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**PARTICULARITIES OF EMOTIONAL INTELLIGENCE AND
VALUE ORIENTATIONS IN RELATION TO ADOLESCENTS’
PERSONALITY DIMENSIONS**

Specialty 511.01 – General Psychology

Summary of the doctoral thesis in psychology

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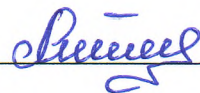
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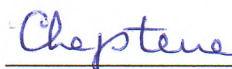
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LIST OF ABBREVIATIONS

EQ – Emotional Intelligence

CG – Control Group

EG – Experimental Group

VO – Value Orientations

TV – Terminal Values

IV – Instrumental Values

THE CONCEPTUAL FRAMEWORK OF THE RESEARCH

Relevance and importance of the topic. The relevance of this scientific study is confirmed by the changes and challenges occurring in society, particularly those affecting the adolescent age. In recent decades, scientists have increasingly focused on the study of emotional intelligence. The urgency and significance of understanding the content, structure, and dynamics of individual emotional intelligence stem from the modern stage of societal development and the increasing importance of success factors in all areas of life. The idea that emotional intelligence offers more advantages than cognitive intelligence in personal life or business success has become widely accepted.

Emotional intelligence proves its effectiveness in educational processes, work environments, and daily life. It clearly contributes to constructive social interaction, supports physical and psychological health, ensures effective communication, and strengthens interpersonal relationships both professionally and personally. Many authors emphasize the importance of exploring an individual's psychological competence as a prerequisite for the growth of emotional intelligence.

Existing research on the development of emotional intelligence remains highly relevant, as it identifies opportunities to address practical problems from the perspective of contemporary societal approaches. Psychosocial studies indicate that both emotional intelligence and an individual's ability to interact with others form the foundation of success in life. In fact, success in life depends on the ability to understand and regulate one's own impulses and emotions, as well as those of others. Emotional intelligence (EQ) involves, first and foremost, awareness of one's own emotions, mastering them through control of their underlying causes, inner motivation to grow, as well as initiative, optimism, dedication, empathy, social skills, and the ability to build positive relationships, among others. Authors note that adolescence is a period of remarkable affective development. Major emotional changes lead many researchers to refer to adolescence as the age of "storm and stress" [9, p. 285]. This phase involves both the deepening of previously established feelings and the formation of new ones. U. Şchiopu and E. Verza emphasize that "intellectual and social emotionality increases" [apud 9, p. 287; 27]; a high level of awareness of affective experience is recorded, this being considered a component of emotional intelligence (N. Hall, D. Goleman).

The authors mention that adolescence is the most sensitive period for the development of emotional intelligence, because it is precisely during this age that the intellectualization of all mental processes takes place, when "emotions can become intelligent" and "intelligence can become emotional" due to the coordinated interaction of the brain hemispheres. Emotionality plays an important role in the development of emotional intelligence. During adolescence, on the one hand, there is a complication and instability of the emotional sphere of personality, an intensification of emotions and feelings, their intensity and diversity; and on the other hand, the capacity for self-regulation develops and strengthens, the ability to slow them down through willpower. This allows the adolescent to consciously build their self-concept, their own value system, personal vision, and to develop their emotional intelligence [38]. Obviously, these particularities influence the orientation and direction of their own value system.

Amid public uncertainty and in the process of personal and professional self-determination, adolescents seek to adopt and internalize social norms despite the lack of valid role models, within new contexts of social transformation. Adolescents are generally less familiar with normative and value-based criteria, as well as with the process through which knowledge is transmitted from one generation to the next. Currently, in order to guide and shape their own value system, adolescents need new perspectives that emphasize how they can actively engage in human life to achieve their goals and reach performance. Adolescents adopt the values of a changing society, values that are promoted by the socio-cultural environment in which they find themselves. Moreover, in every society, the coexistence of old and newly emerging values is inevitable, and this undoubtedly influences adolescents' personalities.

We consider the study of value orientations to be necessary, as values are indispensable to the educated individual, moreover, the individual themselves contributes to the creation of value. This approach is clearly outlined in the development strategy 'Education 2030' [13]. The study of the psychosocial characteristics of adolescents' value orientations reveals new ideas that can contribute to the modernization of educational perspectives. Identifying these psychosocial characteristics opens up new directions toward understanding and respecting the fundamental values of a democratic society, as well as understanding and promoting the values of national culture.

Positioning the topic within international, national, and regional research interests and within an inter- and transdisciplinary context.

The concepts analyzed in this paper are the subject of extensive scientific research, notable studies include those by L.U. Shelley (emotional intelligence and moral values in adolescents), M.A. Radin (value

orientations, emotional intelligence, and pedagogical innovation), and A.И. Komarova (cultural and psychological aspects of the relationship between values and emotional intelligence) [178]. These works explore emotional intelligence and value orientations in tandem, although most examine them separately. The concept of emotional intelligence is extensively covered in international literature by scholars such as K. Albrecht, W.L. Payne, J.D. Mayer, P. Salovey, N. Hall, D. Caruso, St.R. Covey, I. Fodor, D. Goleman, S. Hein, J. Piaget, R. Bar-On, S. Marcus, J. Block, J. Segal, E. Thorndike, Д.В. Люсин, И.Н. Андреева, И. Еропов, L. Dragolea, D. Cotîrlea, and M. Roco, among others. The same concept is found in the studies of local researchers: M. Cojocaru-Borozan, I. Aşevschi, N. Balode, E. Losii, E. Rusu, M. Illiciev et al. [8; 9; 20; 25; 26; 36-39]. In general, the authors, focusing on different samples, confirm that possessing a high level of emotional intelligence offers more opportunities for establishing and maintaining effective interpersonal relationships, professional integration etc

In recent years, many achievements have been focused on the study of values and value orientations, both in contemporary psychological science and in other fields, in both international and national research. The concept of value orientations is extensively presented in the studies of international researchers: G.W. Allport, C. Kluckhohn, A. Maslow, M. Rokeach, Sh. Schwartz, V. Gouveia et al., V. Pavelcu, M. Ralea, P. Popescu-Neveanu, M. Zlate, P. Iluţ, B. and M. Voicu, A. Gavreliuc, A. Păşcălu et al., T. Blyznyuk, Е.И. Головаха, В.А. Ядов, Д.А. Леонтьев, Т.Н. Пороховская, Л. Карпушина, В. Сопов, Д.В. Каширский, Ф.Б. Яшин, М.С. Яницкий, Н.А. Журавлева, Ж.В. Горькая, С.Н. Унарова, О.А. Голянская, Л.Г. Десфонтейнес, et al. From a psychological perspective, value orientations have been studied in the Republic of Moldova by A. Bolboceanu and A. Țibuleac, S. Briceag, S. Svetlicinii, M. Şleahţichi, O. Paladi, J. Racu and I. Tolmaci [1-4; 11; 12; 18; 19; 21; 22; 24; 28; 30-34; 40-42].

It is necessary to mention that the issue of emotional intelligence and value orientations in psychology has not been comprehensively studied, with researchers highlighting only certain aspects of this phenomenon. We emphasize the lack of complex research on the reciprocal connection between emotional intelligence, value orientations, psychosocial factors, and personality dimensions that determine these concepts.

The necessity to address this topic is based on the insufficient psychological and social knowledge and practices dedicated to emotional intelligence, personality dimensions, and value orientations, specifically for a distinct population category such as adolescents, for whom emotional intelligence represents ensuring timely personality development and designing a successful future, situated within the context of multiple social transformations. Based on the indicated arguments, the **research problem** consists of formulating an answer to the following question: What are the relationships between emotional intelligence, personality dimensions, and value orientations during adolescence? What are the particularities of these concepts from the perspective of psychosocial factors?

By researching the emotional intelligence and value orientations of the adolescent's personality, the content of general psychology is enriched with regard to the stated issue.

The **aim of the research** consists in identifying the relationship between emotional intelligence, value orientations, and the personality dimensions of the adolescent; the development and validation of an intervention program for the optimization of emotional intelligence through the prism of the personality dimensions it relates to.

Research objectives: 1) analysis and synthesis of specialized literature regarding emotional intelligence, value orientations, and personality dimensions during adolescence; 2) characterization of the development levels of emotional intelligence, personality dimensions, and the hierarchy of value orientations in adolescents; 3) determination of the particularities of emotional intelligence and personality dimensions depending on psychosocial factors: gender, age, background, study profile, academic success; 4) identification of the hierarchy of value orientations in adolescents with high and low levels of emotional intelligence development; 5) determination of the relationships between emotional intelligence, personality dimensions, and value orientations of adolescents; 6) development and validation of a psychological intervention program aimed at optimizing the emotional intelligence of adolescents from the perspective of the personality dimensions it relates to..

Research Hypotheses: Based on the stated aim and objectives, the following hypotheses have been formulated: 1) There are specific patterns in the manifestation of emotional intelligence and personality dimensions among adolescents, depending on psychosocial factors; 2) Adolescents with different levels of emotional intelligence exhibit differences in the hierarchies of their terminal and instrumental value orientations; 3) Adolescents with a high level of emotional intelligence tend to prioritize existential values in their value orientation hierarchy; 4) The implementation of a psychological program under specially organized conditions contributes to the development of emotional intelligence in adolescents.

Research Methodology. *Theoretical methods:* analysis of specialized literature, theoretical synthesis, information systematization, method of theoretical generalization; *Empirical methods:* Emotional Intelligence Diagnostic Questionnaire (N. Hall); Value Orientations Test (M. Rokeach); Social Intelligence Test (Ph. Carter); Self-Confidence Study Test (V.G. Romek); Value Scale (V. Gouveia);

Personality Questionnaire FPI Form B (F. Fahrenberg, H. Selg, R. Hampel); Achievement Motivation Diagnostic Test (T. Elers); Questionnaire for the Diagnosis of Communicative and Organizational Skills COS-I (V.V. Sineavski, B.A. Fedorishin); *Mathematical and statistical methods:* t-test for paired and independent samples; Pearson correlation; Spearman correlation. Scientific.

Scientific novelty and originality. This paper represents one of the few local studies addressing the relationship between emotional intelligence, value orientations, and personality dimensions in adolescents. It employs a complex investigative approach (both quantitative and qualitative), an interdisciplinary perspective (in relation to other psychological sciences such as social psychology, educational psychology, and not only general psychology, through the analysis of personality factors and dimensions), and an applicative purpose, through the development, implementation, and validation of the effectiveness of a psychological intervention program. The investigative approach aims to determine the relationships between emotional intelligence, value orientations, and personality dimensions in adolescents; to identify the particularities of emotional intelligence depending on its relationship with adolescent personality dimensions from the perspective of psychosocial factors.

Theoretical Significance of the Research. The research contributes to the theoretical and scientific framework through syntheses of specialized literature addressing emotional intelligence and the hierarchy of value orientations during adolescence. These relate to types and characteristics of emotional intelligence, the weight of certain personality factors and dimensions, and specifics of value orientation hierarchies in adolescents. The author's personal contributions are detailed in the structuring of theoretical syntheses, by presenting and analyzing in the thesis recent studies on the research topic, which contributed to the development of a theoretical explanatory model of the relationship between emotional intelligence, value orientations, and other personality dimensions. A working definition of emotional intelligence was also formulated in the context of this study. The research findings reinforce theoretical aspects of general psychology.

The applied value of the research consists in the study of emotional intelligence, the relationship with value orientations and other dimensions (self-confidence, initiation of social contacts, social courage, social intelligence, nervousness, spontaneous aggression, depression, emotionality, sociability, calm character, dominance, inhibition, open nature, extraversion, emotional lability, masculinity, success motivation, communication skills, organizational skills) of the adolescent's personality; identifying the particularities of emotional intelligence from the perspective of psychosocial factors (gender, age, background, study profile, academic success); elaboration of an explanatory model regarding the implications of the studied dimensions in the manifestation of emotional intelligence; identifying the hierarchies of terminal and instrumental value orientations of adolescents with different levels of emotional intelligence; development and validation of a psychological intervention program to optimize the emotional intelligence of adolescents. Experimental data will be useful to researchers, psychologists, teachers and administrators, adolescents, parents etc.

Approval of Scientific Results. The theoretical and experimental research findings were presented, discussed, and validated during meetings of the Department of Psychology at Moldova State University, as well as at national and international scientific conferences and in academic journals. The results were published in 13 scientific papers.

Summary of the Thesis Structure. The thesis includes abstracts, an introduction, 3 chapters, general conclusions, 150 pages of main text, a bibliography of 287 references, and 7 appendices. The content is illustrated with 30 tables and 28 figures.

Keywords: emotional intelligence, value orientations, terminal values, instrumental values, personality dimensions, adolescent.

CONTENT OF THE DOCTORAL THESIS

The **Introduction** presents the relevance and importance of the addressed topic, its integration into both international and national concerns, as well as the significance of previous research findings. It outlines the purpose, objectives, research problem, and tools used, emphasizing the importance of investigating the particularities of emotional intelligence and value orientations in relation to adolescent personality dimensions. Additionally, a summary of the thesis chapters is provided, offering an overview of the structure and general content of the work.

