in Chişinău.

ANGHEL (ȚOCU) Rodica, associate professor, PhD in Psychology, Lower Danube University, Galaţi, Romania.

BRICEAG Silvia, university professor, PhD in Psychology, "Alec Russo" State University of Balti, Republic of Moldova.

The presentation will take place on **4 May 2026** at **11:00 am**, during the meeting of the Doctoral Committee of the Doctoral School of Psychology of "Ion Creangă" State Pedagogical University in Chişinău, Str. I. Creangă, 1, MD-2069, bl.2, Senate Hall.

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

The abstract was sent on _____2026.

Chairman of the Committee for public presentation:

GLAVAN Aurelia, university professor, habilitated doctor in Psychology, "Ion Creangă" State Pedagogical University of Chisinau.

Ph.D. supervisor:

RACU Igor, university professor, habilitated doctor in Psychology

Author: PLEŞEA Andreea-Cristina

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THE CONCEPTUAL FRAMEWORK OF RESEARCH

Relevance and importance of the theme. In the context of contemporary society, characterized by rapid transformations, intense digitalization, and social and economic uncertainties, adolescents emotional competencies represent a crucial factor for personal development and effective social adaptation. Emotional intelligence can no longer be regarded as an optional attribute of individual development; rather, it constitutes a core competency for effectively managing daily challenges and stress, fostering harmonious interpersonal relationships, and maintaining psychological balance. Recent studies emphasize the critical role of EI in enhancing cognitive and behavioral capacities. Unlike traditional approaches, which primarily focused on cognitive intelligence, current research highlights that EI acts as a catalyst for personal and motivational development, influencing personality traits, adaptability, and social competencies [1, 13]. Despite increases in cognitive intelligence, there is evidence of a decline in EI among adolescents, which correlates with difficulties in interpersonal relationships, heightened risk of emotional disorders, antisocial behaviors, and self-regulation problems [12, 18, 19, 32]. Consequently, investigating the development of emotional intelligence in adolescence represents not only a theoretical concern but also a practical necessity, with major implications for preparing young people to navigate the challenges of the modern world and contribute to a balanced and resilient society.

Description of the research field and identification of the research problem: Studies in the field of emotional intelligence highlight its importance as a central factor in the holistic development of the individual, generating sustained interest and engagement from a wide range of specialists at both national and international levels. Over the past decade, research has explored multiple theoretical dimensions of EI, including contributions from: G. Hasson [16], R. J. Davidson [9], I.D. Fodor [11], A. S. Drigas [10], C. Papoutsis [10], M.A. Brackett [1,2], D. Goleman [13,14], T.J. Bradford [17], D. Caruso [22], A. Furnham [27], H. Tolley [36], M. Pleșca [28], M. Vîrlan [35], among others. Additionally, numerous studies have examined various aspects of the emotional sphere: J. Cosnier [7]; M. Brillion [5]; B. Nelson [26]; L. Mlodinow offers a modern and critical perspective on the science of emotions and feelings [24]; A. Cury [8]; B. Rimé, focusing on the social communication of emotions [30]; and J. Brantley, investigating strategies for emotion regulation and regaining self-control [23]. Among theories investigating diverse intervention methods and practical applications, we can highlight L. Lantieri [20]; A. Vernon [33]; L. Shapiro [31]; and J. Bradberry and J. Greaves, who proposed a structured program to improve emotional intelligence [3]. The emotional characteristics of adolescents have also been studied in the works of F. Golu [15]; A. Munteanu [25]; L.S. Vygotsky [34]; and, in the Republic of Moldova, by I. Racu, Iu. Racu [29]; S. Briceag [4]; E. Losîi [21]. Thus, an analysis of the specialized literature and recent empirical data indicates

that, although numerous studies have examined EI and psychosocial adaptability, the lack of integrated programs for developing emotional competencies in adolescents remains a major issue. The absence of a formal educational framework for EI development limits adolescents' capacity to manage emotions, interact effectively with others, and adopt appropriate coping strategies.

The main research problem can be formulated as follows: how can an integrative psychological program be designed and implemented to effectively develop emotional intelligence in adolescents, supporting the enhancement of personality traits and the optimization of coping strategies?

To address this problem, **the lines of inquiry** are defined through responses to a series of derived questions: 1) How do gender differences influence the development of emotional intelligence competencies during adolescence? 2) At which age stage do manifestations of emotional intelligence reach the highest level of intensity and complexity in adolescents? 3) To what extent does the environment of origin (urban versus rural) generate significant variations in the development of emotional intelligence in adolescents? 4) What is the relationship between the level of emotional intelligence development and adolescents personality traits? 5) Which coping strategies are predominantly used by adolescents, and how are these correlated with their level of emotional intelligence? 6) What empirically validated intervention methods can ensure the effective development of emotional intelligence in adolescents, according to their specific context?

The purpose of the research is to investigate the dimensions of emotional intelligence in adolescents, as well as to design and implement a psychological intervention program focused on developing emotional skills.

Following this analysis, the **objectives** were outlined as follows: 1) To identify the level of emotional intelligence development throughout adolescence; 2) To examine the developmental characteristics of emotional intelligence according to the environment of origin (rural versus. urban); 3) To determine gender differences in the level of emotional intelligence across adolescence; 4) To assess personality traits in adolescents in relation to different levels of emotional intelligence; 5) To explore the relationship between the level of emotional intelligence and the coping strategies used during adolescence; 6) To develop and implement a psychological intervention program aimed primarily at enhancing emotional intelligence; 7) To evaluate the effectiveness of the implemented integrative psychological intervention program; 8) To formulate psychological recommendations for improving emotional intelligence skills in adolescents.

Achieving these objectives involved several successive **stages**:

1. Theoretical analysis stage: This involved an in-depth and systematic examination of the specialized literature, aiming to provide a solid conceptual foundation for the entire study.

2. Observational stage: In this stage, the research methodology, sample structure, and the procedures applied for data collection and analysis are presented in detail.
3. Formative stage: The main objective of this stage was the development, implementation, and analysis of the impact of a structured program for the development of emotional intelligence in adolescents.

General hypothesis: *We assume that levels of emotional intelligence during adolescence vary according to age, gender, and environment, and exhibit a distinct character adapted to the particularities of this critical developmental period. These levels may influence personality traits and the emotional coping strategies employed by adolescents.*

The theoretical support of the research included the following: Numerous scholars have developed significant theoretical contributions and empirical studies concerning the conceptualization and modeling of emotional intelligence, among them: D. Goleman [13, 14], J.D. Mayer [22] P. Salovey [22], D.R. Caruso [22], K. V. Petrides [27], H. TOLLEY [36], A. Furnham [27], M. Brackett [2], G. Hasson [16], I.D. Fodor [11], A. S. Drigas [10], C. A. Papoutsi [10], I. Chaidi [6], A. Vernon [33], L. Lantieri [20].

Research methodology: The scientific research combines theoretical methods, including critical examination of specialized literature, with empirical methods such as: The “Emotional Intelligence Diagnosis” test by N. Hall; The “Emotional Intelligence” test by D. Goleman; Friedman Maturity Scale; ABCD – M test; CERQ – Cognitive-Emotional Coping Assessment Questionnaire. Statistical methods included: frequency calculations (distribution of results); Mean calculations (central tendency of results); Chi-square test of independence (measuring association between two categorical variables); Gamma correlation test (measuring strength and direction of association between two ordinal variables); Kendall’s ordinal correlation test (It measures the association or correlation between two ordinal variables or variables with a non-normal distribution); Mann-Whitney U test; Wilcoxon test.

The scientific novelty and originality lies in the complex approach to emotional intelligence in adolescents, highlighting the interdependence with personality traits and coping strategies. The research allowed the contouring of the personality profile of the adolescent with a high level of emotional intelligence based on the identified personality traits and an emotional intelligence development program was designed and implemented, aiming to achieve emotional competences, with beneficial effects both on personality structures and on the use of more effective coping strategies.

The obtained results that contribute to addressing the important scientific problem, consist of: Determining the specific characteristics in the process of formation and development of emotional intelligence in adolescents, identifying the distinct particularities of this dimension, which vary significantly

according to gender, age stage, and environment, establishing distinctive personality traits in adolescents based on variations in levels of emotional intelligence, developing a personality profile of the adolescent with a high level of emotional intelligence and analyzing the relationship between emotional intelligence and the coping strategies used by adolescents, this work enabled the design and implementation of a psychological intervention program aimed at developing emotional intelligence, resulting in improved personality development in adolescents and the development of adaptive coping strategies.

The theoretical significance of this work consists in an in-depth analysis of the specialized literature, aiming to outline a solid theoretical framework for understanding the concept of emotional intelligence in adolescents. The study analyzes and synthesizes the main theoretical models, highlighting the determinants of emotional intelligence and the way in which it influences the personal and social development of adolescents.

Practical value: The study identifies the personality profile of adolescents with high emotional intelligence and develops and implements a psychological intervention program designed to optimize emotional competencies. The results contribute to a better understanding of emotional development during adolescence and provide a valuable methodological framework for educational and psychological interventions, significantly impacting the formation of effective strategies for managing emotions and adapting to the specific challenges of this stage of life.

The main scientific results submitted for defense are as follows:

- The level of emotional intelligence in adolescents varies according to age, gender, and socio-environmental background.
- Levels of emotional maturity fluctuate throughout adolescence depending on age, gender, and socio-environmental background.
- There is an interdependent relationship between the level of emotional intelligence and personality traits during adolescence.
- There is a correlation between the level of emotional intelligence and the coping strategies employed by adolescents.
- The implementation of an integrative psychological intervention program led to a significant increase in emotional intelligence and emotional maturity levels, as well as to changes in personality traits and coping strategies.

Implementation of scientific results: The findings of the theoretical and experimental study have been integrated into the training of students at the Faculty of Psychology and PPS, as well as in continuing education programs, and applied in psychological counseling activities conducted at the Eirini Association.

This has contributed to expanding knowledge horizons and enhancing the professional competencies of specialists in the field.

Approval of research results: The research findings were presented and validated during meetings of the Psychology Department at UPS “Ion Creangă” in Chişinău, as well as at scientific conferences organized by this institution and by Hyperion University in Bucharest. Additionally, work conducted within the Doctoral School included participation in national and international academic events and the publication of articles in specialized journals, thereby enriching the professional literature and disseminating the results obtained in the domain.

Publications on the thesis topic: The results have been published in 13 scientific works, including 5 articles in national scientific journals, and 8 articles in conference proceedings and other scientific events.

Summary of thesis structure: The thesis consists of: annotations (in 3 languages), a list of abbreviations, introduction, three chapters, general conclusions and recommendations, bibliography containing 243 references, 8 appendices, 147 pages of main text, and 63 figures.

Keywords: emotional intelligence, emotional maturity, personality traits, coping strategies, formative program, integrative approach, adolescence.

THESIS CONTENT

In the *Introduction*, the relevance and importance of the research topic are highlighted. The existing context in the field is examined, the research problem is defined, and the aim and objectives of the study are established. The novelty, theoretical significance, and contribution to solving the scientific problem are presented, including the concrete implementation of the results obtained.

In Chapter I, “Theoretical Aspects of Emotional Intelligence,” highlights the main research directions of the concept of emotional intelligence, along with an analysis of the most relevant definitions. Theoretical models are presented from the perspective of several specialists in the field, and in order to obtain a more detailed understanding of the development of emotional intelligence, the relationship between emotional intelligence and personality traits, as well as coping strategies, was also examined. The chapter also examines the particularities of the adolescent period and the ways in which emotional intelligence is expressed at this stage of life.

Chapter II, “Experimental Research on Emotional Intelligence in Adolescents,” presents the study results, as well as the aim, objectives, hypotheses, sample, and research instruments used.

The aim of the **observational experimental research** is to establish the level of emotional intelligence development in adolescents according to variables such as gender, age, and environment as well as to examine its interdependent relationship with personality traits and its connection to coping strategies.

To achieve this aim, the following research **objectives were proposed**:

1. Identify the level of emotional intelligence development throughout adolescence;
- 2) Study the developmental particularities of emotional intelligence according to the adolescent's environment (rural or urban);
- 3) Establish gender differences in emotional intelligence levels across adolescence;
- 4) Determine personality traits in adolescents in relation to different levels of emotional intelligence;
- 5) Developing the personality profile of the emotionally intelligent adolescent;
- 6) Examine the relationship between emotional intelligence levels and coping strategies used during adolescence.

In this experiment, the following **general hypothesis** was proposed: *We assume that levels of emotional intelligence during adolescence vary according to age, gender, and residential background, exhibiting distinct characteristics adapted to the specific features of this developmental stage, and that they may influence personality traits and the emotional coping strategies employed by adolescents.*

The general hypothesis allowed for the formulation of the following **operational hypotheses**:

- **Hypothesis 1:** We assume that the level of emotional intelligence in adolescents differs according to age, gender, and environment.
- **Hypothesis 2:** We assume that levels of emotional maturity may vary throughout adolescence, depending on age, gender, and environment.
- **Hypothesis 3:** We assume that there is an interdependent relationship between emotional intelligence levels and personality traits during adolescence.

Hypothesis 4: We assume that there is a correlation between the level of emotional intelligence and the level of coping strategies used by adolescents.

Variables of the observational experiment:

- **Independent variables:**

1. Personality traits according to the Big Five: Extraversion, Maturity, Agreeableness, Conscientiousness, Self-Actualization;
2. Cognitive-emotional coping strategies: Self-Blame, Acceptance, Rumination, Positive Refocusing, Planning Refocusing, Positive Reappraisal, Putting into Perspective, Catastrophizing, and Blaming;
3. Gender;
4. Age;

5. Environment (rural, urban).

- **Dependent variable:** Emotional intelligence

Instruments used: “Emotional Intelligence Diagnosis” test by N. Hall; “Emotional Intelligence” test by D. Goleman; Friedman Maturity Scale; ABCD-M Questionnaire; CERQ Questionnaire.

Results of the experimental research on the development of emotional intelligence in adolescents:

Hypothesis 1: *We assume that the level of emotional intelligence in adolescents differs according to age, gender, and environment.*

By administering the “Emotional Intelligence Diagnosis” questionnaire developed by N. Hall, we determined the level of emotional intelligence according to gender, environment, and age of the adolescents.

Development of emotional intelligence in adolescents according to the gender

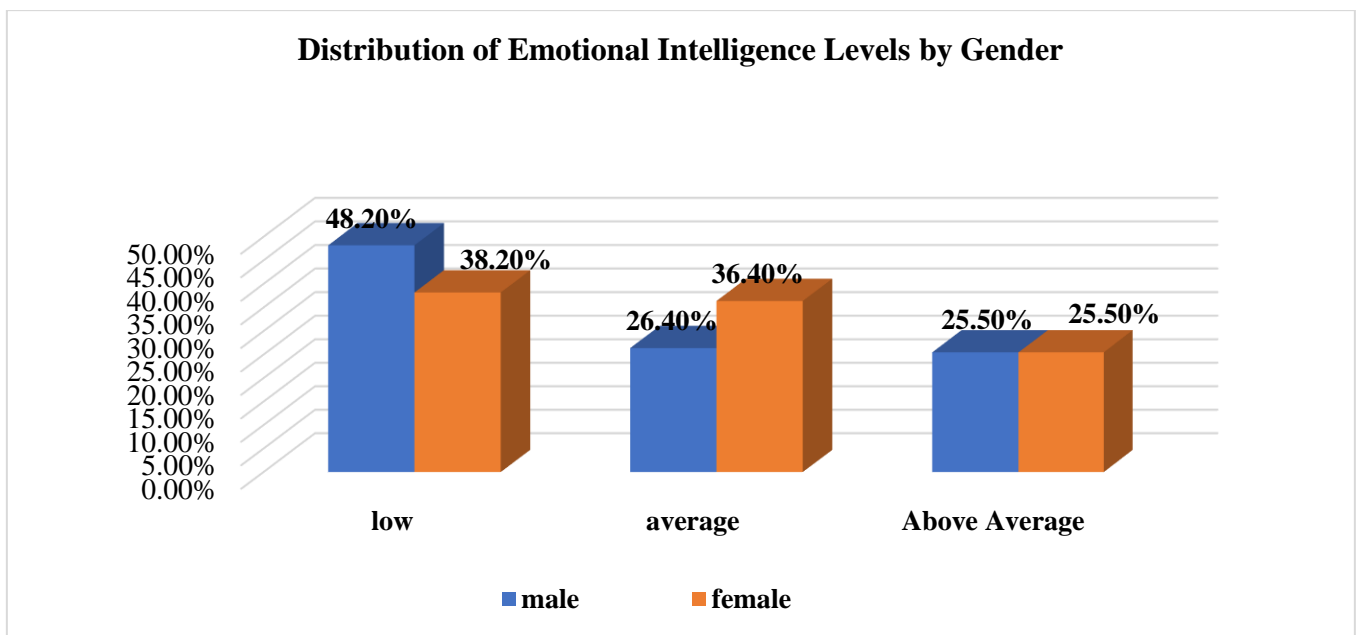


Fig. 1. Distribution of Emotional Intelligence Levels by Gender

The analysis of emotional intelligence levels by gender showed that boys are more frequently at a low level (48.2%) compared to girls (38.2%), while the average level is more present in girls (36.4%) than in boys (26.4%), and the high level is equal for both genders (25.5%); the differences are not statistically significant ($\chi^2(df=2)=3.03$; $p=0.220>0.05$), indicating equality of emotional intelligence between girls and boys. However, the distribution of scores suggests a trend in favor of girls, who more frequently register average levels of emotional intelligence and less frequently low levels, like boys, which suggests a tendency towards more balanced emotional control.

Development of Emotional Intelligence in Adolescents According to environment

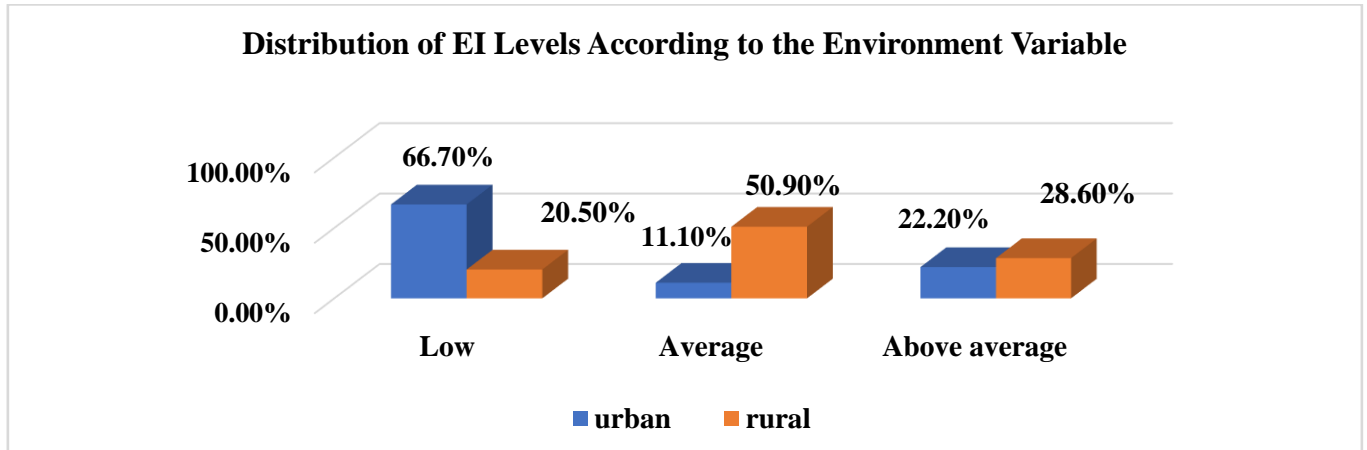


Fig. 2. Distribution of EI Levels According to the Environment Variable

The analysis of the level of emotional intelligence according to the environment of origin shows that the low level predominates in adolescents from urban areas (66.7%) compared to those from rural areas (20.5%), the average level predominates in rural areas 50.9% compared to 11.1% urban average and the high level is found in relatively close proportions for both categories (urban 22.2%; rural 28.6%); the Hi-square independence test indicates a statistically significant difference ($\chi^2(df=2)=55.71$; $p=0.001$), confirming the impact of the environment on emotional intelligence.

Development of Emotional Intelligence in Adolescents According to Age

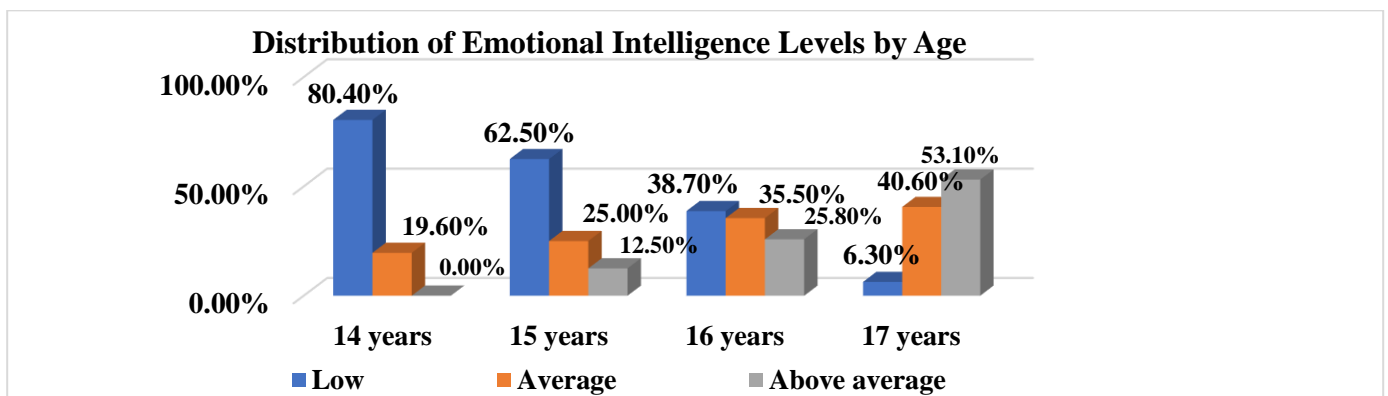


Fig. 3. Distribution of Emotional Intelligence Levels by Age

The analysis of the level of emotional intelligence according to age highlights that the low level predominates at 14–15 years (62.5%–80.4%), the average level becomes central at 16 years, and at 17 years the high level prevails (53.1%); the Chi-square test indicates a significant dependence between emotional intelligence and age ($\chi^2(df=6)=78.31$; $p=0.001$), with a positive and substantial linear association ($\chi^2(df=1)=73.91$; $\gamma=0.697$; $p=0.001$), suggesting that the level of emotional intelligence increases with age.

Hypothesis 2: *We assume that levels of emotional maturity may vary throughout adolescence depending on age, gender, and environment.*

To explore in depth the emotional intelligence of the studied subjects, we applied the Friedman emotional maturity test. The analysis of emotional maturity by gender indicates differences in the distribution of levels, in the sense that boys more frequently manifest levels corresponding to adolescent reactions and mild emotional immaturity (22.74%) compared to girls (9.1%), while tendencies towards imbalance and average emotional maturation are more frequent in girls (65.46%) than in boys (51.5%), the corresponding level being similar for both genders (25.5%), ($\chi^2 = 78.31$; $p = 0.001$).

Adolescents from urban areas present a higher proportion of immature emotional reactions, mild immaturity and tendencies towards emotional imbalance (66.6%), compared to 20.6% in the case of those from rural areas. Adolescents from rural areas are distinguished by a higher frequency of the average level and the corresponding level of emotional maturation (79.4%), compared to only 33.4% in urban areas. The Chi-square independence test indicates the statistical significance of the observed difference ($\chi^2(df=4)=58.92$; $p=0.001$), which is why the relationship between the level of emotional maturity and the environment of origin is assumed, in the sense of a higher level in the case of those from rural areas.