Chapter 1. Conceptual Foundations of Emotional Intelligence, Value Orientations, and Adolescent Personality Dimensions consists of five subchapters. The chapter begins with the section titled **An Overview of the Evolution of the Emotional Intelligence Concept**, which analyzes emotional intelligence according to both foreign and local authors. A comprehensive review of the literature is provided regarding the development of scientific theories and explanatory models of the concept. The epistemology of emotional intelligence (EQ) is grounded in ideas, theories, and research that demonstrate the importance of emotional competencies for individual personal and social fulfillment. This topic has long been a concern for scholars and researchers in fields such as anthropology, philosophy, psychology, sociology, and pedagogy, due to the fact that emotions govern human behavior and actions, often in contrast to rationality - the former being subjective in nature, while the latter is predominantly objective [15]. Emotional intelligence was first described and conceptualized as a skill-based construct, analogous to general intelligence [37]. It refers to the capacity to detect, understand, and use emotions - both one's own and those of others - to make optimal decisions and implement them effectively. EQ involves the ability to recognize and monitor one's own emotions and those of others, and to use emotional information to guide one's thinking and actions.

The term emotional intelligence was first introduced in a doctoral dissertation in the United States in 1985 by Wayne Leon Payne, who viewed it as a skill involving a creative relationship with feelings of fear, pain, and desire. Hence, the first definition emerged: "Emotional intelligence is a skill involving a creative relationship with the states of fear, pain, and desire" [as cited in 15]. Following theoretical analysis, researchers such as Liubart suggested that the higher a person's emotional competence, the better they solve emotional problems, the clearer their thinking, and the more frequent their intuitive insights [as cited in 38]. D. Liusin defines emotional intelligence as a person's ability to understand their own emotions and those of others, as well as the ability to manage them.

This chapter also presents the **Structural Components of Emotional Intelligence**. Research on emotional intelligence has revealed its multidimensional nature, identifying components such as empathy, social responsibility, adaptability, stress management, optimism, self-awareness, and self-confidence [7; 8; 9; 14]. The various models of emotional intelligence described by researchers (ability-based, trait-based, and mixed-format) have not only shaped the concept itself but have also influenced the design of measurement tools. According to the ability model developed by Mayer and Salovey, emotional intelligence is viewed as an innate form of intelligence consisting of several abilities that influence how people understand and manage their own and others' emotions. These emotion-processing skills are: 1) perception, evaluation, and expression of emotions; 2) emotional facilitation of thinking; 3) understanding and analysis of emotions; and 4) reflective regulation of emotions. In line with this conceptualization, measures were developed as performance-based tests. Later, the trait model proposed by Petrides and Furnham defined EQ as a trait, i.e., a consistent behavioral pattern over time, associated with dispositional tendencies, personality traits, or self-efficacy beliefs. It includes fifteen personality dimensions grouped into four factors: well-being, self-control, emotionality, and sociability. The third main conceptualization of emotional intelligence is the mixed model, which includes two major branches that view the construct as a combination of traits, competencies, and skills. According to the first version, developed by Bar-On, emotional intelligence is a set of non-cognitive abilities and competencies that influence the capacity to effectively cope with environmental demands and pressures. It comprises five key components: intrapersonal skills, interpersonal skills, adaptability, stress management, and general mood. The second mixed model, proposed by Goleman [39], similarly conceptualizes emotional intelligence as a mixed model sharing elements with Bar-On's approach. It consists of: self-awareness, emotional self-regulation, self-motivation, awareness of others' emotions, and relationship management [37].

Researchers who studied emotional intelligence have argued that it has applications across all areas of life. John Mayer and Peter Salovey, as well as Reuven Bar-On, identified five domains within emotional intelligence: 1. Self-awareness; 2. Emotional regulation; 3. Internal motivation; 4. Empathy; 5. Establishing and managing interpersonal relationships [20; 36]. Jeanne Segal identified four components of emotional intelligence: emotional awareness, acceptance, active emotional awareness, and empathy [26]. According

to Daniel Goleman, the emotional intelligence model includes two categories: 1. Personal (self-awareness; self-regulation; motivation); and 2. Social (empathy; social skills) [16].

Analyzing the studies presented in this subchapter, from a comparative perspective, we observe common components, such as awareness of one's own emotions, found in the models of: Reuven Bar-On (grouped under intrapersonal skills), John Mayer and Peter Salovey (self-awareness, referring to the recognition of one's own feelings), J. Segal (emotional awareness), D. Goleman (awareness of one's own emotions), R. Wood and H. Tolley (self-awareness as the ability to identify emotions), and N. Hall (emotional competence). The second component frequently found across models is emotion management, identified by: Reuven Bar-On (within stress control - impulse control), John Mayer and Peter Salovey (emotional regulation), D. Goleman (emotion management), and N. Hall (managing one's own emotions; recognizing others' emotions). The third component common to many typologies is empathy, present in the work of: Reuven Bar-On (under interpersonal aspects), John Mayer and Peter Salovey, J. Segal, D. Goleman, R. Wood and H. Tolley, and N. Hall. Motivation is less frequently encountered, but still present in the models of: John Mayer and Peter Salovey (internal motivation), D. Goleman (personal motivation), and N. Hall (self-motivation). In summary, the analysis highlights both shared and unique elements across the described typologies, which contribute to the diverse conceptualizations of emotional intelligence.

In the subchapter entitled **Definitions, Theories, Types, and Explanatory Models of Value Orientations**, the authors' views on value orientations are presented. Research on value orientations varies greatly and is often ambiguous. Sometimes, value orientations are defined as the content of personality orientation or as a variety of relationships; similarly, there is a definition that highlights value as a system of fixed social attitudes belonging to both material and spiritual culture, or as conscious and accepted personal meanings. However, all authors, in one way or another, mention that value orientations are analyzed as a complex of conscious and ordered values of the individual, thereby determining their behavior and activity. Let us analyze more closely the opinions of several authors regarding the perception of the concepts of values and value orientations. Value orientations express what is most important to a person, something that has personal meaning to them [35]. The concept of value orientations denotes a person's subjective attitude towards certain aspects of the social system, characterizing one of the poles of the value relationship [31; 32; 35].

M. Rokeach makes a more general division of values based on the traditional opposition between terminal values and instrumental values. Accordingly, the author distinguishes two types of values: terminal values - the belief that any ultimate goal of individual existence, from a personal or social point of view, is worth pursuing; instrumental values - the belief that a certain mode of action, from a personal and social perspective, is preferable in all situations. According to M. Rokeach, terminal values are more stable than instrumental values and are characterized by lower interindividual variability [40; 41]. S. S. Bubnova offers a hierarchical model of the system of value orientations, consisting of three levels: 1. ideal-values, which are the most general and abstract (spiritual and social); 2. property-values fixed in life activities, manifesting as personality traits; 3. behavioral-values, the most characteristic means of realizing and consolidating property-values.

A person's system of value orientations, along with their inherent individual preferences, also includes values historically determined in society. The types of value orientations described by several authors can function as stages in the development of a person's value orientation system. Thus, it can be stated that despite some individual experimental studies, the issue of constructing a typology based on the integral hierarchy of value orientations, taking into account the dynamic nature of this system, is insufficiently developed.

The theoretical component of the thesis concludes with the subchapter **Dimensions of Personality in Relation to Emotional Intelligence and Value Orientations in Adolescence**. In this context, the relationships between emotional intelligence and value orientations with certain personality dimensions are highlighted. C. Platon notes that the study of fundamental dimensions of personality constitutes the subject of numerous psychological studies [23, p. 10]. The author emphasizes that although theorists have tried over many years to reach an agreement on the number and nature of dimensions necessary to describe personality, these remain the subject of significant debate to this day. It is also mentioned that there is consensus on the idea that personality represents a hierarchical model consisting of fundamental and independent dimensions. These can be subdivided into smaller entities - subdivisions or facets. Moreover, over many years, the authors of these models have used factor analysis as a technique to group the constitutive factors of personality. This framework includes the classical models of Eysenck and Cattell, as well as the more recent models by Costa, McCrae, and Goldberg. It is important to consider that the first

point of discussion regarding personality models refers to the number of fundamental dimensions, which for Eysenck is three, and for Cattell, sixteen [apud 6; 23; 29].

During adolescence, these dimensions begin to manifest more clearly, alongside psychological and social maturation. Dominant traits crystallize through interactions with family, peer groups, and educational frameworks, influencing the development of identity, emotional sphere, and personal value system. In this context, emotional intelligence, conceptualized by D. Goleman, becomes a defining factor [16]. It involves the capacity to perceive, understand, and regulate one's own emotions, as well as empathy towards others - essential competencies for social relationships and moral decision-making. Adolescents with higher levels of emotional intelligence are better able to manage internal conflicts, communicate effectively, and consciously choose values consistent with their identity. Personality dimensions provide the internal framework through which the adolescent filters reality; emotional intelligence helps them adapt and manage age-specific changes, and value orientations become expressions of maturity and personal autonomy [apud 52]. Regarding value orientations in adolescence, researchers argue that clarifying one's own axiological system supports the need to express a personal viewpoint on matters of broader interest [apud 21, p. 64]. During adolescence, the structuring of moral components within the emotional framework deepens, amplifying their role in guiding the adolescent's relationships and preferences. These true moral acceptors are linked to moral conscience and values, personal value systems, and future projects. They become stimulating factors in crystallizing feelings, as well as benchmarks for evaluating one's own and others' emotional experiences and expressive conduct [10, p. 289].

An analysis of the specialized literature [25] demonstrates that researchers have investigated the particularities of emotional intelligence using adjacent concepts such as social skills, interpersonal competence, psychological maturity, and emotional awareness. Concepts like "social development," "social and emotional learning," and "personal intelligence" have been studied with the aim of "increasing levels of social and emotional competence." Thus, close links between emotional intelligence and other phenomena have been revealed. Moreover, it is considered that emotional intelligence harmonizes us with both our environment and ourselves. Consequently, the conception of the initiated research outlines an explanatory model to be further utilized and developed (figure 1).

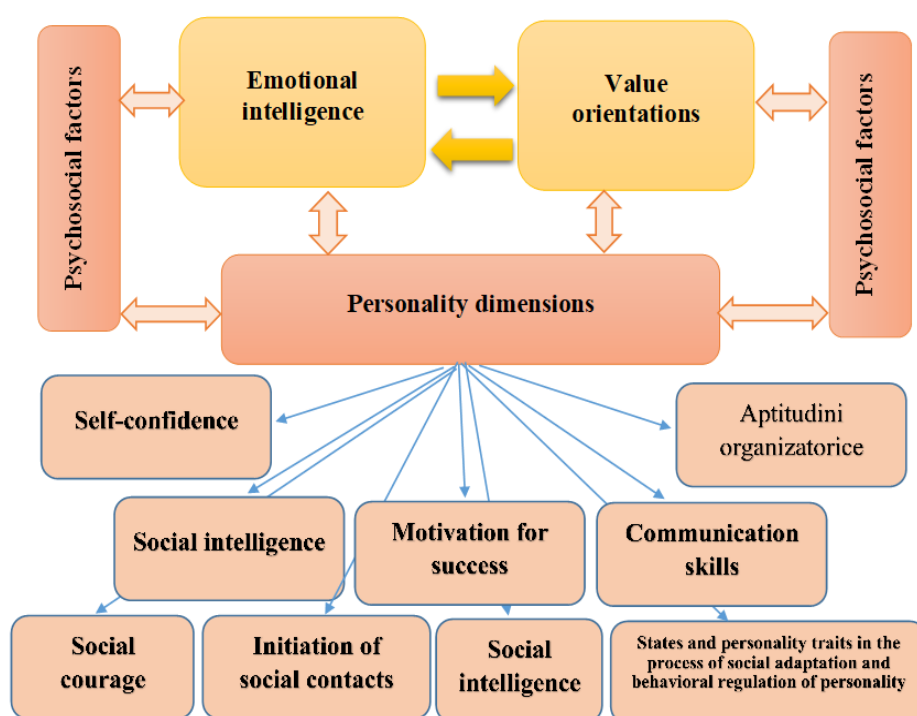


Fig. 1. Theoretical explanatory model of the relationship between emotional intelligence, value orientations, and personality dimensions [personal contribution]

According to the presented explanatory model, there is a relationship between emotional intelligence and the value orientations of personality. These concepts are influenced by other dimensions of personality such as self-confidence, social courage, initiation of social contacts, social intelligence, personality states and traits in the process of social adaptation and behavioral regulation of personality (including, according to the FPI questionnaire scales: nervousness, spontaneous aggressiveness, depression;

emotionality, sociability, calm character, dominance, inhibition, openness, extraversion-introversion, emotional lability, masculinity-femininity), motivation for success, communicative skills, organizational skills. Accordingly, adolescents with different levels of emotional intelligence development present different hierarchies of value orientations.