The data analysis shows a progressive development of emotional maturity as adolescents advance in age: At 14 years old (58.7%), at 15 years old (62.5%), at 17 years old (93.7%). The Chi-square independence test indicates the assumption of the dependence of the level of Emotional Maturity on the age level ($\chi^2(df=6)=141.92$; $p=0.001$).

Hypothesis 3: *We assume that there is an interdependent relationship between emotional intelligence levels and personality traits during adolescence.*

To analyze and validate this hypothesis, the Big Five Questionnaire (ABCD-M) was used.

Factor: Extraversion

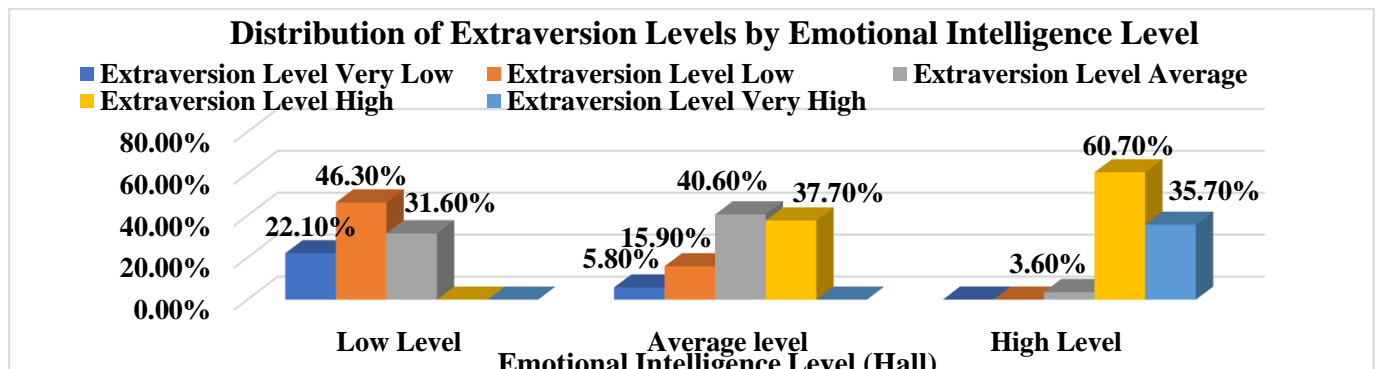


Fig. 4. Distribution of Extraversion Levels by EI Level

A strong positive correlation is observed, statistically significant at a significance level of $p < 0.01$ between Emotional Intelligence (Goleman, Hall) and Extraversion (E) (0.700 – 0.731). In the case of Extraversion facets, the observed correlations are substantial: Activism (E1) (0.552 – 0.583), Optimism (E2) (0.629 – 0.639), Humor (E3) (0.629 – 0.651), Interpersonal Skills (E4) (0.678 – 0.743) and Personal Affirmation (E5) (0.533 – 0.554).

Factor: Maturity

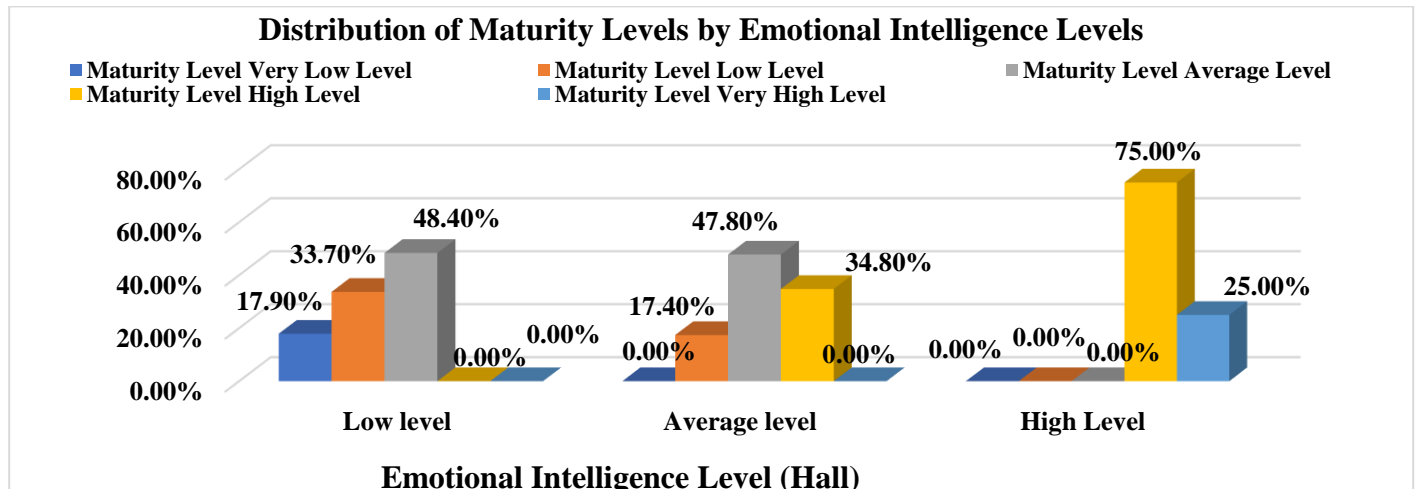


Fig. 5. Distribution of Maturity Levels by EI Level

We find a strong positive correlation, statistically significant at a significance threshold of $p < 0.01$, between the two factors: Emotional Intelligence (Goleman, Hall) and Maturity (M) (0.703 – 0.716). In the case of the facets of maturity, the observed correlations are substantial: Respect (M1) (0.595 – 0.598), Adaptation (M2) (0.642 – 0.660), Inhibition Strength (M4) (0.526 – 0.530) and Ego Strength (M5) (0.635 – 0.650). In the case of Friendship (M3) the identified correlation is moderate (0.383 – 0.396), but statistically significant at a significance threshold of $p < 0.01$.

Factor: Agreeableness

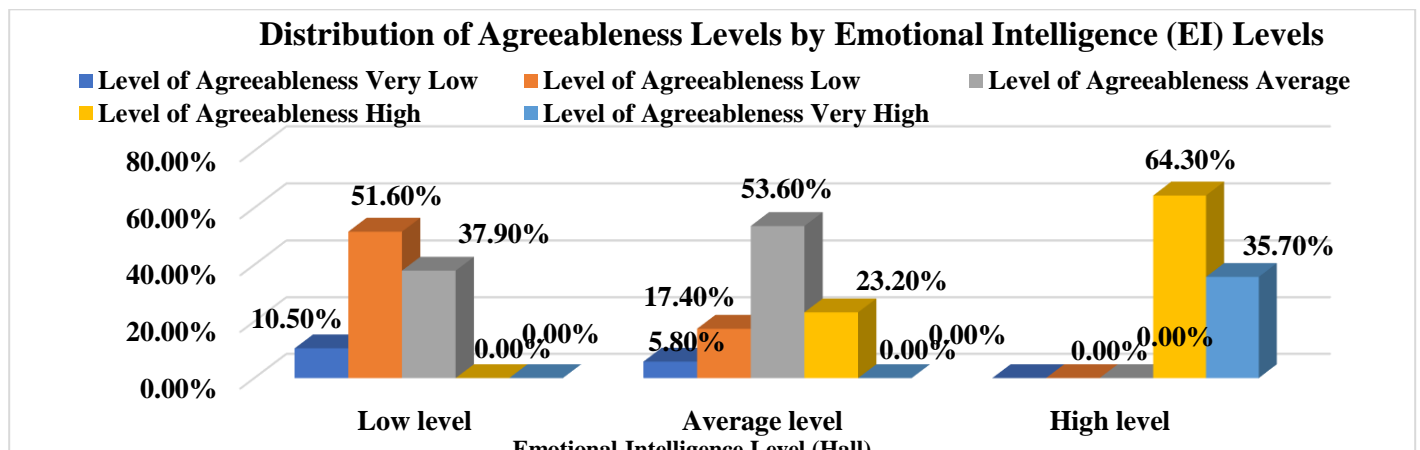


Fig. 6. Distribution of Agreeableness Levels by Emotional Intelligence Level

We find a substantial positive correlation, statistically significant at a significance level of $p < 0.01$, between the two factors: Emotional Intelligence (Goleman, Hall) and Agreeableness (A) (0.628 – 0.692). In the case of the facets of agreeableness, the observed correlations are substantial: Affective Warmth (A3) (0.494 – 0.541), Empathy (A4) (0.461 – 0.560), Honesty (A5) (0.680 – 0.690), Altruism (A1) (0.628–0.692). In the case of Romanticism (A2) the identified correlation is moderate (0.350 – 0.379), but statistically significant at a significance level of $p < 0.01$.

Factor: Conscientiousness

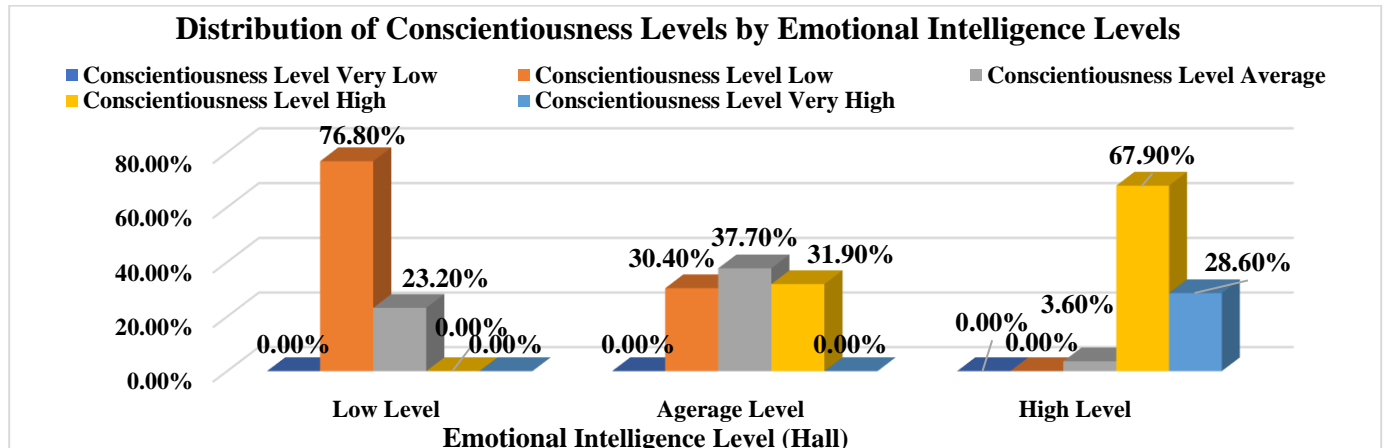


Fig. 7. Distribution of Conscientiousness Levels by Emotional Intelligence Levels

We find a strong positive correlation, statistically significant at a significance level of $p < 0.01$, between the two factors: Emotional Intelligence (Goleman, Hall) and Conscientiousness (A) (0.672 – 0.723). In the case of the facets of Conscientiousness, the observed correlations are substantial: Will and Perseverance (C1) (0.650 – 0.666), Rationality (C3) (0.620 – 0.682) and moderate correlations for perfectionism (C2) (0.355 – 0.360), Planning (C4) (0.419 – 0.439) and Self-Discipline (0.437 – 0.506).

Factor: Self-Actualization

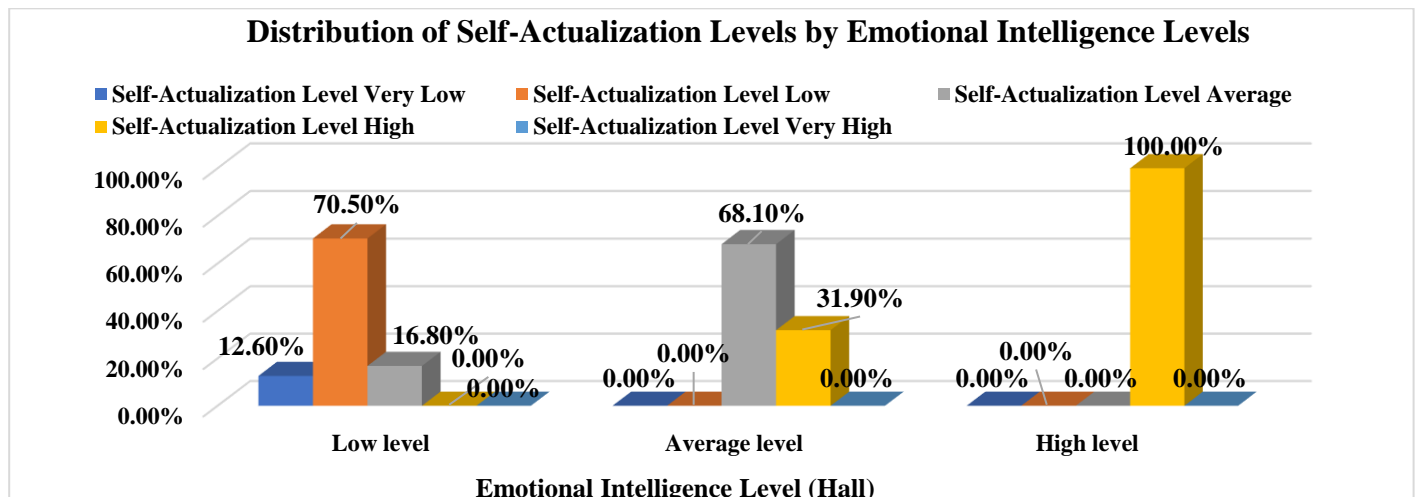


Fig. 8. Distribution of Self-Actualization Levels by Emotional Intelligence Levels

We find a strong positive correlation, statistically significant at a significance level of $p < 0.01$, between Emotional Intelligence (Goleman, Hall) and Self-Actualization (A) (0.787 – 0.844). In the case of the facets of Self-Actualization, the observed correlations are substantial: Deepening (AC1) (0.610 – 0.645), Tolerance (AC2) (0.671 – 0.681), Refinement (AC3) (0.495 – 0.567), Independence (AC4) (0.492 – 0.589) and Creativity (0.615 – 0.652).

Emotional Maturity (Friedman Scale)

The analysis highlights significant positive correlations between emotional maturity (Friedman) and the ABCD-M personality factors, tested by Kendall ordinal correlation ($p < 0.01$): **Extraversion (E)**: 0.700–0.731; facets: Activism (E1) 0.552–0.583, Optimism (E2) 0.629–0.639, Humor (E3) 0.629–0.651, Interpersonal skills (E4) 0.678–0.743, Personal affirmation (E5) 0.533–0.554; **Maturity (M)**: 0.703–0.716; facets: Respect (M1) 0.595–0.598, Adaptation (M2) 0.642–0.660, Inhibition Strength (M4) 0.526–0.530, Ego Strength (M5) 0.635–0.650, In the case of Friendship (M3) 0.383–0.396 the identified correlation is moderate, but statistically significant at a threshold $p < 0.01$.

Agreeableness (A): 0.628–0.692; facets: Altruism (A1) 0.470–0.702, Affective Warmth (A3) 0.494–0.541, Empathy (A4) 0.461–0.560, Honesty (A5) 0.680–0.690. In the case of Romanticism (A2) the identified correlation is moderate (0.350 – 0.379), but statistically significant at a threshold $p < 0.01$; **Conscientiousness (C)**: 0.672–0.723; facets: Will and perseverance (C1) 0.650–0.666, Spirit of perfection (C2) 0.355–0.360, Rationality (C3) 0.620–0.682, Planning (C4) 0.419–0.439, Self-discipline (C5) 0.437–0.506.

Self-actualization (AC): 0.787–0.844; facets: Depth (AC1) 0.610–0.645, Tolerance (AC2) 0.671–0.681, Refinement (AC3) 0.495–0.567, Independence (AC4) 0.492–0.589, Creativity (AC5) 0.615–0.652. The analysis of personality traits allowed to outline the profile of the adolescent with high emotional intelligence, characterized by emotional balance, optimism, affective flexibility, maturity, perseverance and openness to change. He manifests empathy, altruism, tolerance and prosocial behaviors, as well as developed capacities for self-analysis and emotional self-regulation, adaptively managing stressful situations. At the same time, he stands out for his autonomy, self-discipline and motivation for learning and personal development, establishing harmonious interpersonal relationships and exerting a positive influence on the groups he is part of.

Hypothesis 4: *We assume that there is a correlation between the level of emotional intelligence and the level of coping strategies used by adolescents.*

Adolescents coping strategies were evaluated using the **Cognitive-Emotional Coping Assessment Questionnaire (CERQ)**:

1. Self-Blame

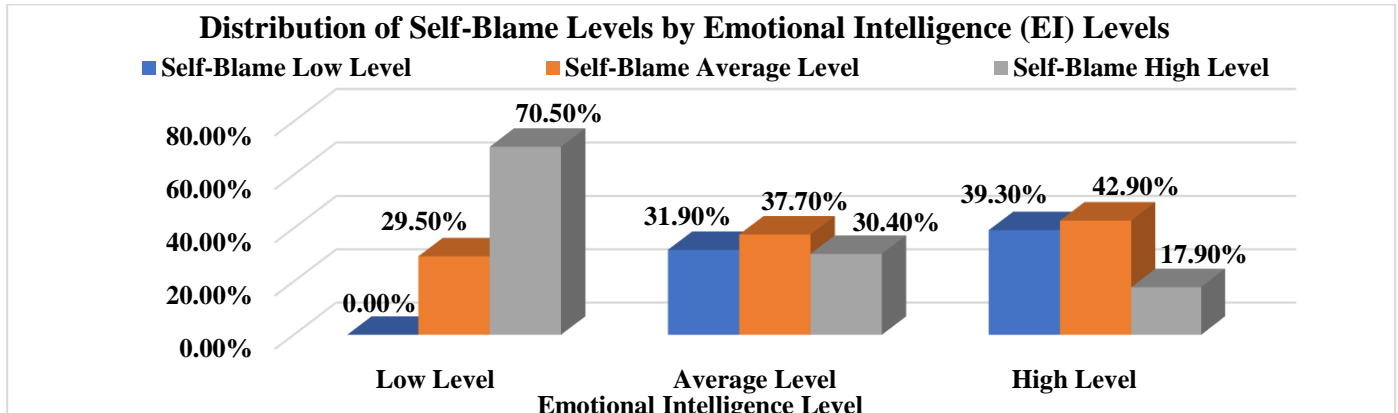


Fig. 9. Distribution of Self-Blame Levels by EI Level

The analysis of self-blame according to the level of EI shows that adolescents with low EI frequently use this strategy (29.5% medium level; 70.5% high), those with medium EI present a relatively balanced distribution (31.9% low; 31.9% medium; 30.4% high), and those with high EI: 39.3% low; 42.9% medium; 17.9% high. The Kendall ordinal correlation highlights the assumption of a substantial negative correlation ($t=-0.544$; $p<0.01$), in the sense of the significant association of the low level of Emotional Intelligence with the high level of use of Self-Blame.

2. Acceptance

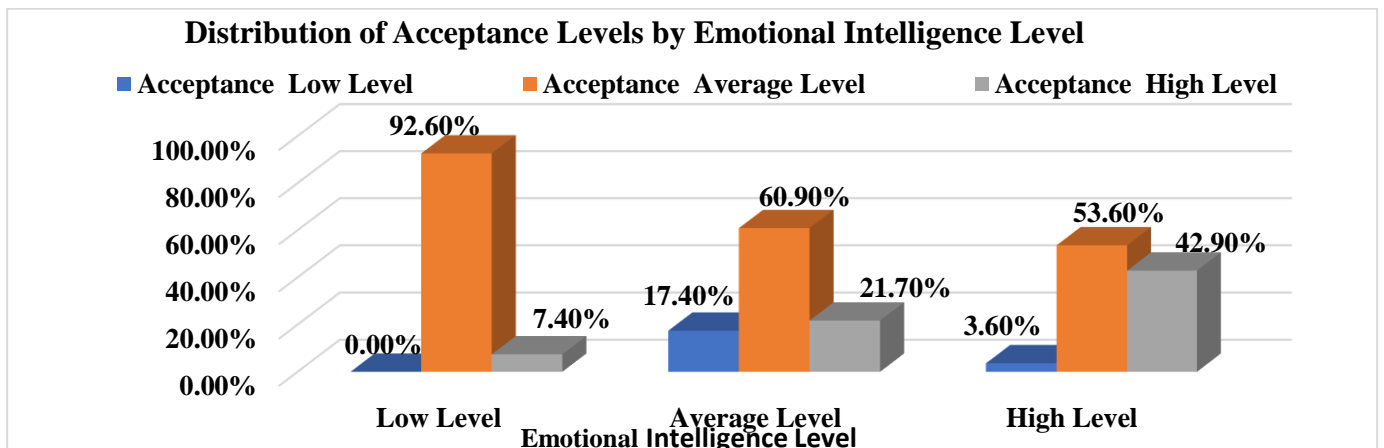


Fig. 10. Distribution of Acceptance Levels by Emotional Intelligence Level

The analysis of the acceptance coping strategy according to EI shows that adolescents with low EI predominantly use the average level (92.6%) and 7.4% have a high level. Those with average EI: 17.4% low; 60.9% average; 21.7% high, and those with high EI: 3.6% low; 53.6% average; 42.9% high, indicating a superior capacity to accept the inevitability of certain events. The results of the Kendall ordinal correlation test indicate a very low and insignificant association between levels of emotional intelligence (Goleman,

Hall) and the use of acceptance as a coping strategy ($t = -0.053$; $p > 0.05$). These results suggest that the two dimensions are autonomous.

3. Rumination

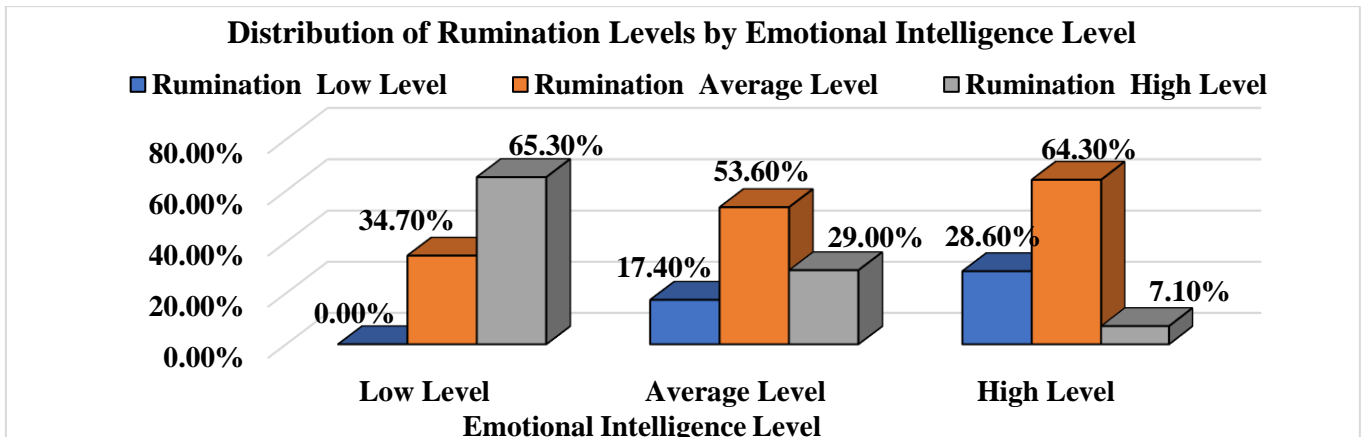


Fig. 11. Distribution of Rumination Levels by Emotional Intelligence Level

The analysis of rumination according to EI shows that adolescents with low EI present the following results: 34.7% use medium level; 65.3% high, those with medium EI: 17.4% low; 71% medium; 29% high, and those with high EI: 28.6% low; 64.3% medium; 7.1% high, which reflects the ability to transform negative emotions and thoughts into learning experiences. The Kendall correlation indicates the assumption of a substantial negative correlation ($t=-0.500$; $p<0.01$), in the sense of the significant association of low level of Emotional Intelligence with high level of Rumination use, while medium and high levels of Emotional Intelligence are associated with its average level.