Synthesizing the aspects presented in the first chapter, we consider the following essential ideas formulated in the **conclusions of subchapter 1.5** important:

1. The study of specialized literature highlights that emotional intelligence represents a broad and in-depth field of research. Experts in the field point out that it is based on the awareness of one's own emotional experiences, the ability to manage them through understanding their sources, as well as a strong internal motivation for self-improvement, supported by initiative, optimism, and active engagement. At the same time, empathy and social competencies—such as the ability to build harmonious relationships, cooperate effectively, resolve conflicts, and exert a positive influence—are essential components of emotional intelligence. The proper recognition and management of emotions contribute to achieving higher performance both in the professional sphere and in interpersonal relationships. Moreover, emotional intelligence leads to psychological transformations aimed at developing personality traits and forming practical skills that are essential for achieving success in various activities.
2. The structure of emotional intelligence benefits from a variety of theoretical approaches; however, there is currently no unified model that is universally accepted. Most researchers prefer to describe emotional intelligence through a set of distinct competencies, organized according to different determining factors. Thus, existing psychological theories regarding emotional intelligence are broken down by authors into multiple components. Emotional intelligence is the strongest value for achieving professional performance; being a resource with unlimited potential, it is accessible to anyone willing to develop it through conscious effort and internal motivation. Currently, society is in permanent change, and to cope with these changes, adolescents must demonstrate a high level of emotional intelligence.
3. We highlight the relevance of the definition according to which emotional intelligence represents a person's ability to access and generate emotions, the personal capacity to identify and effectively manage their own emotions in relation to life goals and perspectives, thus determining the potential to acquire practical skills based on emotional awareness, self-motivation, empathy, recognition of others' emotions, and management of one's own emotions.
4. The concepts of values and value orientations have been meticulously studied in recent years in the specialized literature. Existing psychological theories regarding value orientations are directed towards investigation in various typologies of systems. It is important to emphasize that the values promoted at the social level are not automatically internalized, but rather go through a process of conscious analysis, as a result of which the individual selects and integrates them into their own value system, assigning them a specific and personalized hierarchy.
5. Value orientations reflect the generalized and hierarchical relationships of the individual with the values of the culture in which they were formed. They constitute an organized system of representations that express the individual's subjective attitude toward objective reality. In all theoretical interpretations, value orientations are considered the core of the personality structure, as they preserve the entire life experience accumulated during the developmental process and reflect the influences of the natural and social environment.

Up to the present, research has highlighted a relationship between emotional intelligence, value orientations, personality dimensions, and certain psychosocial factors; however, these studies have generally focused on isolated aspects, without addressing the relationships between the indicated concepts in an integrated and multidimensional manner. Moreover, the relationship between the highlighted concepts during adolescence has not been fully clarified. With regard to domestic research, there is a noticeable lack of studies investigating the correlations between the concepts of emotional intelligence, value orientations, and personality dimensions. Thus, the highlighted conclusions shape the design of the experimental research.

Chapter 2. **Experimental Analysis of Emotional Intelligence and Value Orientations in Adolescents** includes subsections describing the observation experiment. In subchapter 2.1, **Organization of the Methodological Framework of the Experimental Research**, the management of the research on emotional intelligence and value orientations in adolescents is presented: research methodology, experimental design, method of forming the experimental sample, which guided the implementation of the

observational research, detailed description of the tests administered to adolescents, research results, as well as the establishment of relationships between emotional intelligence, value orientations, psychosocial factors, and personality dimensions.

The purpose of the confirmatory experiment lies in analyzing the particularities of emotional intelligence and value orientations according to the studied psychosocial factors and personality dimensions.

The experimental analysis of emotional intelligence and value orientations in adolescents outlined the following **research objectives**:

1. Characterizing the levels of development of emotional intelligence and the hierarchy of value orientations of adolescents;
2. Determining the particularities of emotional intelligence according to some psychosocial factors (gender, age, background, field of study, academic achievement) and personality dimensions;
3. Identifying the hierarchy of value orientations of adolescents with high and low levels of emotional intelligence development;
4. Determining the relationships between emotional intelligence and adolescents' value orientations.

In this context, the **research hypotheses** assume that:

1. There are certain particularities in the manifestation of emotional intelligence and personality dimensions according to psychosocial factors in adolescents; that is, the manifestation of emotional intelligence in adolescents and personality dimensions (self-confidence, social courage, initiation of social contacts, social intelligence, personality states and traits in the process of social adaptation and behavioral regulation of personality, motivation for success, communicative skills, organizational skills) vary according to psychosocial factors such as gender, age, background, field of study, and academic achievement.
2. Adolescents with different levels of emotional intelligence development present differences in the hierarchies of terminal and instrumental value orientations; specifically, adolescents with high versus low emotional intelligence will have differences in the hierarchies of prioritized and rejected value orientations for both types.
3. For adolescents with a high level of emotional intelligence development, existential values are prioritized in the hierarchy of value orientations, compared to promotion values, normative values, hedonic values, suprapersonal values, and interaction values.

Psychometric tools of the experimental research: Psychosocial survey based on a questionnaire; Emotional Intelligence Diagnostic Questionnaire (N. Hall); Value Orientations Test (M. Rokeach); Social Intelligence Test (Ph. Carter); Self-Confidence Study Test (V.G. Romek); Values Scale (V. Gouveia); FPI Personality Questionnaire Form B (F. Fahrenberg, H. Selg, R. Hampel); Success Motivation Diagnostic Test (T. Elers); COS–I Communicative and Organizational Skills Diagnostic Questionnaire (V.V. Sineavski, B.A. Fedorishin).

Characteristics of the research sample: To identify the particularities of emotional intelligence and value orientations according to psychosocial factors and personality dimensions, **341 adolescents** participated in the observation experiment. It should be noted that the tests were administered during 2019–2021, in two stages, due to Covid-19 pandemic restrictions. The subjects were explained the purpose of the research and the content of the utilized tests, and their consent to participate was requested. The administration of psychometric tools was accompanied by instructions regarding the completion process. Participation was voluntary and anonymous, with all data and responses kept confidential.

In the subchapter **Analysis of Emotional Intelligence, Personality Dimensions, and Value Orientations According to Psychosocial Factors**, the data analysis regarding the development levels of the variables is presented. Below, we present a sequence from the obtained results. Administering the **Emotional Intelligence Diagnostic Questionnaire (N. Hall)**, we determined the development levels of emotional intelligence and its scales: 1. emotional Competence; 2. management of Own Emotions; 3. self-motivation; 4. empathy; 5. recognition of Others' Emotions. For a clearer visualization of the levels of emotional intelligence development among adolescents participating in the observation experiment, the results are presented in figure 2.

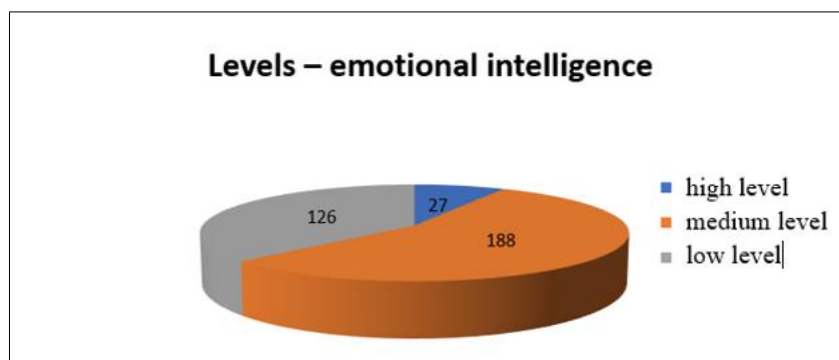


Fig. 2. Levels of Emotional Intelligence Development in Adolescents

The obtained results demonstrate varying levels of emotional intelligence development. As shown in Figure 2, only 7.9% (27 adolescents) of those investigated exhibit a high level of emotional intelligence development. A large percentage of subjects (55.1%, 188 adolescents) show a medium level of emotional intelligence development, while a low level of emotional intelligence development characterizes 126 subjects, representing 37.0% of the entire sample.

Below, we present the levels of development of the emotional intelligence scales in adolescents.

Table 1. Levels of Development of Emotional Intelligence Scales in Adolescents

EQ Component Scales	Levels	Frequency	%
1. Emotional Competence	high l.	87	25,5
	medium l.	175	51,3
	low l.	79	23,2
2. Managing Own Emotions	high l.	28	8,2
	medium l.	104	30,5
	low l.	209	61,3
3. Self-Motivation	high l.	84	24,6
	medium l.	154	45,2
	low l.	103	30,2
4. Empathy	high l.	106	31,1
	medium l.	182	53,4
	low l.	53	15,5
5. Recognition of Others' Emotions	high l.	65	19,1
	medium l.	178	52,2
	low l.	98	28,7

The research results (table 1) demonstrated different levels of development across the emotional intelligence scales for the subjects investigated. Specifically, for the first scale – *emotional competence* – 25.5% of the respondents showed a high level; 51.3% of adolescents presented a medium level, while a low level of emotional competence was characteristic for 23.2% of subjects in the entire sample. In general, this component highlights that emotional intelligence means being aware of your own feelings, those of others, and knowing how to act accordingly (S. Hein); possessing emotional awareness, sensitivity, and leadership ability that helps maximize long-term happiness and survival [apud 25, p. 142].

For the scale - *managing own emotions* - 8.2% of adolescents showed a high level, 30.5% a medium level, and 61.3% a low level within the whole sample.

The results for the *self-motivation* scale are as follows: 24.6% of adolescents demonstrated a high level, 45.2% medium, and 30.2% low.

For the *empathy* scale, 31.1% of adolescents showed a high level, 53.4% medium, and only 15.5% low. Empathy constitutes one of the significant dimensions of emotional intelligence [apud 25, p. 146].

The results for the last scale, *recognition of others' emotions*, indicate that 19.1% of adolescents showed a high level; 52.2% medium, and 28.7% of respondents a low level.

We mention that according to the results presented in this paragraph, it is important to understand the relationships of emotional intelligence with the fundamental dimensions of personality based on

psychosocial factors: gender (male/female), origin environment (urban/rural), study profile (humanities/sciences), and academic achievement of adolescents (semester average 9-10 / 6-7).

Characteristics of Personality Dimensions According to Psychosocial Factors. In the conducted research, we analyzed the relationships between emotional intelligence and the following personality dimensions: *self-confidence, social courage, initiation of social contacts, social intelligence, personality states and traits in the process of social adaptation and behavioral regulation of personality according to the FPI test scales (1) nervousness, 2) spontaneous aggressiveness, 3) depression; 4) emotionality, 5) sociability, 6) calm character, 7) dominance, 8) inhibition; 9) openness, 10) extraversion–introversion, 11) emotional lability; 12) masculinity–femininity), achievement motivation, communicative skills, and organizational skills.*

To determine the levels of self-confidence, social courage, and initiation of social contacts, we applied the **Self-Confidence Study Test** (V.G. Romek). The results reveal different levels of development of the factors self-confidence, social courage, and initiation of social contacts. Thus, for the *self-confidence* factor, out of a total of 341 subjects, 24.9% showed a high level, 57.8% a medium level, and 17.3% a low level. For the *social courage* factor, 7.3% showed a high level, 41.3% a medium level, and 51.3% a low level; and for the *initiation of social contacts* factor, 4.7% showed a high level, 59.5% medium, and 35.8% low.

Administering the **Social Intelligence Test (Ph. Carter)** developed by Philip Carter, we determined the levels of social intelligence development. Thus, 50.4% of the adolescents investigated show a high level of social intelligence development; 39.3% show a medium level; and a low level of social intelligence development is characteristic for 35 subjects, representing 10.3% of the entire sample.

The **Success Motivation Diagnostic Test by T. Elers** facilitated the identification of the development levels of this factor. Among the adolescents investigated, 27.0% show an extremely high level of motivation for success; 44.4% a moderately high level; 27.6% a medium level of motivation for success, and a low level of motivation for success is characteristic for 1.2% of adolescents. We note that according to descriptions in the specialized literature, motivation for success refers to positive motivation. With this motivation, individuals, when starting an activity, aim to achieve something constructive and positive. At the center of the person's activity is hope for success and the need to achieve it; usually, they have self-confidence, demonstrate responsibility, initiative, are active, and persistent in achieving goals. Motivation for failure refers to negative motivation.

To determine the level of communicative and organizational skills, we administered the **COS – I Diagnostic Test for communicative and organizational skills (V.V. Sineavski, B.A. Fedorišin)**. The interviewed adolescents showed different levels of manifestation of communicative skills. The data demonstrate that 39.9% of the adolescents investigated present a very low level of communicative skills; 23.8% a low level; 13.5% a medium level; 9.1% a high level; and a very high level of communicative skills characterizes 13.8% of the adolescents studied. Similarly, adolescents presented different levels of manifestation for organizational skills. Specifically, 40.2% of the adolescents investigated showed a very low level of organizational skills; 20.5% a low level; 12.3% a medium level; 16.1% a high level; and 13.8% achieved results in the very high level range of organizational skills. Summarizing, we emphasize that the largest number of adolescents present very low and low levels of communicative and organizational skills. In both cases, these levels exceed 60.0%, which we consider important to highlight.

Particularities of Emotional Intelligence According to Psychosocial Factors: Gender, Environment of Origin, Study Profile, Academic Achievement, Age. We emphasize that the specialized literature includes various studies regarding emotional intelligence during adolescence from the perspective of multiple psychosocial factors. For the conducted research, we consider valuable the relationships between emotional intelligence and the following psychosocial factors: gender (male/female), environment of origin (urban/rural), study profile (humanities/sciences), and academic achievement (semester averages 9-10 / 6-7).

Characteristics of emotional intelligence and its scales by gender factor. This study presents differences between means by gender factor for the emotional intelligence scales: *emotional competence, self-motivation, empathy, recognition of others' emotions, and managing own emotions*. The role of the arithmetic mean is to provide an image of the average value of the respective characteristic. The results presented in the thesis demonstrate that the level of development of emotional intelligence scales differs according to gender.

The obtained data indicate that male subjects, compared to female subjects, recorded higher means for *emotional competence, self-motivation, and empathy*. At the same time, the data show that male subjects recorded lower means for *recognition of others' emotions and managing own emotions* compared to

females. We underline that the final results may also be a consequence of disproportionality between the number of male and female adolescents.

To show the differences between variable means according to the gender factor of subjects, we used the T-test. The independent samples T-test is used to calculate whether the means of variables differ significantly from each other. Analyzing the obtained data, we can affirm that there are differences between the means of emotional intelligence variables in male and female subjects. These differences are significant for the emotional intelligence scales: self-motivation ($t=4.832$; $p=0.001$); empathy ($t=3.131$; $p=0.002$); recognition of others' emotions ($t=-4.550$; $p=0.001$). Similarly, other studies have observed gender differences in the emotional development of adolescent boys and girls.

The differences between means according to the gender factor for personality dimensions are presented. According to the obtained results, male subjects compared to female subjects registered higher means for: social courage, self-confidence, social intelligence, spontaneous aggressiveness (FPI-2), sociability (FPI-5), calm character (FPI-6), dominance (FPI-7), open nature (FPI-9), extraversion (FPI-10), masculinity (FPI-12), communication skills, and organizational skills. At the same time, male subjects compared to female subjects registered lower means for: initiating social contacts, nervousness (FPI-1), depression (FPI-3), emotionality (FPI-4), inhibition (FPI-8), emotional lability (FPI-11), and motivation for success. In this context, we can state that there are differences between the means of the mentioned variables in male and female subjects. These differences are significant for the following dimensions: nervousness (FPI-1) ($t=-3.77$; $p=0.001$), spontaneous aggressiveness (FPI-2) ($t=2.99$; $p=0.003$), depression (FPI-3) ($t=-2.33$; $p=0.02$), calm character (FPI-6) ($t=4.02$; $p=0.001$), dominance (FPI-7) ($t=2.71$; $p=0.007$), inhibition (FPI-8) ($t=-3.83$; $p=0.001$), open nature (FPI-9) ($t=1.99$; $p=0.047$), extraversion (FPI-10) ($t=3.86$; $p=0.001$), emotional lability (FPI-11) ($t=-2.62$; $p=0.009$), masculinity (FPI-12) ($t=6.35$; $p=0.001$), and communication skills ($t=4.15$; $p=0.001$).

In conclusion, we highlight that adolescents present different levels of development of emotional intelligence and its scales: emotional competence, self-motivation, empathy, recognition of others' emotions, and managing one's own emotions. Adolescents with different levels of emotional intelligence development exhibit statistically significant differences related to the gender factor (male/female). The data indicate that male subjects compared to female subjects recorded higher means for emotional competence, self-motivation, empathy, and the overall emotional intelligence index, and lower means for recognition of others' emotions and managing their own emotions. These differences are significant only for the scales of self-motivation, empathy, and recognition of others' emotions. We emphasize that the final results may also be influenced by the disproportion in the number of male and female adolescents.

For personality dimensions, male subjects compared to female subjects recorded higher means for: social courage, self-confidence, social intelligence, spontaneous aggressiveness, sociability, calm character, dominance, open nature, extraversion, masculinity, communication skills, and organizational skills. Conversely, male subjects recorded lower means for: initiating social contacts, nervousness, depression, emotionality, inhibition, emotional lability, and motivation for success. Summarizing here, we identify significant differences only for the personality dimensions: nervousness, spontaneous aggressiveness, depression, dominance, inhibition, open nature, extraversion, emotional lability, masculinity, and communication skills.

Differences in means of variables according to the subjects' - *environment factor* - were determined using the T-test. Analyzing the results, we can affirm that there are no significant differences between the means of variables in subjects from urban and rural environments. The differences between means according to the factor environment of origin (urban/rural) for personality dimensions are presented. Thus, the data indicate that subjects from urban environments compared to those from rural environments recorded higher means for: initiating social contacts, social courage, social intelligence, spontaneous aggressiveness (FPI-2), emotionality (FPI-4), sociability (FPI-5), calm character (FPI-6), dominance (FPI-7), open nature (FPI-9), extraversion (FPI-10), masculinity (FPI-12), communication skills, and organizational skills.

Subjects from urban environments compared to those from rural environments recorded lower means for: self-confidence, nervousness (FPI-1), depression (FPI-3), inhibition (FPI-8), emotional lability (FPI-11), and motivation for success. Similarly, to present differences in means of variables according to the subjects' *environment of origin (urban/rural)*, the T-test was administered. According to the identified results, there are significant differences between the means of variables in urban and rural subjects only for inhibition (FPI-8) ($t=-2.18$; $p=0.03$). Accordingly, there are no significant differences between means for all other dimensions: initiating social contacts, social courage, self-confidence, social intelligence, nervousness (FPI-1), spontaneous aggressiveness (FPI-2), depression (FPI-3), emotionality (FPI-4),

sociability (FPI-5), calm character (FPI-6), dominance (FPI-7), open nature (FPI-9), extraversion (FPI-10), emotional lability (FPI-11), masculinity (FPI-12), motivation for success, communication skills, and organizational skills.

In this study, we also identified **The hierarchies of value orientations from the perspective of psychosocial factors and the level of emotional intelligence development in adolescents.**

Value orientation hierarchies in adolescents – The Value Orientations Test (M. Rokeach). Administering the **Value Orientations Test by M. Rokeach**, adolescents in the experiment obtained various hierarchies of terminal and instrumental value orientations. Terminal and instrumental values were arranged by adolescents in order of importance to them, thus receiving different scores. According to these scores, both *terminal values (goals)* and *instrumental values (means)* obtained different ranks.

Furthermore, we emphasize that according to Rokeach's conception, **terminal values (goals)** reflect the belief that any ultimate aim of individual existence from a personal or social perspective is worth pursuing, these ultimate values being represented by ideals or goals; **instrumental values (means)** reflect the belief that a certain mode of action from a personal and social perspective is preferable in all situations, designated as modes of conduct. We mention that in the present study, we considered the concepts of authors M.S. Yanitsky and A.V. Sery, dividing the individual hierarchy of value orientations into three equal groups: the first group - **preferred, significant** values (rank 1-6 in the hierarchy); the second group – **indifferent, insignificant** values (rank 7-12 in the hierarchy); and the third group – **rejected, insignificant** values (rank 13-18 in the hierarchy).

Analyzing the results obtained for terminal and instrumental values of adolescents, the entire experimental group of 341 subjects, we identified how adolescents establish hierarchies of value orientations, which are presented in Table 2. Low scores/means obtained for values place them at the top of the hierarchy, while high scores indicate that values were considered low priority, with adolescents placing them at the bottom of the hierarchy.

Table 2. Hierarchy of terminal and instrumental values of adolescents.

No.	TERMINAL VALUES	No.	INSTRUMENTAL VALUES
1	Health	1	Education
2	Happy family life	2	Self-control
3	Self-confidence	3	Responsibility
4	Love	4	Independence
5	Wisdom of life	5	Studies
6	Active life	6	Rationalism
7	Knowledge	7	Willpower
8	Good, loyal friends	8	Honesty
9	Continuous development	9	Accuracy
10	Freedom	10	Courage in defending one's own opinions and beliefs
11	Material well-being	11	Life energy
12	Productive life	12	Tolerance
13	Interesting work	13	Broad visions
14	Creativity	14	Effectiveness in activity
15	Social appreciation	15	High demands
16	Beauty of nature and art	16	Executiveness
17	Happiness of others	17	Gentleness
18	Entertainment	18	Intransigence toward self and others

From Table 2, we observe that for the surveyed adolescents, among the **terminal values (goals)**, the **priorities** are: *health; happy family life; self-confidence; love; wisdom of life; as well as an active life.* The hierarchy concludes with terminal values such as *interesting work; creativity; social appreciation; the beauty of nature and art; happiness of others; and entertainment*, which indicates that these are of little importance to the adolescents who participated in the experiment. According to the ranks obtained for the instrumental values, a different hierarchy was identified. Thus, we see that the priority **instrumental values** for adolescents are: *education; self-control; responsibility; independence; studies; and rationalism.* The

hierarchy ends with the following **instrumental values**: *broad visions; effectiveness in activity; high demands; executiveness; gentleness; and intransigence toward self and others*; which likewise indicates these are not important for the adolescents' lives.

In a comparative context, we present the results of research conducted by O. Paladi (2018–2021) [21] on a sample of 2029 experimental subjects, referring to the generational value structure of adolescents in the Republic of Moldova. It was established that the dominant values in the life of Generation Z in the native environment, in the terminal values hierarchy with leadership ranks 1–6, are *health; happy family life; love; active life; wisdom of life; and self-confidence*. From the hierarchy of instrumental values with leadership ranks 1–6 are: *education; studies; independence; self-control; rationalism; responsibility*. The terminal values rejected by the surveyed adolescents (ranks 13–18) include: productive life; social appreciation; creativity; the beauty of nature and art; happiness of others; entertainment. The rejected instrumental values include: executiveness; high demands; effectiveness in activity; tolerance; gentleness; and intransigence toward self and others.

The study also targets value orientations according to the **Value Scale (V. Gouveia)** [22] administered to the experimental subjects. Table 3 presents the scores and ranks obtained for the values: emotion, pleasure, sexuality, power, prestige, success, health, personal stability, survival, beauty, knowledge, maturity, affectivity, belonging, social support, obedience, religiosity, tradition. The formation of subscales from the indicated values is also visible.

Table 3. Means for Value Orientations According to the Value Scale (V. Gouveia)
[personal contribution]

<i>Subscale</i>	<i>Values</i>	<i>Value Means</i>	<i>Subscale Means</i>	<i>Subscale Rank</i>
1) Promotion values (VP)	V-4 Power	1786	5528	3
	V-5 Prestige	1655		
	V-6 Success	2087		
2) Existential values (VE)	V-7 Health	2282	6418	1
	V-8 Personal Stability	2090		
	V-9 Survival	2046		
3) Normative values (VN)	V-16 Obedience	1399	4111	6
	V-17 Religiosity	1305		
	V-18 Tradition	1407		
4) Hedonic values (VH)	V-1 Emotion	1797	5235	4
	V-2 Pleasure	1853		
	V-3 Sexuality	1585		
5) Suprapersonal values (VS)	V-10 Beauty	1701	5758	2
	V-11 Knowledge	2073		
	V-12 Maturity	1984		
6) Interaction values (VIn)	V-13 Affectivity	1740	5013	5
	V-14 Belonging	1615		
	V-15 Social Support	1658		

From the data analysis in Table 3, we highlight that the highest score corresponds to subscale (2) *existential values* – 6418 points; followed in descending order by subscale (5) *suprapersonal values* – 5758 points; (1) *promotion values* – 5528 points; (4) *hedonic values* – 5235 points; (6) *interaction values* – 5013 points; and (3) *normative values* – 4111 points. These scores form the following hierarchy for the value subscales: 1) Existential values; 2) Suprapersonal values; 3) Promotion values; 4) Hedonic values; 5) Interaction values; 6) Normative values.

We note that the hierarchy of value orientations begins with ***existential values***, where the maximum score is attributed to the value **health** – 2282 points, followed by **personal stability** – 2090 points from the same subscale, while **survival** ranked fifth with 2046 points. Moreover, **success** ranked third (2087 points), and **knowledge** fourth (2073 points). The obtained results confirm the hypothesis that for adolescents with a high level of emotional intelligence development, existential values are prioritized in the hierarchy of value orientations.

Value orientations of adolescents from the perspective of psychosocial factors. One of the objectives of the present research is to identify adolescents' value orientations both from the perspective of

psychosocial factors (gender, environment of origin, study profile, academic success) and from the perspective of high and low levels of emotional intelligence.