4. Positive Refocusing

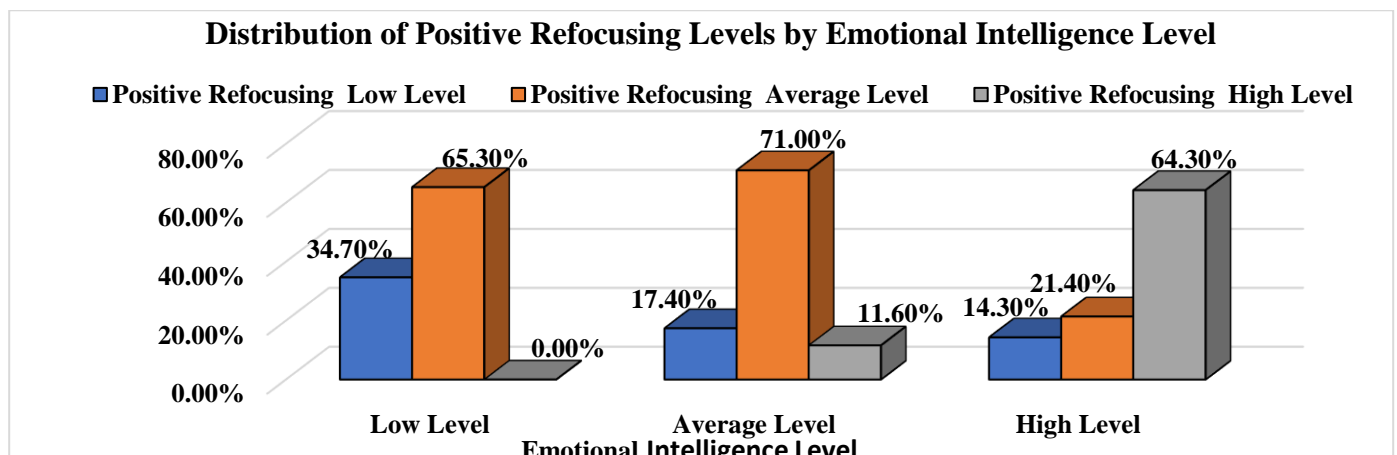


Fig. 12. Distribution of Positive Refocusing Levels by Emotional Intelligence Level

The analysis of positive refocusing according to EI shows that adolescents with low EI use: 34.7% low; 62.3% medium; those with medium EI: 17.4% low; 71% medium; 11.6% high; and those with high EI

64.3%, which indicates the ability to redirect attention from unpleasant memories to positive or constructive aspects. The Kendall correlation confirms a moderate positive association between EI and positive refocusing ($t = 0.379$; $p < 0.01$).

5. Planning Refocusing

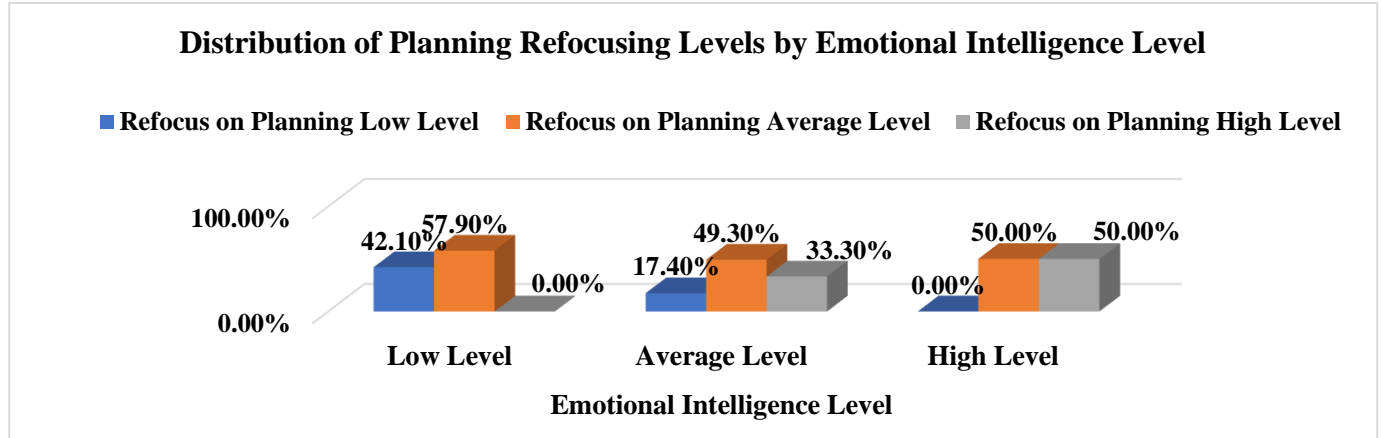


Fig. 13. Distribution of Planning Refocusing Levels by Emotional Intelligence Level

The analysis of refocusing through planning according to EI shows that adolescents with low EI use: 42.1% low; 57.9% medium; those with medium EI: 17.4% low; 49.3% medium; 33.3% high, and those with high EI: 50% medium and 50% high. They can evaluate possible actions and maintain their objectivity and emotional balance in the face of difficulties. The Kendall correlation confirms a moderate positive correlation ($t=0.452$; $p<0.01$), in the sense of a significant association of a low level of Emotional Intelligence with at most an average level of use of Refocusing through Planning, while a high level of Emotional Intelligence is associated with at least an average level of use of this coping mechanism.

6. Positive Reappraisal

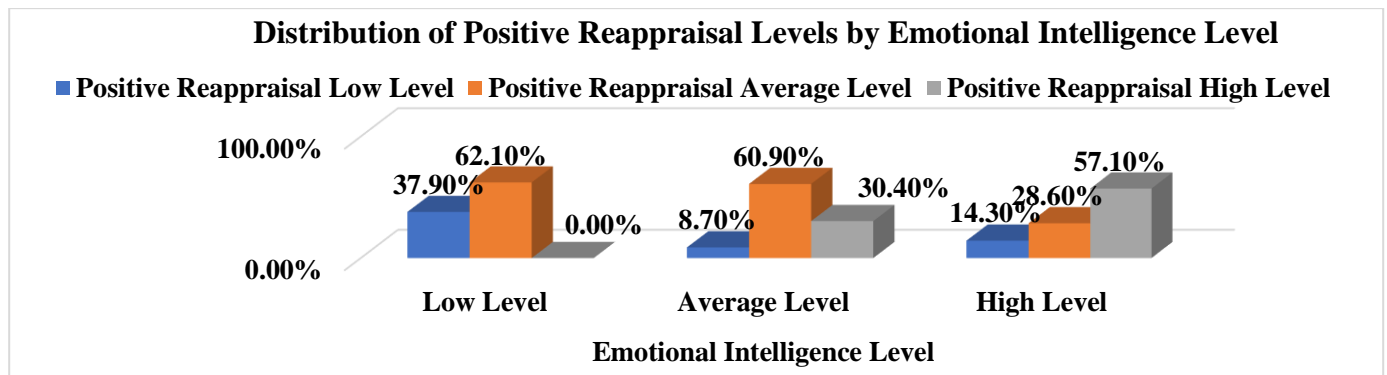


Fig. 14. Distribution of Positive Reappraisal Levels by Emotional Intelligence Level

The analysis of positive reappraisal according to EI shows that adolescents with low EI present the following results: 37.9% use a low level; 62.1% medium; those with medium EI: 8.7% low; 60.9% medium; 30.4% high), and those with high EI: 14.3% low level, 28.6 medium level, 57.1% high level. They perceive

difficult experiences as opportunities for growth and focus on their beneficial aspects. The Kendall ordinal correlation indicates the assumption of a moderate positive correlation ($t=0.424$; $p<0.01$), in the sense of a significant association of low and medium levels of Emotional Intelligence with the medium level of use of Positive Reappraisal, while the high level of Emotional Intelligence is associated with the high level of use of this coping mechanism.

7. Putting into Perspective

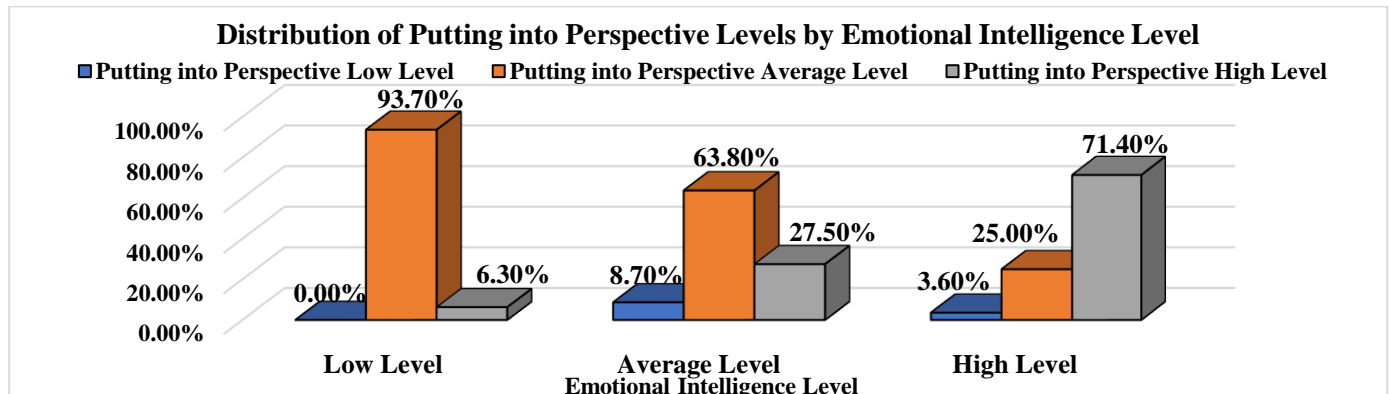


Fig. 15. Distribution of Putting into Perspective Levels by Emotional Intelligence Level

The analysis of perspective taking according to EI shows that adolescents with low EI predominantly use medium level (93.7%), and 6.3% have a high level of use. Those with medium EI: 8.7% low; 63.8% medium; 27.5% high, and of those with high EI, 3.6% show low use of the mechanism, 25% have a medium level and 71.4% have a high level. They are able to put negative events into perspective, comparing them with more complex experiences or more difficult situations encountered by others. The Kendall correlation indicates the assumption of a moderate positive correlation ($t=0.437$; $p<0.01$), in the sense of a significant association of low and medium levels of Emotional Intelligence with the medium level of use of Perspective Taking, while the high level of Emotional Intelligence is associated with the high level of use of this coping mechanism.