Value orientations of adolescents with different levels of emotional intelligence. In this study, according to the objectives, we analyzed the hierarchies of value orientations of adolescents with different levels of emotional intelligence, using the following psychometric instruments: Value Orientations (M. Rokeach) and the Value Scale (V. Gouveia). Thus, the means established for the terminal values according to the **Value Orientations Test (M. Rokeach)** depending on emotional intelligence levels are presented in the work. Differences based on the emotional intelligence levels of adolescents are shown for the terminal value orientations: *active life, wisdom of life, health, interesting work, beauty of nature and art, love, material well-being, good friends, social appreciation, knowledge, productive life, continuous development, entertainment, freedom, happy family life, happiness of others, creativity, self-confidence.*

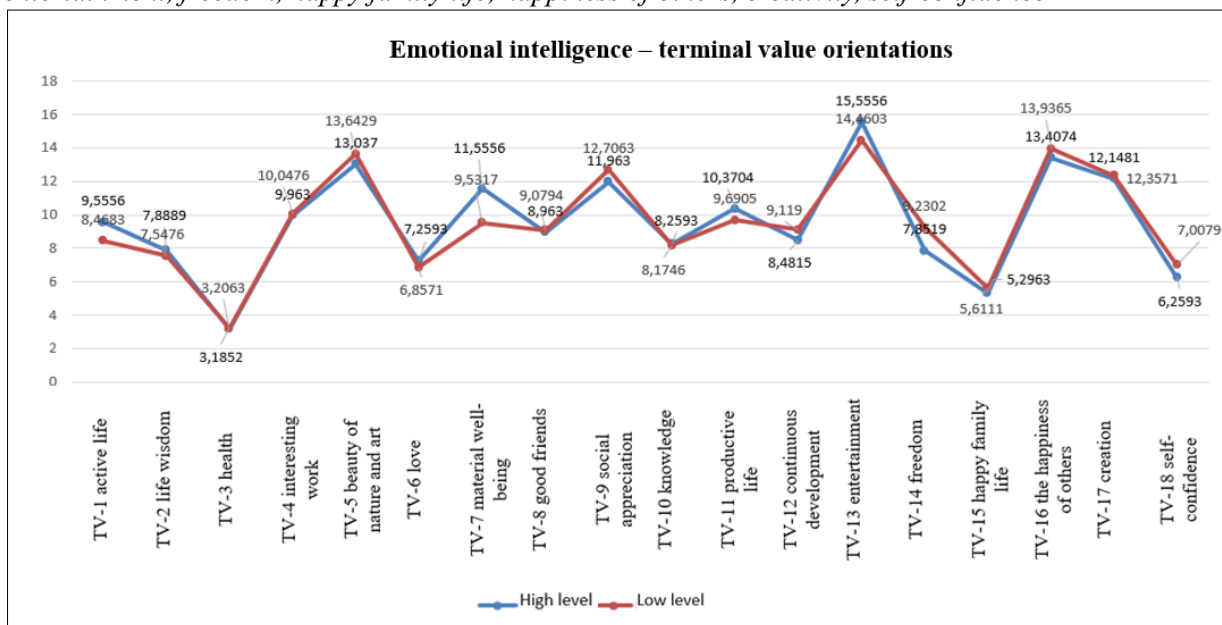


Fig. 3. Personality profile of adolescents with high and low emotional intelligence levels from the perspective of terminal value orientations [personal contribution]

There are differences in the means presented in the results of terminal value orientations depending on the level of emotional intelligence. Adolescents with a high level of emotional intelligence, compared to those with a low level, recorded higher means for terminal value orientations such as: active life, wisdom of life, love, material well-being, knowledge, productive life, entertainment. Adolescents with low emotional intelligence, compared to those with high emotional intelligence, showed lower means for the following terminal value orientations: interesting work, beauty of nature and art, good and loyal friends, social appreciation, continuous development, happy family life, freedom, happiness of others, creativity, self-confidence. At the same time, subjects with high emotional intelligence recorded equal means to those with low emotional intelligence for the value of health.

Analyzing the data presented (T-Test) for terminal values, we can state that there are significant differences among adolescents with different emotional intelligence levels regarding the value of material well-being ($t=1.99$; $p=0.04$).

According to the research objective, we identified the hierarchies of terminal and instrumental value orientations for both groups of subjects. Below, we present these results in detail. The hierarchies of value orientations were identified based on the accumulated scores, which provided different ranks for each of the 18 terminal and instrumental values. As emphasized, adolescents arranged their value orientations in order of importance to them, resulting in different scores. Thus, for both terminal and instrumental value orientations, certain ranks were identified according to the scores obtained. The work considered the conceptions of authors M.S. Yanitsky and A.V. Sery, who divide the individual hierarchy of value orientations into three equal groups: the first group - preferred, significant values (ranks 1-6); the second group - indifferent, insignificant values (ranks 7-12); and the third group - rejected, insignificant values (ranks 13-18).

Next, Table 4 presents the hierarchy identified for *terminal values* of adolescents with high and low emotional intelligence levels.

Table 4. Hierarchy of terminal values for adolescents with high and low emotional intelligence levels

Rank	Terminal Values – High EQ	Rank	Terminal Values – Low EQ
1	Health	1	Health
2	Happy family life	2	Happy family life
3	Self-confidence	3	Love
4	Love	4	Self-confidence
5	Freedom	5	Wisdom of life
6	Wisdom of life	6	Knowledge
7	Knowledge	7	Active life
8	Continuous development	8	Good, loyal friends
9	Good, loyal friends	9	Continuous development
10	Active life	10	Freedom
11	Interesting work	11	Material well-being
12	Productive life	12	Productive life
13	Material well-being	13	Interesting work
14	Social appreciation	14	Creativity
15	Creativity	15	Social appreciation
16	Beauty of nature and art	16	Beauty of nature and art
17	Happiness of others	17	Happiness of others
18	Entertainment	18	Entertainment

The results in Table 4 demonstrate that for **adolescents with high emotional intelligence**, the **priority terminal values** are: *health; happy family life; self-confidence; love; freedom; and wisdom of life*. The hierarchy ends with the following terminal values: *material well-being; social appreciation; creativity; beauty of nature and art; happiness of others; and entertainment*, meaning these values are of little importance for the adolescents surveyed.

From the same Table 4, we identify that for adolescents with low emotional intelligence, the priority terminal values are: *health; happy family life; love; self-confidence; wisdom of life; and knowledge*. Non-prioritized or rejected terminal values by adolescents with low emotional intelligence are: *interesting work; creativity; social appreciation; beauty of nature and art; happiness of others; and entertainment*.

Comparing the prioritized and non-prioritized terminal value orientations of these two groups—adolescents with high emotional intelligence development and those with low emotional intelligence—we observe differences.

As highlighted in the first chapter, adolescents form their own way of understanding life, crystallizing a conception that guides their choices and into which they invest their efforts. Intellectual, affective, and volitional capacities constitute the subjective condition of their own value system structure. Adolescence is capable of adopting values and acting according to them; their sources are socio-cultural influences, specifically the value system promoted by society [10, p. 297; 17]. At adolescence, the life ideal continues to form, having an important function of orienting and focusing their capacities and efforts, giving, together with other dimensions, meaning to their life and activity. In adolescence, the ideal is linked to values [10, p. 299], thus we consider it important to understand value orientation hierarchies at this age.

Thus, the study established the means for terminal values, according to the **Value Scale (V. Gouveia)**, depending on emotional intelligence levels. Differences between means according to adolescents' emotional intelligence levels are presented for values such as: *emotion, pleasure, sexuality, power, prestige, success, health, personal stability, survival, beauty, knowledge, maturity, affectivity, belonging, social support, obedience, religiosity, tradition*.

Adolescents with high emotional intelligence, compared to those with low emotional intelligence, recorded higher means for the following values: *emotion, pleasure, sexuality, power, prestige, success, health, personal stability, survival, knowledge, maturity, affectivity, belonging, social support, obedience, religiosity, tradition*.

In this context, we emphasize that adolescents with high emotional intelligence, compared to those with low emotional intelligence, recorded lower means only for the value of *beauty*.

Based on the data, we underline that there are differences between the means of variables in subjects with high and low emotional intelligence levels. These differences are significant for the following values:

emotion ($t=2.21$; $p=0.028$), sexuality ($t=2.7$; $p=0.08$), power ($t=2.1$; $p=0.037$), knowledge ($t=3.05$; $p=0.003$), maturity ($t=3.83$; $p=0.001$), affectivity ($t=2.59$; $p=0.01$), social support ($t=2.59$; $p=0.01$).

Summarizing, we emphasize that hierarchies for both *terminal and instrumental value orientations* were identified for adolescents with different levels of emotional intelligence development. We note that the hierarchies of terminal and instrumental value orientations differ between adolescents with high and low emotional intelligence development.

The results demonstrate that for adolescents with high emotional intelligence, the prioritized terminal values, ranked 1-6 in hierarchy, are: health; happy family life; self-confidence; love; freedom; and wisdom of life. For adolescents with low emotional intelligence, the prioritized terminal values are: health; happy family life; love; self-confidence; wisdom of life; and knowledge.

Regarding instrumental values, it was identified that adolescents with high emotional intelligence prioritize (in consecutive order): education; studies; responsibility; independence; life energy; and self-control. Adolescents with low emotional intelligence prioritize: education; self-control; responsibility; studies; rationalism; independence.

We emphasize that differences are observed in the second group - indifferent, insignificant values - and the third group - rejected, insignificant values - in the hierarchies of terminal and instrumental value orientations. Thus, the results demonstrate that terminal and instrumental value orientation hierarchies differ for subjects with high and low emotional intelligence.

According to the *Value Scale (V. Gouveia)*, adolescents with high emotional intelligence appreciate more values such as: emotion, sexuality, power, knowledge, maturity, affectivity, and social support.

The Relationship Between Emotional Intelligence, Value Orientations, and Adolescent Personality Dimensions. According to the research approach, we present correlation coefficient indicators that reveal the relationship between emotional intelligence and the studied personality dimensions of adolescents: self-confidence, social courage, initiation of social contacts, social intelligence, as well as personality states and traits involved in the social adaptation and behavioral regulation of the personality, as measured by the FPI questionnaire scales: 1) *nervousness*, 2) *spontaneous aggressiveness*, 3) *depression*, 4) *emotionality*, 5) *sociability*, 6) *calm character*, 7) *dominance*, 8) *inhibition*, 9) *open nature*, 10) *extraversion – introversion*, 11) *emotional lability*, 12) *masculinity – femininity*, *motivation for success*, *communication skills*, *organizational skills*.

Analyzing the statistical processing results, we highlight **significant positive correlations** between emotional intelligence and the following personality dimensions: self-confidence ($r = 0.123^*$; $p = 0.001$); social intelligence ($r = 0.322^{**}$; $p = 0.001$); sociability (FPI-5) ($r = 0.208^{**}$; $p = 0.001$); calm character (FPI-6) ($r = 0.315^{**}$; $p = 0.001$); extraversion (FPI-10) ($r = 0.173^{**}$; $p = 0.001$); masculinity (FPI-12) ($r = 0.170^{**}$; $p = 0.002$); motivation for success ($r = 0.265^{**}$; $p = 0.001$); communication skills ($r = 0.236^{**}$; $p = 0.001$); organizational skills ($r = 0.256^{**}$; $p = 0.001$). Thus, we observe a direct proportional relationship among the variables listed — meaning that as the level of emotional intelligence increases, so does the level of: self-confidence, social intelligence, sociability, calm character, extraversion, masculinity, motivation for success, communication skills, and organizational skills.

We also point out that *significant negative correlations* were obtained between emotional intelligence and the following personality dimensions: nervousness (FPI-1) ($r = -0.196^{**}$; $p = 0.001$); depression (FPI-3) ($r = -0.200^{**}$; $p = 0.001$); inhibition (FPI-8) ($r = -0.225^{**}$; $p = 0.001$); emotional lability (FPI-11) ($r = -0.219^{**}$; $p = 0.001$).

Accordingly, we note an *inverse proportional relationship* among the variables listed — meaning that as emotional intelligence increases, levels of nervousness, depression, inhibition, and emotional lability decrease. In the same context, we mention that *no statistically significant correlations* were found between emotional intelligence and the personality dimensions of: initiation of social contacts ($r = 0.025$; $p = 0.642$); social courage ($r = 0.019$; $p = 0.722$); spontaneous aggressiveness (FPI-2) ($r = 0.105$; $p = 0.054$); emotionality (FPI-4) ($r = -0.087$; $p = 0.109$); dominance (FPI-7) ($r = 0.006$; $p = 0.906$); open nature (FPI-9) ($r = -0.084$; $p = 0.121$).

The results included in the research regarding the correlation between emotional intelligence and value orientations (according to the **Value Scale by V. Gouveia**) refer to the following values: emotion, pleasure, sexuality, power, prestige, success, health, personal stability, survival, beauty, knowledge, maturity, affectivity, belonging, social support, obedience, religiosity, tradition.

By analyzing the statistical results, we determine that there are *significant positive correlations* between emotional intelligence and the following value orientations: *maturity*, $\rho(341) = 0.183^{**}$; $p = 0.001$; *religiosity*, $\rho(341) = 0.118^*$; $p = 0.029$; *tradition*, $\rho(341) = 0.122^*$; $p = 0.024$ - this meaning that adolescents with a *high level of emotional intelligence* score *higher* on the following variables: *maturity* (value marker

corresponding to the Suprapersonal subscale), *religiosity* (value marker corresponding to the Normative subscale), *tradition* (value marker corresponding to the Normative subscale) - and vice versa.

We also note that *no statistical correlations* were found between emotional intelligence and the value orientations of: emotion, pleasure, sexuality, power, prestige, success, health, personal stability, survival, beauty, knowledge, affectivity, belonging, social support, obedience.

The presented results guide us toward determining a psychological profile of adolescents with different levels of emotional intelligence manifestation. Next, we will present a personality profile of adolescents with varying levels of emotional intelligence manifestation, specifically with high and low levels of emotional intelligence (Figure 4).

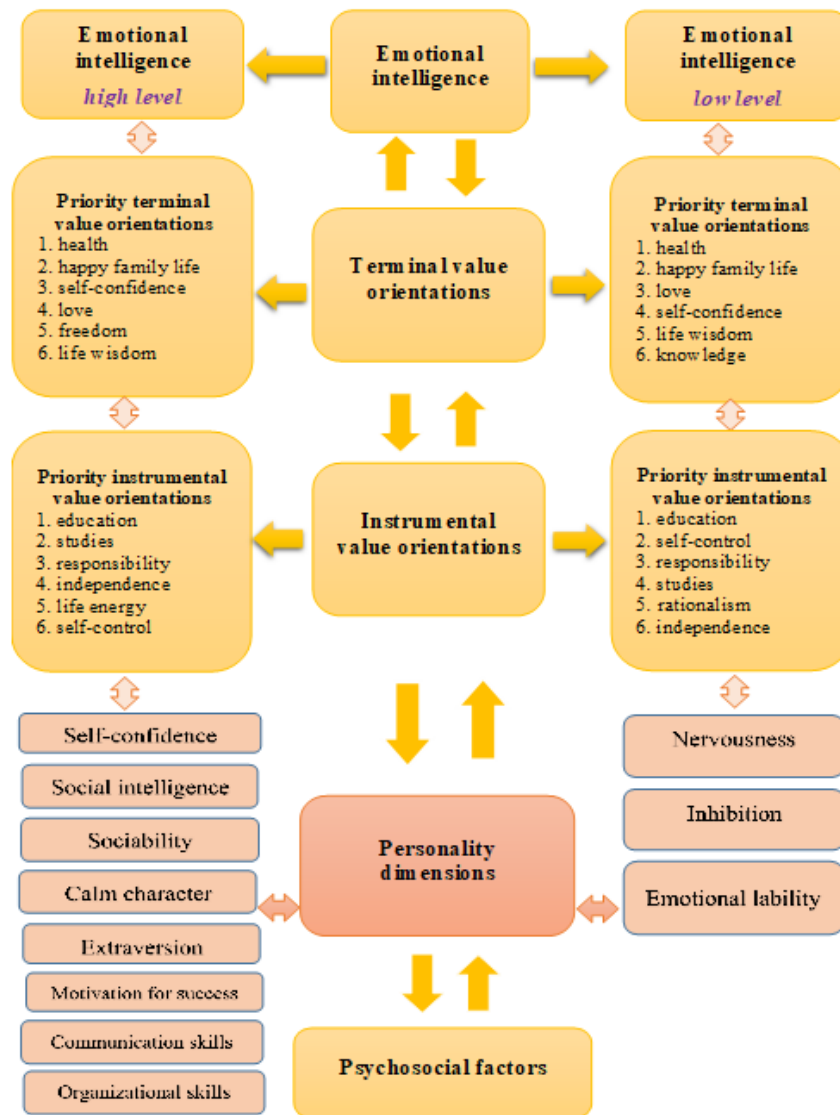


Fig. 4. Personality profile with high and low levels of emotional intelligence from the perspective of value orientations and adolescent personality dimensions
[personal contribution]

Based on the results of the conducted research, a *theoretical explanatory model of the relationship between emotional intelligence, value orientations, and certain personality dimensions* was developed, as presented at the end of Chapter 1. This model also served as the foundation for the ascertaining experiment. Statistical data allowed for the outlining of the **Personality Profile associated with high and low levels of emotional intelligence, from the perspective of adolescents' value orientations and personality dimensions**, as shown in Figure 4.

Thus, the value orientations and personality dimensions characteristic of adolescents with different levels of emotional intelligence development become visible. It is worth noting that adolescents with a **high**

level of emotional intelligence prioritize the following **terminal values**: *health, a happy family life, self-confidence, love, freedom, and wisdom of life*. Their **instrumental values** include: *education, studies, responsibility, independence, vitality, and self-control*. Similarly, based on the data obtained regarding personality dimensions, adolescents with a high level of emotional intelligence display: *self-confidence, social intelligence, sociability, a calm character, extraversion, achievement motivation, communication skills, and organizational abilities*.

In the same vein, it is important to highlight that adolescents with a **low level of emotional intelligence** prioritize the following **terminal values**: *health, a happy family life, love, self-confidence, wisdom of life*, as well as the *value of knowledge*. A comparative analysis shows that the terminal value orientations differ between adolescents with high and low levels of emotional intelligence development. According to the results, for adolescents with **low emotional intelligence**, the **instrumental values** include: *education, self-control, responsibility, studies, rationalism, and independence*. Just like in the case of terminal values, when comparing the instrumental value hierarchies of adolescents with high versus low emotional intelligence, we observe that the rankings are not identical. Furthermore, in terms of personality dimensions, adolescents with low levels of emotional intelligence manifest: *nervousness, inhibition, and emotional lability*.

The experimental study on emotional intelligence and value orientations among adolescents highlights conclusions that provide innovative insights and substantiate the characteristics of these concepts. The analysis of the results presented in this chapter allows us to draw the following conclusions:

1. The conceptual approach of the ascertaining experiment followed the explanatory model presented in the theoretical chapter, which indicates a relationship between emotional intelligence and the value orientations of personality. Taking into consideration that emotional intelligence and value orientations are concepts influenced by personality dimensions such as self-confidence, social courage, initiation of social contacts, social intelligence, personality traits and states involved in social adaptation and behavioral regulation, achievement motivation, communication skills, and organizational abilities, a diagnostic model of emotional intelligence and adolescents' value orientations was developed, integrating the most relevant psychometric tools.

2. According to the results obtained, adolescents present different levels of emotional intelligence development and its components: *emotional awareness, self-motivation, empathy, recognition of others' emotions, and regulation of their own emotions*. Additionally, the experiment identified various relationships between emotional intelligence and personality dimensions. Based on these findings, the *Psychological profile of the adolescent with a high level of emotional intelligence* was outlined from the perspective of value orientations and personality dimensions.

3. Adolescents with different levels of emotional intelligence development demonstrate varying degrees of statistical significance for the following psychosocial factors: gender (male/female); background (urban/rural); academic profile (humanities/sciences); academic performance (grades 9–10 / grades 6–7); and age, according to the substages of middle and late adolescence.

4. Adolescents' value orientations differ depending on the studied psychosocial factors. The conducted study demonstrates that psychosocial factors can influence how adolescents rank their value orientations. For example, according to the results, *terminal value orientations* differ based on *gender*. The data show that female participants, compared to their male counterparts, recorded higher means for the following terminal value orientations: active life, wisdom of life, beauty of nature and art, material well-being, good friends, productive life, continuous development, entertainment, and creativity. Conversely, female adolescents recorded lower means than males for the following terminal values: health, interesting work, love, social recognition, knowledge, freedom, a happy family life, others' happiness, and self-confidence. These differences were statistically significant for the following terminal values: active life, health, entertainment, and self-confidence.

Similarly, the study found that female participants, compared to male participants, recorded higher averages for the following instrumental value orientations: vitality, executive ability, strictness with oneself and others, rationalism, self-control, courage and personal opinions, willpower, and broad views. Conversely, female participants registered lower means for the following instrumental values: accuracy, education, high standards, independence, studies, responsibility, tolerance, honesty, efficiency in activity, and tactfulness. Just like with terminal values, we conclude that there are differences in the means of variables between male and female participants, and these differences are statistically significant for the following instrumental value orientations: strictness with oneself and others and honesty.

5. Among the **terminal values prioritized** by the surveyed adolescents are: *health, a happy family life, self-confidence, love, wisdom of life, and an active life*. The hierarchy ends with goal-oriented values such as: *interesting work, creativity, social recognition, beauty of nature and art, the happiness of others, and entertainment*, which indicates that these values are of little importance to the adolescents who participated in the study. According to the obtained rankings for instrumental values, a different hierarchy was revealed. Thus, the following instrumental values are considered priorities by adolescents: *education, self-control, responsibility, independence, studies, and rationalism*. The hierarchy ends with the following instrumental values: *broad views, efficiency in activity, high standards, executive ability, tactfulness, and strictness with oneself and others*, which also suggests that these values are of little importance in the lives of adolescents.

6. The results indicate differences in the mean scores for terminal value orientations, depending on the level of emotional intelligence. Adolescents with high emotional intelligence, compared to those with low emotional intelligence, recorded higher mean scores for terminal values such as: an active life, wisdom of life, love, material well-being, knowledge, a productive life, and entertainment. Adolescents with low emotional intelligence, compared to those with a high level, recorded lower means for the following terminal value orientations: interesting work, beauty of nature and art, loyal friends, social recognition, continuous development, a happy family life, freedom, the happiness of others, creativity, and self-confidence. It is worth mentioning that both groups (those with high and low emotional intelligence) scored equally on the value health. In this case, statistically significant differences were found for the value material well-being.

7. The analysis of the results indicates that instrumental value orientations also differ according to the levels (high/low) of emotional intelligence. Adolescents with high emotional intelligence, compared to those with low emotional intelligence, scored higher on the following instrumental value orientations: accuracy, high standards, executive ability, strictness with oneself and others, rationalism, self-control, courage to defend one's own opinions and beliefs, efficiency in activity, and tactfulness. In contrast, adolescents with high emotional intelligence recorded lower means for instrumental values such as: vitality, independence, studies, responsibility, willpower, tolerance, broad views, and honesty. It is important to note that both groups scored equally on the value education. In this case, statistically significant differences were observed for the instrumental values vitality and tactfulness.

8. Adolescents with high emotional intelligence, compared to those with low emotional intelligence, scored higher on the following values from V. Gouveia's model: emotion, pleasure, sexuality, power, prestige, success, health, personal stability, survival, knowledge, maturity, affectivity, belonging, social support, obedience, religiosity, and tradition. In this context, it is worth noting that adolescents with high emotional intelligence scored lower on the value beauty, compared to those with lower emotional intelligence. Significant differences were found for the following values: emotion, sexuality, power, knowledge, maturity, affectivity, and social support. These findings confirm the hypothesis that there is a relationship between emotional intelligence and the value orientations of adolescents.

9. By analyzing the correlation coefficients presented in the respective chapter, regarding the relationship between emotional intelligence, value orientations, and personality dimensions, we highlight that significant positive correlations were found between emotional intelligence and the following personality dimensions: self-confidence, social intelligence, sociability, calm character, extraversion, masculinity, achievement motivation, communication skills, and organizational abilities. There is a direct proportional relationship among these variables: as the level of emotional intelligence increases, so does the level of the above-mentioned personality traits.

Likewise, *significant negative correlations* were found between emotional intelligence and the following personality dimensions: *nervousness, depression, inhibition, and emotional instability*. Thus, the higher the emotional intelligence, the lower the levels of these undesirable traits. In the same context, we emphasize that *no significant correlations* were found between emotional intelligence and the following personality dimensions: *initiation of social contacts, social courage, spontaneous aggression, emotional sensitivity, and dominance, openness*.

The study also demonstrated *significant positive correlations* between emotional intelligence and the following value orientations: maturity, religiosity, and tradition. This means that adolescents with higher emotional intelligence also scored higher on the values of maturity (a marker of suprapersonal values), religiosity and tradition (both markers of normative values), and vice versa. The results presented in this chapter helped outline the **personality profile of adolescents with high and low levels of emotional intelligence, from the perspective of value orientations and personality dimensions**.

Chapter 3 – The Formative Framework for Optimizing Adolescents' Emotional Intelligence begins by describing the **General provisions of the methodology for optimizing adolescents' emotional intelligence**. It also presents the structural dimensions of The psychological intervention program, alongside the implementation stages, specific objectives, and content of the proposed activities.