8. Catastrophizing

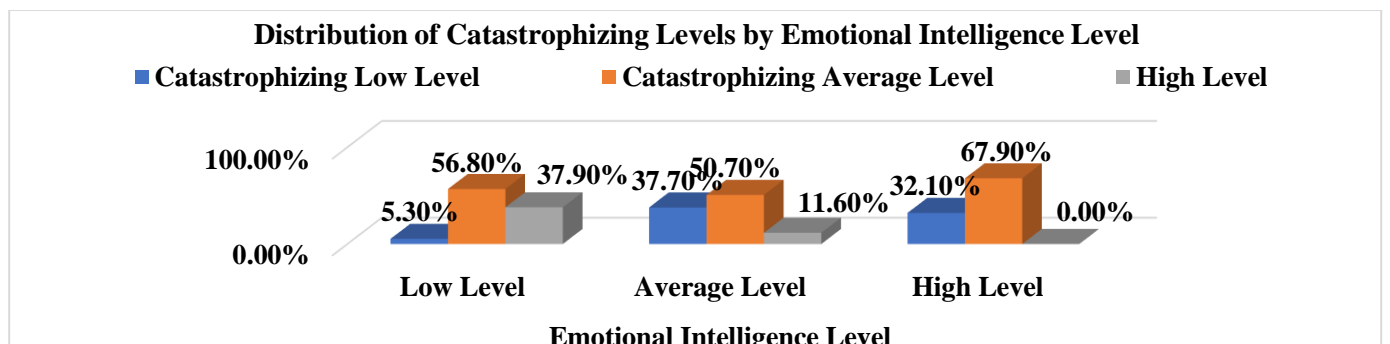


Fig. 16. Distribution of Catastrophizing Levels by Emotional Intelligence Level

The analysis of catastrophizing according to EI shows that adolescents with low EI frequently use medium and high levels; 5.3% low; 56.8% medium; 37.9% high; those with medium EI: 37.3% low; 50.7% medium; 11.6% high, and those with high EI: 32.1% low; 67.9% medium. They maintain a balanced perspective on challenging situations, focusing on solutions and possibilities for improvement. The Kendall correlation indicates the assumption of a substantial negative correlation ($t=-0.558$; $p<0.01$), in the sense of a significant association of low level of Emotional Intelligence with medium and high levels of use of Catastrophizing, while high level of Emotional Intelligence is associated with medium level of use of this coping mechanism, the high level not being present.

9. Blaming Others

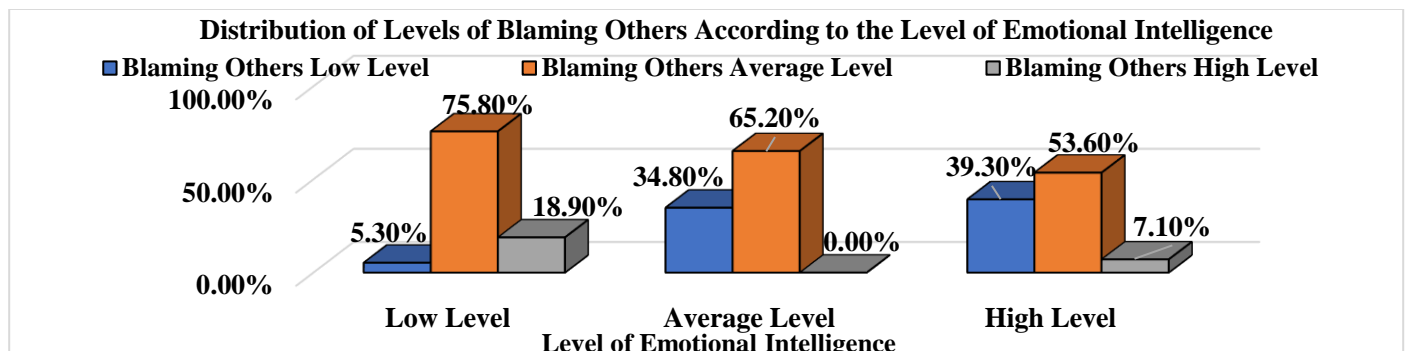


Fig. 17. Distribution of Levels of Blaming Others According to the Level of Emotional Intelligence

The analysis of blaming others according to EI shows that adolescents with low EI frequently use medium and high levels (5.30%; 75.8% medium; 18.9% high), those with medium EI: 34.8% low; 65.2% medium, and those with high EI: 39.3% low; 53.6% medium. They are more aware of their own emotions and the impact of their actions on those around them. The Kendall correlation indicates a moderate negative correlation ($t=-0.439$; $p<0.01$), in the sense of a significant association of low level of Emotional Intelligence with the medium level of use of Blaming Others. While high level of Emotional Intelligence is associated with low and medium levels of use of this coping mechanism.

Emotional Maturity, Friedman

The results obtained by applying the Kendall ordinal correlation test highlight a pattern of association between levels of emotional maturity (Friedman) and the coping strategies used. Levels corresponding to emotional immaturity are significantly associated with increased use of maladaptive coping strategies, such as Self-blame ($t=0.515$; $p<0.01$), Rumination ($t=-0.448$; $p<0.01$), Catastrophizing ($t=-0.483$; $p<0.01$) and Blaming others ($t=-0.401$; $p<0.01$), all manifested at least at an average level.

In contrast, an average and appropriate level of emotional maturity is significantly correlated with more frequent use of adaptive strategies, namely Positive Refocusing ($t=0.401$; $p<0.01$), Planning Refocusing ($t=0.448$; $p<0.01$), Positive Reappraisal ($t=0.414$; $p<0.01$), predominantly at at least average or

high levels and Perspective-taking ($t=0.411$; $p<0.01$). The use of Acceptance does not show a statistically significant association with emotional maturity ($t=0.023$; $p>0.05$). Overall, the results confirm the role of emotional maturity as a major differentiating factor between adaptive and maladaptive coping strategies.

Chapter III, entitled The development and implementation of the emotional intelligence development program for adolescents, presents principles, strategies, and techniques for the development of emotional intelligence.

The purpose of the formative experiment is to design and implement a psychological program aimed at developing emotional intelligence in adolescents. In general, the emotional intelligence development program aims to provide participants with a set of skills and competencies that allow them to better understand themselves, recognize, express, and manage their emotions healthily, improve communication skills, acquire conflict resolution abilities, approach life challenges in a balanced manner, and develop skills for building healthy relationships.

The **general objectives** of the formative experiment were to: design and implement a psychological intervention program; measure the program's effectiveness regarding the development of emotional intelligence; draw scientific conclusions and formulate recommendations for specialists.

The emotional intelligence development program was oriented toward the following **specific objectives**: developing the ability to recognize, interpret, and understand emotions in the context of personal development, self-confidence, self-awareness, mindfulness, expressing one's own emotions, and clarifying personal values; acquiring the ability to manage emotions through developing skills to regulate intense emotions (anger, guilt, fear, frustration), increasing impulse control, awareness of the emotion-thought-behavior connection, developing optimism and adaptability, and reducing the impact of stress; developing communication and interpersonal skills by improving assertive communication, enhancing empathy, active listening, managing and preventing conflicts, recognizing others emotions, maintaining interpersonal relationships and teamwork; acquiring the ability to manage stress and emotions through the practice of body relaxation techniques and breath control.

Independent variable: the psychological intervention program.

Dependent variable: emotional intelligence in adolescents.

In accordance with the purpose of the formative experiment, the following **hypothesis** was formulated: *We assume that implementing an integrative psychological intervention program will have a positive impact on the development of emotional intelligence in adolescents.*

The formative experiment was conducted on a sample of 24 adolescents aged 14 to 17 years, divided into two homogeneous groups: the Experimental Group (EG), 12 participants (6 girls, 6 boys) who attended

the formative program, and the Control Group (CG), 12 participants (6 girls, 6 boys) who did not participate in the program. Selection for the experimental group was based on the lowest level of emotional intelligence obtained in the assessment experiment.

The psychological intervention program was developed based on the principles of the integrative approach. Its effectiveness was verified by retesting subjects with the same instruments used in the assessment experiment. The homogeneity of the experimental and control groups was evaluated using the Mann-Whitney U test, confirming that the groups were comparable.

To analyze the impact of the intervention, the test/retest results of the experimental group were compared with those of the control group, as well as the experimental group's performance at retest with the control group, allowing the evaluation of participants progress and program effectiveness. During the psychological intervention program, sessions were held once or twice a week, maintaining a consistent and systematic rhythm from January 2023 to June 2023.

The first stage involved comparing the experimental group's (EG) test/retest results for emotional intelligence (Goleman, Hall) and emotional maturity (Friedman). Based on the results, significant increases were identified for Goleman emotional intelligence levels from test phase ($m1 = 65.83 \pm 13.95$) to retest phase ($m2 = 84.17$, $Z = -3.18$, $p = 0.001$); and for Hall from test phase ($m1 = 26.83 \pm 9.23$) to retest phase ($m2 = 47.33 \pm 2.74$, $Z = -3.07$, $p = 0.002$). Significant increases were also observed for emotional maturity (Friedman) levels: test phase ($m1 = 16.11 \pm 1.19$) and retest phase ($m2 = 18.28 \pm 0.63$, $Z = -3.07$, $p = 0.002$).

The test–retest comparison of the experimental group, based on the ABCD-M questionnaire, revealed significant increases across all analyzed personality factors:

Extraversion (E): test $m1 = 92.00 \pm 8.42$ versus retest $m2 = 104.50 \pm 8.11$, $Z = -3.15$, $p = 0.002$;

Maturity (M): test $m1 = 85.83 \pm 10.22$ versus retest $m2 = 101.17 \pm 9.93$, $Z = -3.12$, $p = 0.002$;

Agreeableness (A): test $m1 = 90.33 \pm 5.87$ versus retest $m2 = 105.00 \pm 5.43$, $Z = -3.12$, $p = 0.002$;

Conscientiousness (C): test $m1 = 94.67 \pm 13.41$ versus retest $m2 = 104.17 \pm 11.11$, $Z = -3.07$, $p = 0.002$; **Self-Actualization (SA):** test $m1 = 95.50 \pm 11.61$ versus retest $m2 = 107.33 \pm 10.71$, $Z = -3.09$, $p = 0.002$.

The comparison of the experimental group's results at the test/retest phase, based on the CERQ questionnaire, reveals—through comparative test–retest analysis—significant reductions in maladaptive coping strategies and significant increases in adaptive coping strategies: **Self-Blame** decreased from 14.50 ± 2.88 to 10.33 ± 0.98 ($Z = -3.11$; $p = 0.002$), **Rumination** from 13.00 ± 2.17 to 11.33 ± 1.97 ($Z = -3.16$; $p = 0.002$), **Catastrophizing** from 13.33 ± 2.23 to 10.33 ± 0.98 ($Z = -3.12$; $p = 0.002$), and **Blaming Others** from 11.00 ± 1.60 to 10.17 ± 0.94 ($Z = -2.64$; $p = 0.008$). Simultaneously, significant increases were

observed in adaptive strategies: **Acceptance** increased from 12.00 ± 1.18 to 13.50 ± 1.31 ($Z = -3.17$; $p = 0.002$), **Positive Refocusing** from 10.17 ± 1.11 to 13.50 ± 1.00 ($Z = -3.18$; $p = 0.001$), **Refocusing on Planning** from 11.30 ± 2.39 to 15.33 ± 1.78 ($Z = -3.10$; $p = 0.002$), **Positive Reappraisal** from 11.33 ± 2.23 to 15.50 ± 2.07 ($Z = -3.28$; $p = 0.001$), and **Putting into Perspective** from 11.17 ± 2.04 to 14.83 ± 1.64 ($Z = -3.18$; $p = 0.001$).

The next step of the formative experiment was to highlight the differences at the retest phase between the experimental group and the control group.

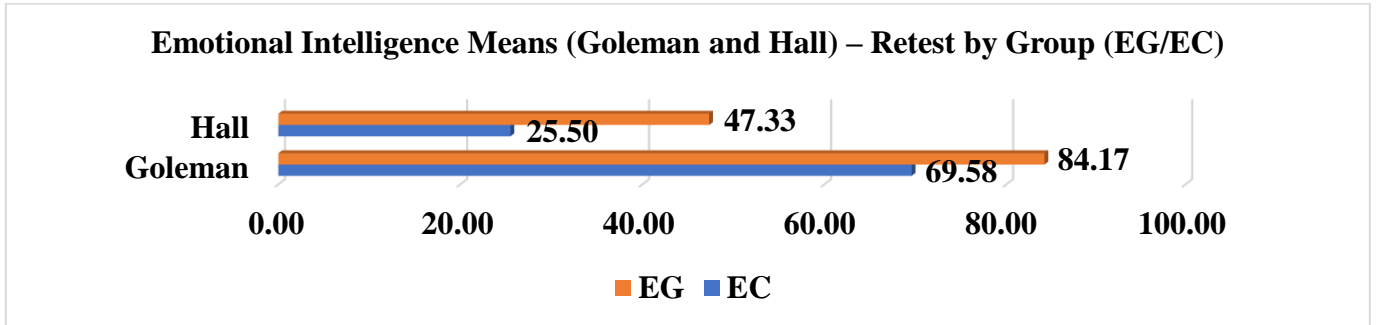


Fig. 18. Mean Values of Emotional Intelligence (Goleman, Hall) – EG Retest / CG Retest

Based on the results obtained, it was identified that the levels of emotional intelligence (Goleman, Hall) are significantly higher in the experimental group (Goleman: $m_{CG} = 69.58 \pm 13.05$; $m_{EG} = 84.17 \pm 14.28$, $Z = -2.10$, $p = 0.046$; Hall: $m_{CG} = 25.50 \pm 7.89$; $m_{EG} = 47.33 \pm 2.74$, $Z = -4.18$, $p = 0.001$).

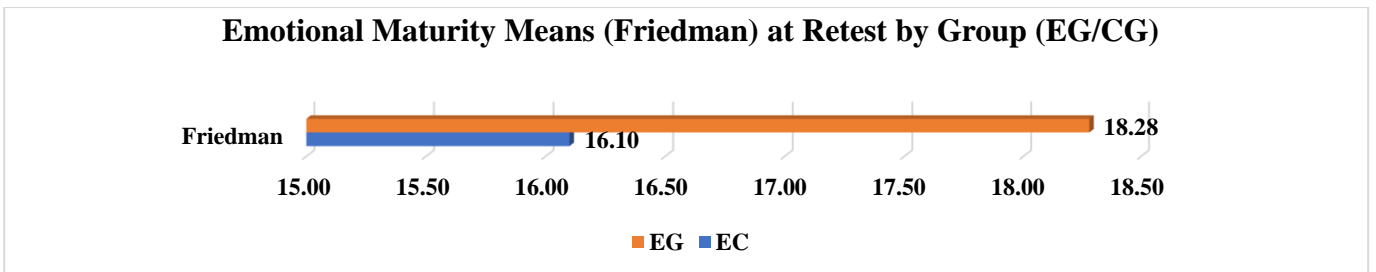


Fig. 19. Mean Values of Emotional Maturity (Friedman) – EG Retest / CG Retest

Based on the results obtained, it was also identified that the levels of emotional maturity (Friedman) are significantly higher in the experimental group (Friedman: $m_{CG} = 16.10 \pm 1.80$; $m_{EG} = 18.28 \pm 0.63$, $Z = -3.83$, $p = 0.001$).

The next step of the formative experiment research was to highlight the differences between the experimental group and the control group at the retest stage regarding personality factors according to the ABCD-M personality questionnaire.

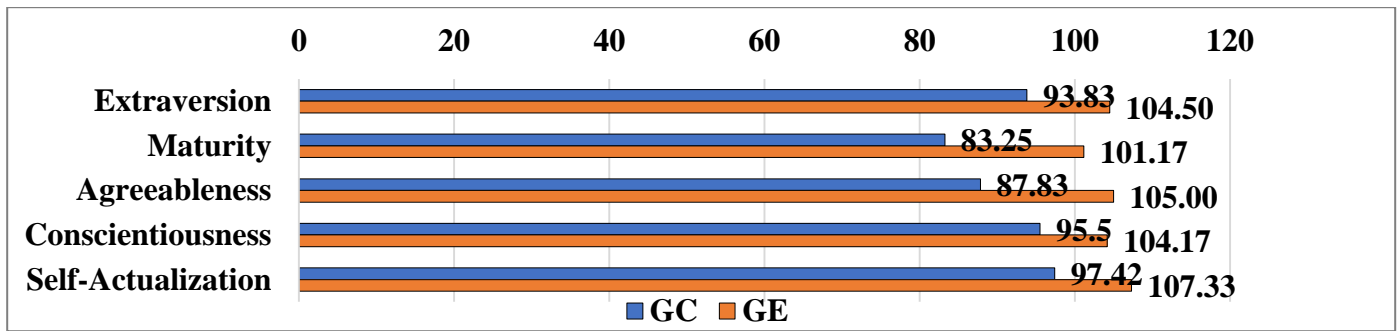


Fig. 20. Mean ABCD-M Values – EG Retest / CG Retest

Based on the results obtained, it was highlighted that the levels for all ABCD-M personality factors are significantly higher in the experimental group: Extraversion (E) is higher in GE ($m_{GE}=104.50\pm 8.1$) compared to GC ($m_{GC}=93.83\pm 7.51$), $Z=-2.67$, $p=0.007$. Maturity (M) records significantly higher values in GE ($m_{GE}=101.17\pm 9.93$) compared to GC ($m_{GC}=83.25\pm 7.92$), $Z=-3.43$, $p=0.001$, reflecting a progress in emotional balance and affective self-regulation. Agreeableness (A) is higher in GE ($m_{GE}=105.00\pm 5.43$) compared to GC ($m_{GC}=87.83\pm 5.47$), $Z=-4.17$, $p=0.001$, highlighting a better adaptation to changes and new situations. Conscientiousness (C) is superior in GE ($m_{GE}=104.17\pm 11.11$) compared to GC ($m_{GC}=95.50\pm 3.90$), $Z=-2.32$, $p=0.020$, indicating a more pronounced responsibility and perseverance in achieving goals. Self-actualization (AC) is higher in GE ($m_{GE}=107.33\pm 10.71$) compared to GC ($m_{GC}=97.42\pm 8.02$), $Z=-2.21$, $p=0.028$.

The results obtained from the statistical analyses demonstrate that the implementation of the psychological intervention program aimed at developing emotional intelligence also facilitated the development of the main personality factors in subjects from the experimental group.

Next, we present the comparison of retest results for the experimental and control groups regarding the level of cognitive-emotional coping, according to the CERQ questionnaire.

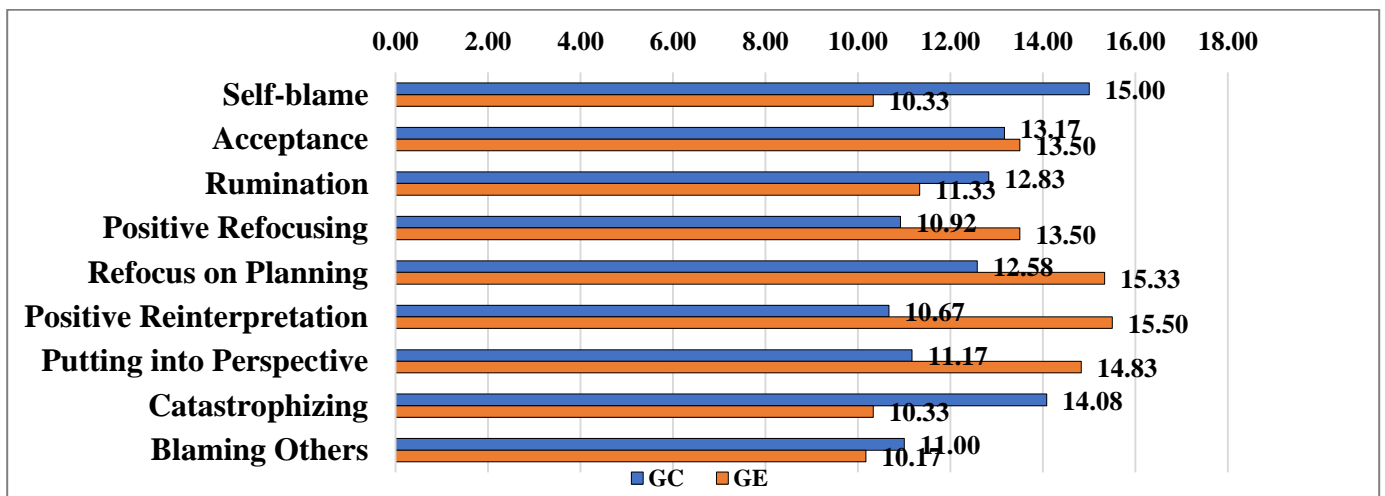


Fig. 21. Mean CERQ Values – EG Retest / CG Retest

Significant differences were identified, showing a lower level of maladaptive strategies in the experimental group. **Self-blame** is lower in EG ($mEG = 10.33 \pm 0.98$) compared to CG ($mCG = 15.00 \pm 2.22$), $Z = -4.22$, $p = 0.001$. **Rumination** is lower in EG ($mEG = 11.33 \pm 1.97$) than in CG ($mCG = 12.83 \pm 1.11$), $Z = -2.36$, $p = 0.028$. **Catastrophizing** is significantly lower in EG ($mEG = 10.33 \pm 0.98$) compared to CG ($mCG = 14.08 \pm 1.83$), $Z = -3.99$, $p = 0.001$.

In contrast, adaptive strategies showed significant increases: **Positive refocusing** EG = 13.50 ± 1.00 vs CG = 10.92 ± 2.87 , $Z = -2.22$, $p = 0.028$; **Refocusing on planning** EG = 15.33 ± 1.78 vs CG = 12.58 ± 2.39 , $Z = -2.94$, $p = 0.002$; **Positive reappraisal** EG = 15.50 ± 2.07 vs CG = 10.67 ± 1.97 , $Z = -3.76$, $p = 0.001$; **Putting into perspective** EG = 14.83 ± 1.64 vs CG = 11.17 ± 2.04 , $Z = -3.70$, $p = 0.001$. The results obtained at the level of coping strategies demonstrate that the implementation of the psychological intervention program aimed at developing emotional intelligence made a substantial contribution to reducing maladaptive coping strategies and increasing adaptive coping strategies among adolescents with low emotional intelligence in the experimental group.

The test–retest comparative analysis of the **control group**, conducted using the same instruments for assessing emotional intelligence, emotional maturity, personality traits, and coping strategies, revealed no significant changes in any dimension. Both the levels of emotional intelligence and maturity, as well as personality traits and coping strategies, remained constant. This indicates that, in the absence of participation in the formative program, the psychological characteristics of the participants remained at their initial levels.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

The research findings provide a relevant perspective on the role of emotional intelligence in the balanced development of adolescents, highlighting the influence of gender, age, and residential background on emotional competencies, as well as the relationship between emotional intelligence, personality traits, and coping strategies, alongside the usefulness of designing and implementing a specific psychological intervention program. The detailed analysis of the data obtained through the theoretical and experimental investigation of emotional intelligence development in adolescents allows the formulation of the following conclusions and recommendations:

1. In recent decades, emotional intelligence has become a central domain of psychology and psychological intervention, emphasizing the importance of integrating emotions into cognitive and relational processes for personal success and social adaptation. Adolescence represents a critical stage for the development of emotional competencies; although young people begin to demonstrate

empathy and self-regulation, these abilities often remain unstable, which explains emotional vulnerabilities and difficulties in social integration.