In accordance with the overall **Purpose of the study** - which is to *determine the relationship between emotional intelligence and value orientations during adolescence, and to develop and implement an intervention program for enhancing emotional intelligence through the lens of personality dimensions and psychosocial factors* - this chapter was developed. Accordingly, the **formative experiment** planned as part of the research aimed to *implement and validate a psychological program designed to optimize emotional intelligence in adolescence*.

In this context, we underline that the exploratory/diagnostic research, the obtained results, and the conclusions formulated in the previous chapters revealed that, among the total of 341 adolescents surveyed: 126 adolescents (or 37.0%) showed a low level of emotional intelligence; 188 adolescents (or 55.1%) had a medium level of emotional intelligence; only 27 adolescents (or 7.9%) displayed a high level of emotional intelligence. These findings demonstrate that most adolescents possess a medium or low level of emotional intelligence and face challenges in optimizing it. For the formative experiment, adolescents were selected from groups where collaboration was possible, specifically those with low or medium levels of emotional intelligence, as identified in the earlier stage of the research.

Thus, the initial experimental group included 28 adolescents who were clients of the Youth-Friendly Health Center "ACCEPT", part of the Territorial Medical Association – Center (IMSP AMT Centru). Since not all individuals consistently attended the training sessions aimed at optimizing emotional intelligence, the number of adolescents in the groups was adjusted. The final structure consisted of 20 participants, divided into two groups: an experimental group (10 adolescents) and a control group (also 10 adolescents).

It is important to note that participants were selected based on their genuine interest and willingness to participate in the formative training sessions. The reasons some did not complete the program varied. All activities were conducted at the Youth-Friendly Health Center "ACCEPT".

The formative experiment was based on the assumption that emotional intelligence can be developed and influenced through the adolescent's personality within experimental conditions. Within this experiment, we chose to develop and validate a psychological intervention program entitled: **Optimizing Adolescents' Emotional Intelligence**.

The purpose of the intervention program is to teach strategies for optimizing emotional intelligence during adolescence from the perspective of personality dimensions.

The psychological intervention program *Optimizing Adolescents' Emotional Intelligence* has the following objectives: - introducing adolescents to the concepts of intelligence, emotion, emotional intelligence, value, value orientations, self-confidence, social courage, achievement motivation, communication skills, organizational skills, etc.; - creating conditions for adolescents' personal development; - developing the emotional intelligence of the adolescent's personality; - creating conditions for awareness of the level of emotional intelligence development, value orientations, and values promoted by society.

Research hypothesis related to the formative experiment: We assume that psychological intervention in specially organized conditions contributes to the development of emotional intelligence in adolescents. We mention that the psychological intervention program *Optimizing Adolescents' Emotional Intelligence* consists of training sessions that include a set of activities, exercises, and techniques aimed at developing emotional intelligence. The program includes 12 sessions, each lasting 1 hour and 30 minutes. The content is structured in complex sessions with clearly defined objectives targeting the development of emotional intelligence and the personality dimensions of adolescents.

Structure of the Psychological Intervention Program *Optimizing Adolescents' Emotional Intelligence* includes the following modules:

- 1) **Emotional Intelligence – Conceptual Characteristics:** Session 1. The concept of emotional intelligence in psychology. Session 2: Characteristics of emotional intelligence. Session 3: Components of emotional intelligence.
- 2) **Facilitating Factors in the Development of Emotional Intelligence:** Session 4: Emotional intelligence – self-confidence. Session 5: Emotional intelligence – social courage. Session 6: Emotional intelligence – initiating social contacts. Session 7: Emotional intelligence through awareness, control, and expression of emotions. Session 8: Emotional intelligence through using emotions in problem-solving. Session 9: Emotional intelligence – achievement motivation. Session 10: Emotional intelligence – communication and organizational skills

- 3) **Emotional Intelligence and Adolescents' Value Orientations:** Session 11: Emotional intelligence – value orientations: relationships and influences. Session 12: Opportunities for developing emotional intelligence and promoting values during adolescence. Final session.

The training techniques used during the sessions are well-established, such as brainstorming, energizing exercises, role-playing games, etc. Each exercise has a clear purpose aligned with the session's objective and the participants' developmental needs.

The formative training sessions were held from November to December 2021. The 1.5-hour activities were organized twice a week, on Tuesdays and Fridays, with minor exceptions due to scheduling conflicts. After completing the program with the experimental group, retesting was conducted with both the experimental and control groups.

Table 5 presents some characteristics of the subjects from the experimental group and the control group who participated in the experiment.

Table 5. Characteristics of the Experimental Group (EG) and Control Group (CG)

Characteristics		Experimental Group		Control Group	
		No.	%	No.	%
Total number of adolescents		10	100	10	100
Urban background		4	40	6	60
Rural background		6	60	4	40
Age	18-19 years	-	-	1	10
	19-20 years	4	40	3	30
	20-21 years	5	50	6	60
	21-22 years	1	10	-	-

We mention that the adolescents in the experimental group are aged between 18 and 22 years, are female, in their second year of university studies, coming from both urban and rural backgrounds. Table 5 presents the basic details, and we observe that both the experimental group and the control group consisted of 10 individuals each.

Next, we will first present the **results for the adolescents from the experimental group (EG) test and the experimental group (EG) retest**, aspects indicated in the first research direction. Following the above in consecutive order, we further present comparative results for the experimental test group and the experimental retest group regarding the changes recorded in the mean scores of emotional intelligence identified after administering the **Emotional Intelligence Diagnostic Questionnaire (N. Hall)**.

Table 6 presents the comparative results between the experimental group at the pre-test stage and the experimental group at the post-test stage regarding the variable – emotional intelligence.

Table 6. Comparative Results – Pre-test and Post-test in EG for the Variable: Emotional Intelligence

Factor	Stage	Mean	No. of Subjects	Std. Dev.	Std. Error Mean
Emotional Intelligence	EG-pre-test	35.10	10	10.69	3.38
	EG-post-test	53.70	10	9.53	3.01

From Table 6, we observe that for adolescents in the experimental group (EG), regarding the variable emotional intelligence - at the test stage, the mean value is 35.1 measurement units (m.u.), while for adolescents in the same experimental group, at the retest stage, the mean is 53.7 (m.u.) for the given variable. Using statistical methods, specifically the Paired-Samples T-Test, we compare the EG test and EG retest samples. Thus, we record differences between the means of adolescents in the experimental group (EG) test and those in the EG retest for the variable emotional intelligence, with higher results for the adolescents in the EG retest. Moreover, we find that $p=0.001$ for the comparison of test-retest data in the experimental group, indicating that there are significant differences regarding the assessment of emotional intelligence test values and emotional intelligence retest values. In the case of this research, we emphasize that although the results are higher in the experimental group at the retest stage, for the basic variable, these still fall within the low and medium levels. This data informs us that the increase for the given variable is not large or radical, because the integrative/general level of emotional intelligence, according to the results, is determined by quantitative indicators of 40–69 measurement units for the medium level and up to 39 measurement units for the low level.

We recall that following the administration of the Emotional Intelligence Diagnosis Questionnaire (N. Hall), the scales that are components of emotional intelligence were also presented. Thus, we present the comparative results between the experimental group (pre-test) and the experimental group (post-test) for the following emotional intelligence scales: emotional component, self-motivation, empathy, recognition of others' emotions, and management of one's own emotions.

According to the results of the adolescents in the experimental group (EG), the following averages were characteristic for the emotional intelligence scales: emotional component: pre-test – 9.1 (u.m.), post-test – 12.4 (u.m.); self-motivation: pre-test – 2.5 (u.m.), post-test – 2.4 (u.m.); empathy: pre-test – 5.5 (u.m.), post-test – 9.3 (u.m.); recognition of others' emotions: pre-test – 12.2 (u.m.), post-test – 14.7 (u.m.); management of own emotions: pre-test – 10.8 (u.m.), post-test – 14.9 (u.m.).

We highlight that, for the experimental group (EG), the post-test results showed higher averages on the emotional intelligence scales, meaning the participants scored higher after the intervention on emotional component, self-motivation, empathy, recognition of others' emotions, and management of their own emotions. From the results obtained, we identify that there are significant differences regarding the assessment of emotional intelligence scales in the experimental group, pre-test vs. post-test. The results for the scales are as follows: emotional component ($t = -5.211$; $p = 0.001$), self-motivation ($t = -5.521$; $p = 0.001$), empathy ($t = -3.808$; $p = 0.004$), recognition of others' emotions ($t = -4.160$; $p = 0.002$), management of own emotions ($t = -5.250$; $p = 0.001$). Similar to the explanation provided for the overall emotional intelligence variable (*emotional component, self-motivation, empathy, recognition of others' emotions, management of one's own emotions*), the above results for its scales inform us that the increases are not major or radical, the averages remain within the low and medium levels.

From the research results, specifically the comparison of pre-test and post-test data in the control group, we identify $t = -0.514$ and $p = 0.619$, which indicates that there are no significant differences between the emotional intelligence scores in the control group before and after the testing. The results show no increase in the general/integrative level of emotional intelligence among the control group participants.

Similarly, comparative results were obtained for the control group (CG) test and control group retest for the emotional intelligence scales: *emotional component, self-motivation, empathy, recognition of others' emotions, and management of one's own emotions*. We observe that for the emotional intelligence scales, adolescents in the control group (CG), test and retest, recorded the following means: emotional component at the test stage 9.8 (m.u.), at the retest stage – 10.02 (m.u.) for the given variable; self-motivation at the test stage 1.7 (m.u.), at the retest stage – 1.9 (m.u.); empathy at the test stage 7.3 (m.u.), at the retest stage – 7.8 (m.u.); recognition of others' emotions at the test stage 13.0 (m.u.), at the retest stage – 12.9 (m.u.); management of one's own emotions at the test stage 10.5 (m.u.), at the retest stage – 10.1 (m.u.). The results indicate that there are no significant differences in the control group (CG) between the test and retest stages on the emotional intelligence scales. More precisely, the results are as follows: emotional component ($t = -1.809$; $p = 0.104$), self-motivation ($t = -0.802$; $p = 0.443$), empathy ($t = -2.236$; $p = 0.052$), recognition of others' emotions ($t = 0.318$; $p = 0.758$), management of one's own emotions ($t = 1.177$; $p = 0.269$). We emphasize that the presented results confirm the hypothesis according to which we assumed that psychological interventions under specially organized conditions contribute to the development of emotional intelligence in adolescent personality.

Therefore, we conclude that the psychological intervention program *Optimizing Adolescents' Emotional Intelligence* has a positive impact and produces measurable changes in the development of emotional intelligence and its key dimensions: emotional component, self-motivation, empathy, recognition of others' emotions, and management of own emotions.

Summarizing, in the **Conclusions of Chapter 3** of the work, we mention that the formative approach carried out, together with the results obtained, evidently contributes to the foundation of the methodology for optimizing emotional intelligence during adolescence. For this purpose, we present some conclusive evidence that outlines the following conclusions:

1. In order to establish a methodological foundation for optimizing emotional intelligence during adolescence, a psychological intervention program was developed. This program includes activities relevant to understanding the concept of emotional intelligence and its structural components: emotional component, self-motivation, empathy, recognition of others' emotions, and management of own emotions.
2. Adolescents who were part of the experimental group obtained results showing increases in the average scores for both the emotional intelligence variable and its component scales after the implementation of the psychological intervention sessions.