2. The research demonstrated that emotional intelligence is not uniformly distributed among adolescents, but varies significantly according to age, gender, and residential background. A progressive increase in emotional regulation abilities was observed with advancing age, these being more pronounced among girls and adolescents from rural areas.
3. The findings highlighted that emotional intelligence represents a fundamental factor in shaping and developing personality traits, exerting a complex influence on the core dimensions of the Big Five model and fostering progressive psychological maturation. The development of emotional competencies was associated with increased extraversion, maturity, conscientiousness, agreeableness, and self-actualization.
4. The study enabled the delineation of the personality profile of adolescents with high levels of emotional intelligence, based on the identified personality traits, providing support for the development of the psychological intervention program.
5. The level of emotional intelligence was identified as a key predictor of psychosocial adaptability and coping strategies. Adolescents with high emotional intelligence tend to use adaptive strategies, such as positive refocusing, positive reappraisal, and putting stressful situations into perspective, while adolescents with low emotional intelligence resort to maladaptive strategies, such as self-blame, rumination, catastrophizing, and blaming others.
6. Following participation in the psychological intervention program, participants in the experimental group showed significant increases across all emotional intelligence indicators, progressing from below-average to average levels of development. Post-intervention assessments revealed increases in personality factors such as extraversion, maturity, agreeableness, conscientiousness, and self-actualization. Additionally, there was a reduction in maladaptive coping strategies (self-blame, rumination, blaming others, and catastrophizing) and an increase in adaptive strategies, such as positive refocusing, positive reappraisal, and putting situations into perspective.
7. The comparative analysis of data collected during the two stages of the research revealed stability in the results obtained by subjects in the control group, with no significant differences across the administered assessment instruments: “Emotional Intelligence Diagnosis” by N. Hall, the “Emotional Intelligence” test by D. Goleman, the Friedman Maturity Scale, the ABCD–M test, and the CERQ. These participants continued to experience difficulties in managing emotions and stressful situations, displaying reduced empathy and limited understanding of others. In challenging

contexts, they reacted impulsively or aggressively and remained vulnerable to anxiety and frustration.

8. The obtained results allowed us to confirm the hypothesis that the implementation of an integrative psychological intervention program has a positive impact on the development of emotional intelligence in adolescents.

The results of the investigation provide the basis for proposing the following recommendations regarding implementation:

1. The comprehensive psychological intervention program, grounded in the research findings, contributes to the enrichment of knowledge in the field of psychology and may be integrated into the continuing professional development of psychologists, psychotherapists, school counselors, and teachers, as well as into practical guides, interactive workshops, and support groups.
2. The developed program can be adapted into digital platforms and mobile applications dedicated to fostering emotional intelligence in adolescents, through interactive exercises, simulated scenarios, and multimedia resources. These tools may facilitate experiential learning, collaboration within online communities, progress monitoring, and personalization of activities according to the user's emotional level, thereby maintaining motivation and engagement.
3. Complementary programs may be developed for parents and families to support the development of adolescents' emotional intelligence within the family environment.
4. The program may be extended to local communities and non-governmental organizations by adapting modules for youth in community centers, promoting socio-emotional competencies and social inclusion. Educational campaigns may also be organized to increase awareness of the role of emotional intelligence in conflict prevention and the promotion of adolescents' mental health.

The results also indicate the need for new directions in future research:

1. The influence of the family environment on the development of emotional intelligence may be examined by analyzing the effects of different parenting styles, relational dynamics, and levels of emotional support on adolescents' emotional competencies.
2. Early intervention in primary school should be investigated, focusing on the development and testing of age-appropriate programs aimed at the early stimulation of children's socio-emotional competencies.
3. Testing personalized interventions for developing emotional intelligence can be carried out through programs adapted to the personality profile and coping style of each adolescent, comparing

traditional methods (workshops, support groups) with digital strategies, such as interactive platforms and mobile applications.

Despite the significant results obtained, it is necessary to highlight certain limitations of the research:

1. The study did not include data regarding the family context, particularly the educational level of contemporary families and the emotional intelligence of parents in supporting adolescents' emotional development. Considering that certain emotional competencies are transmitted intergenerationally through modeling, communication, and affective climate, this omission restricts the understanding of how the family's emotional profile may facilitate or inhibit intervention effects and limits the generalizability of the findings.
2. The absence of a long-term follow-up assessment prevents evaluation of the sustainability of emotional intelligence and emotional maturity development over time. Longitudinal research on emotional intelligence and social adaptability may track the evolution of emotional competencies throughout adolescence and analyze their impact on social integration, academic performance, and mental health.

Overall, the presented conclusions and recommendations underline the relevance and effectiveness of the emotional intelligence development program, providing both a theoretical foundation and a practical framework for future interventions and research directions aimed at supporting the harmonious development of adolescents.

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4. PLEȘEA A.,C. „Direcții de implementare a metodelor de educație pentru drepturile copilului și vulnerabilitățile prezente în dezvoltarea acestora”. În: Volumul de lucrări al Conferinței

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5. PLEȘEA A.,C „Factorii de influență în dezvoltarea inteligenței emoționale la adolescenți”. În Volumul de lucrări al Conferinței “Probleme ale științelor socioumanistice și ale modernizării învățământului” Chișinău, 2022. 28-35 p. ISBN 978-9975-46-652-3.

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7. PLEȘEA A.,C. „Mecanismele de coping și inteligența emoțională la adolescenți”. În: Volumul de lucrări al Conferinței științifice internaționale "Asistența psihologică la etapa contemporană: realități și perspective", Chișinău, 2022. 348-352 p. ISBN 978-9975-50-295-5.

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ANNOTATION

Plesea Andreea-Cristina. Development of emotional intelligence in adolescents.

Doctoral thesis in Psychology. Chisinau, 2026.

Thesis structure: The thesis consists of: annotations (in 3 languages), list of abbreviations, introduction, three chapters, general conclusions and recommendations, bibliography consisting of 243 titles, 8 annexes, 147 pages of basic text, 63 figures. The results obtained are published in 13 scientific papers.

Keywords: emotional intelligence, emotional maturity, personality traits, coping strategies, training program, integrative approach, adolescence.

Field of study: psychology of emotional intelligence.

The purpose of the research is to explore the dimensions of emotional intelligence in adolescents, and to develop and implement a psychological intervention program aimed at developing emotional skills.

The objectives of the research consisted of: analyzing the psychological literature on the concept of emotional intelligence and the specific characteristics of adolescence; determining the level of emotional intelligence development in adolescents according to gender, age, and residential environment; identifying personality traits in adolescents in relation to different levels of emotional intelligence; examining the relationship between emotional intelligence and the coping strategies used by adolescents; designing and implementing a psychological intervention program with the primary objective of developing emotional intelligence; evaluating the effectiveness of the integrative psychological intervention program implemented; and formulating psychological recommendations for improving emotional skills in adolescents.

The results obtained in the present research contribute to addressing an important scientific problem by identifying the specific characteristics of emotional intelligence development in adolescents and highlighting significant differences according to gender, age, and residential environment. Furthermore, the relationship between emotional intelligence, personality traits, and coping strategies was established, which enabled the design of a psychological intervention program that led to the enhancement of personality traits and the development of adaptive coping strategies.

The scientific novelty and originality lies in the complex approach to emotional intelligence in adolescents, highlighting the interdependence with personality traits and coping strategies. The research allowed the contouring of the personality profile of the adolescent with a high level of emotional intelligence based on the identified personality traits and an emotional intelligence development program was designed and implemented, aiming to achieve emotional competences, with beneficial effects both on personality structures and on the use of more effective coping strategies.

The theoretical significance of this work consists in an in-depth analysis of the specialized literature, aiming to outline a solid theoretical framework for understanding the concept of emotional intelligence in adolescents. The study analyzes and synthesizes the main theoretical models, highlighting the determinants of emotional intelligence and the way in which it influences the personal and social development of adolescents.

The applied value of the work consists in outlining a personality profile of the adolescent with a high level of emotional intelligence, as well as in the development and implementation of a psychological intervention program aimed at optimizing emotional skills.

Implementation of scientific results. The results of the theoretical and experimental study were integrated into the training process of students at the Faculty of Psychology and PPS, as well as in continuing education programs, in the psychological counseling activity carried out at the Eirini Association, thus contributing to expanding the horizons of knowledge and improving the professional skills of specialists in the field.

ADNOTARE

Pleșea Andreea-Cristina. Dezvoltarea inteligenței emoționale la adolescenți.

Teză de doctor în Psihologie. Chișinău, 2026.

Structura tezei: Teza este constituită din: adnotări (în 3 limbi), lista abrevierilor, introducere, trei capitole, concluzii generale și recomandări, bibliografie alcătuită din 243 titluri, 8 anexe, 147 pagini de text de bază, 63 de figuri. Rezultatele obținute sunt publicate în 13 lucrări științifice.

Cuvinte-cheie: inteligență emoțională, maturitate emoțională, trăsături de personalitate, strategii de coping, program formativ, abordare integrativă, vârsta adolescentă.

Domeniul de studiu: psihologia inteligenței emoționale.

Scopul cercetării constă în explorarea dimensiunilor inteligenței emoționale la adolescenți, precum și în elaborarea și implementarea unui program de intervenție psihologică orientat spre dezvoltarea abilităților emoționale.

Obiectivele cercetării au constat în: analiza literaturii psihologice referitoare la conceptul de inteligență emoțională și la specificul vârstei adolescente; stabilirea nivelului de dezvoltare a inteligenței emoționale în adolescență în funcție de gen, vârstă și mediul de proveniență; determinarea trăsăturilor de personalitate la adolescenți în funcție de diferitele niveluri ale inteligenței emoționale; determinarea legăturii dintre inteligența emoțională și strategiile de coping utilizate de adolescenți; elaborarea și aplicarea unui program de intervenție psihologică având ca obiectiv principal dezvoltarea inteligenței emoționale; evaluarea eficienței programului integrativ de intervenție psihologică implementat; formularea recomandărilor psihologice pentru îmbunătățirea abilităților emoționale la adolescenți.

Rezultatele obținute în cadrul cercetării contribuie la soluționarea unei probleme științifice importante prin identificarea caracteristicilor specifice dezvoltării inteligenței emoționale la adolescenți, evidențiind diferențele semnificative în funcție de gen, vârstă și mediu. De asemenea, s-a stabilit relația dintre inteligența emoțională și trăsăturile de personalitate, precum și strategiile de coping, ceea ce a permis crearea unui program de intervenție psihologică ce a dus la îmbunătățirea personalității și dezvoltarea strategiilor de coping adaptative.

Noutatea și originalitatea științifică rezidă în abordarea complexă a inteligenței emoționale la adolescenți, evidențiind interdependența acesteia cu trăsăturile de personalitate și strategiile de coping. Cercetarea a permis conturarea profilului de personalitate al adolescentului cu un nivel ridicat al inteligenței emoționale pe baza trăsăturilor de personalitate identificate, iar ulterior a fost conceput și implementat un program de dezvoltare a inteligenței emoționale, având drept obiectiv îmbunătățirea competențelor emoționale, cu efecte benefice atât asupra structurii de personalitate, cât și asupra utilizării unor strategii de coping mai eficiente.

Semnificația teoretică a acestei lucrări constă în analiza aprofundată a literaturii de specialitate, având drept scop conturarea unui cadru teoretic solid pentru înțelegerea conceptului de inteligență emoțională la adolescenți. Cercetarea analizează și sintetizează principalele modele teoretice, evidențiind factorii determinanți ai inteligenței emoționale și modul în care aceasta influențează dezvoltarea personală și socială a adolescenților.

Valoarea aplicativă a lucrării constă în conturarea unui profil de personalitate al adolescentului cu un nivel ridicat al inteligenței emoționale, precum și în dezvoltarea și implementarea unui program de intervenție psihologică destinat optimizării competențelor emoționale.

Implementarea rezultatelor științifice. Rezultatele studiului teoretic și experimental au fost integrate în procesul formării studenților la Facultatea de Psihologie și PPS, precum și în programele de formare continuă și în activitatea de consiliere psihologică desfășurată la Asociația Eirini, contribuind astfel la extinderea orizonturilor cunoașterii și la perfecționarea competențelor profesionale ale specialiștilor din domeniu.

PLEȘEA ANDREEA-CRISTINA

THE DEVELOPMENT OF EMOTIONAL INTELLIGENCE IN ADOLESCENTS

Summary of the doctoral thesis in psychology

Specialisation: 511.02 Developmental psychology and educational psychology

Approved for printing:

Paper format 60x84 1/16

Offset paper. Offset printing.

Circulation 5 ex.

Printing papers: 1.5

Order no.

**The Editorial and Printing Center of the “Ion Creangă” State Pedagogical University
Chișinău, Ion Creangă Street, No. 1, MD-2069**