3. The developed psychological intervention program, titled *Optimizing Adolescents' Emotional Intelligence*, has been validated, demonstrating that it has a positive impact and leads to improvements in emotional intelligence and its specific dimensions through the development of emotional understanding, self-motivation, empathy, recognition of others' emotions, and emotional self-management.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

The issue of emotional intelligence and value orientations, according to the specialized literature, is researched across various scientific fields. In accordance with the research topic, purpose, objectives, and established hypotheses, several scientific results were obtained:

1. At the theoretical level, the scientific-theoretical framework was enriched with syntheses from the specialized literature regarding the issues of emotional intelligence and the hierarchy of value orientations during adolescence. We highlight the relevance of the definition elaborated for this study, according to which emotional intelligence *represents the ability of a person to access and generate emotions, the personal capacity to identify and effectively direct their own emotions in relation to life goals and perspectives, thereby determining the potential we have to acquire practical skills based on emotional awareness, self-motivation, empathy, recognition of others' emotions, and the management of one's own emotions*. According to the authors, value orientations represent the most important component of the personality structure, encompassing the life experience accumulated during development, shaping behavior and attitudes towards the surrounding world such as the orientation towards self-improvement goals for optimal psychosocial adaptation. An explanatory theoretical model of the relationship between emotional intelligence, value orientations, and certain personality dimensions was outlined (Chapter 1), [48; 50; 53; 55].
2. There were identified particularities of emotional intelligence and personality dimensions from the perspective of psychosocial factors: gender (male/female), age (substages: middle adolescence / late adolescence), background (urban/rural), academic profile (humanities / sciences), academic achievement (grades 9–10 / 6–7). The results are thoroughly presented in the paper. For example, when analyzing the data on emotional intelligence by gender, we can state that there are significant differences between the average values of emotional intelligence in male and female subjects. These differences are significant particularly for the following emotional intelligence scales: self-motivation, empathy, and recognition of others' emotions (Chapter 2), [44; 50; 52; 54].
3. The hierarchies of terminal and instrumental value orientations were identified among adolescents with different levels of emotional intelligence; there was developed a *psychological profile for adolescents with high and low levels of emotional intelligence, from the perspective of their value orientations (terminal and instrumental) and personality dimensions*. Adolescents with high levels of emotional intelligence prioritize the following terminal values: health, a happy family life, self-confidence, love, freedom, and life wisdom. Their main instrumental values are: education, studies, responsibility, independence, life energy, and self-control. Additionally, based on the data regarding personality dimensions, adolescents with high emotional intelligence demonstrate: self-confidence, social intelligence, sociability, a calm character, extraversion, achievement motivation, communication skills, and organizational abilities. At the same time, adolescents with low emotional intelligence prioritize the following terminal values: health, a happy family life, love, self-confidence, life wisdom, as well as the value of knowledge. According to the results, the instrumental values prioritized by this group include: education, self-control, responsibility, studies, rationalism, and independence. It is important to note that in terms of personality dimensions, adolescents with low emotional intelligence exhibit: nervousness, inhibition, and emotional lability (Chapter 2), [46; 49; 50; 52; 55; 54].
4. The relationship between emotional intelligence, value orientations, and personality dimensions was determined: self-confidence, social courage, initiation of social contact, social intelligence, nervousness, spontaneous aggression, depression, emotionality, sociability, calm character, dominance, inhibition, openness, extraversion, emotional lability, masculinity vs. femininity, achievement motivation, communication skills, organizational abilities, and value orientations. The specific nature of emotional intelligence was identified within the integrative context of personality dimensions (Chapter 2), [43; 46; 47; 51].
5. A psychological intervention program was developed and validated for the optimization of adolescents' emotional intelligence, viewed through the lens of personality dimensions and psychosocial factors that influence it. The program has demonstrated positive impact, leading to

changes in the development of emotional intelligence and its related scales through the enhancement of understanding in: emotional component, self-motivation, empathy, recognition of others' emotions, and management of one's own emotions (Chapter 3), [45; 53].

The conducted research, in our view, completes general psychology with new theoretical and experimental data regarding the relationship between emotional intelligence, value orientations, and personality dimensions during adolescence.

The conclusions drawn from the research have allowed us to formulate the following recommendations:

Recommendations for education policymakers:

- Promotion of national and international research that supports a deeper understanding of the concepts of emotional intelligence and value orientations.
- Inclusion of subjects in school curricula that promote values, with the goal of shaping adolescents' value orientations.
- Implementation of psychological intervention programs aimed at developing emotional intelligence and promoting existential and normative values among adolescents.
- Supporting psychological intervention programs for adolescents that are based on scientific evidence, in order to foster the development of emotional intelligence and value orientations.
- Ensuring continuous professional development for teachers and school psychologists in the fields of emotional intelligence, value orientations, and adolescent personality psychology.
- Develop differentiated educational policies that are sensitive to psychosocial factors such as gender, background, and academic profile, in order to support the balanced development of all categories of adolescents.

Recommendations for school psychologists:

- Use the emotional intelligence and value orientation diagnostic model developed in this research to perform complex student evaluations and identify intervention needs.
- Apply personalized interventions aimed at developing self-motivation, empathy, emotion recognition, and behavioral regulation, based on each adolescent's psychological profile.
- Provide individual and group counseling to support the development of both terminal and instrumental values.
- Monitor differences related to gender, background, or academic performance in the manifestation of emotional intelligence to avoid stereotypical approaches and ensure educational inclusion.

Recommendations for teachers:

- Create a positive and supportive emotional climate in the classroom that encourages emotional expression, collaboration, and empathy.
- Identify emotional difficulties early and collaborate with school psychologists to support students with low levels of emotional intelligence.
- Promote values through extracurricular activities, non-formal education projects, and by setting personal examples.
- Adapt teaching styles according to the personality characteristics of adolescents (introversion, extraversion, motivation level, emotional lability, etc.).

Recommendations for parents:

- Adopt a democratic and empathetic parenting style in which adolescents are listened to, emotionally validated, and encouraged to express their thoughts and feelings.
- Promote values within the family that positively influence the development of emotional intelligence.
- Avoid placing excessive pressure on academic performance, and instead support the development of emotional and social skills.

Recommendations for adolescents:

- Acknowledge the importance of emotions in daily life and decision-making, in order to develop emotional intelligence.
- Practice empathy, self-motivation, and emotion regulation in relationships with peers, teachers, and family.
- Explore their own value system and commit to a coherent set of personal values that provide meaning and direction in life.
- Get involved in activities aimed at developing emotional intelligence and promoting both terminal and instrumental value orientations.

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ADNOTARE

Cheptene Victoria. Particularități ale inteligenței emoționale și orientărilor valorice în relație cu dimensiunile personalității adolescenților Teză de doctor în psihologie, Chișinău, 2025.

Structura tezei: Lucrarea conține adnotări (în limba română, rusă și engleză), introducere, trei capitole, concluzii generale și recomandări, bibliografie din 287 titluri, 7 anexe, 150 pagini text de bază, 30 tabele și 28 figuri. Rezultatele obținute sunt publicate în 13 lucrări științifice.

Cuvinte-cheie: inteligență emoțională, orientări valorice, valori terminale, valori instrumentale, dimensiuni ale personalității, adolescent.

Scopul cercetării: constă în identificarea relației dintre inteligența emoțională, orientările valorice și dimensiunile personalității adolescentului; elaborarea și validarea unui program de intervenție pentru optimizarea inteligenței emoționale prin prisma dimensiunilor personalității cu care relaționează.

Obiectivele cercetării: analiza și sinteza literaturii de specialitate cu referire la inteligența emoțională și orientările valorice la vârsta adolescenței; caracterizarea nivelurilor de dezvoltare a inteligenței emoționale, a ierarhiei orientărilor valorice a adolescenților; determinarea particularităților inteligenței emoționale în funcție de unii factori psihosociali (gen, vârstă, mediul de proveniență, profilul studiilor, reușita academică) și dimensiuni ale personalității; identificarea ierarhiei orientărilor valorice a adolescenților cu nivel înalt și scăzut de dezvoltare a inteligenței emoționale; determinarea relațiilor dintre inteligența emoțională cu orientările valorice ale adolescenților; elaborarea și validarea unui program de intervenție psihologică privind optimizarea inteligenței emoționale a adolescenților.

Noutatea și originalitatea științifică. Lucrarea dată reprezintă una dintre cercetările din contextul autohton cu referire la relația dintre inteligența emoțională, orientările valorice și dimensiunile personalității adolescentului, având o abordare investigațională *complexă* (cantitativă și calitativă), *interdisciplinară* (în raport cu alte științe psihologice: psihologie socială, psihologie educațională și nu doar la perspectiva psihologiei generale, prin analiza factorilor și dimensiunilor personalității) și *aplicativă*, prin elaborarea, implementarea și validarea eficienței unui program de intervenție psihologică. Abordarea investigațională vizează determinarea relațiilor dintre inteligența emoțională, orientările valorice și dimensiunile personalității adolescenților; stabilirea particularităților inteligenței emoționale în funcție de relațiile ei cu dimensiunile personalității adolescentului din perspectiva factorilor psihosociali.

Semnificația teoretică a cercetării vizează completarea cadrului teoretico-științific cu sinteze din literatura de specialitate privind problematica inteligenței emoționale și ierarhia orientărilor valorice la vârsta adolescenței. Acestea se referă la tipurile și particularitățile inteligenței emoționale, ponderea factorilor psihosociali și dimensiuni ale personalității; particularități ale ierarhiei orientărilor valorice la vârsta adolescenților. Sunt concretizate contribuțiile proprii în structurarea sintezelor teoretice, prezentând și analizând în teză studii recente la tema cercetării care au contribuit la conturarea unui model teoretic explicativ al relației inteligenței emoționale cu orientările valorice și dimensiunile personalității, precum și la elaborarea unei definiții de lucru pentru inteligența emoțională, în contextul prezentei lucrări. Rezultatele cercetării date consolidează aspectele teoretice ale psihologiei generale.

Valoarea aplicativă a cercetării constă în studiul inteligenței emoționale, a relației cu orientările valorice și dimensiunile personalității adolescentului (încredere în sine, inițierea contactelor sociale, curajul social, inteligența socială, nervozitate, agresivitate spontană, depresie, emotivitate, sociabilitate, caracter calm, dominare, inhibiție, fire deschisă, extraversiune, labilitate emoțională, masculinitate, motivația succesului, aptitudini comunicative, aptitudini organizatorice); identificarea particularităților inteligenței emoționale din perspectiva factorilor psihosociali (gen, vârstă, mediul de proveniență, profilul studiilor, reușita academică); elaborarea modelului explicativ privind implicațiile dimensiunilor studiate în manifestarea inteligenței emoționale; identificarea ierarhiilor orientărilor valorice terminale și instrumentale ale adolescenților cu diferit nivel de manifestarea a inteligenței emoționale; elaborarea și validarea unui program psihologic de intervenție pentru optimizarea inteligenței emoționale a adolescenților. Datele experimentale vor fi utile factorilor de decizie, cercetătorilor, psihologilor, cadrelor didactice și de conducere, părinților, adolescenților.

Implementarea rezultatelor cercetării s-a realizat prin participarea în cadrul conferințelor științifice naționale și internaționale; simpozioanelor științifice; în cadrul activităților de instruire realizate pentru psihologii, cadrele didactice din instituțiile de învățământ general, precum și în cadrul activităților de instruire realizate pentru adolescenții centrelor de tineret din Republica Moldova.

ANNOTATION

Cheptene Victoria. Peculiarities of emotional intelligence and value orientations in relation to adolescent's personality dimensions

Doctoral Thesis in Psychology, Chisinau, 2025

Thesis structure: The paper contains annotations (in Romanian, Russian and English), introduction, three chapters, general conclusions and recommendations, 287 bibliography sources, 7 appendices, 150 pages of basic text, 30 tables and 28 figures. The results are published in 13 scientific papers.

Keywords: emotional intelligence, value orientations, terminal values, instrumental values, personality dimensions, adolescent.

The aim of the research: consists in identifying the relationship between emotional intelligence, value orientations and dimensions of adolescent's personality; the development and validation of an interventional program for the optimization of emotional intelligence through the prism of personality's dimensions it relates with.

Research objectives: analysis and synthesis of specialized literature with reference to emotional intelligence and value orientations in adolescence; characterization of emotional intelligence development levels, of adolescents' value orientations hierarchy; determining the particularities of emotional intelligence according to some psychosocial factors (gender, age, background, study profile, academic success) and personality dimensions; identifying the hierarchy of value orientations of adolescents with high and low levels of emotional intelligence development; determining the relationships between emotional intelligence and value orientations of adolescents; the development and validation of a psychological interventional program regarding the optimization of emotional intelligence of adolescents.

Scientific novelty and originality. The given work represents one of the researches in the local context with reference to the relationship between emotional intelligence, value orientations and other dimensions of the adolescent's personality, having a complex (quantitative and qualitative), interdisciplinary investigative approach (in relation to other psychological sciences: social psychology, educational psychology and not only from the perspective of general psychology, through the analysis of personality factors and dimensions) and applied, through the elaboration, implementation and validation of the effectiveness of a psychological intervention program. The investigative approach aims to determine the relationships between emotional intelligence and value orientations of adolescents; establishing the particularities of emotional intelligence according to its relationships with some psychosocial factors and dimensions of the adolescent's personality.

The theoretical significance of the research aims to complete the theoretical-scientific framework with syntheses from the specialized literature on the issue of emotional intelligence and the hierarchy of value orientations at the age of adolescence. These refer to the types and particularities of emotional intelligence, the importance of some factors and dimensions of personality; particularities of the hierarchy of value orientations at the adolescent age. The own contributions in the structuring of theoretical syntheses are concretized, presenting and analyzing in the thesis recent studies on the research topic that have contributed to the outline of an explanatory theoretical model of the relationship of emotional intelligence with value orientations and other dimensions of personality, as well as to the elaboration of a working definition for emotional intelligence, in the context of this work. The given research results strengthen the theoretical aspects of general psychology.

The applied value of the research consists in the study of emotional intelligence, the relationship with value orientations and other dimensions (self-confidence, initiation of social contacts, social courage, social intelligence, nervousness, spontaneous aggression, depression, emotionality, sociability, calm character, dominance, inhibition, open nature, extraversion, emotional lability, masculinity, success motivation, communication skills, organizational skills) of the adolescent's personality; identifying the particularities of emotional intelligence from the perspective of psychosocial factors (gender, age, background, study profile, academic success); elaboration of an explanatory model regarding the implications of the studied dimensions in the manifestation of emotional intelligence; identifying the hierarchies of terminal and instrumental value orientations of adolescents with different levels of emotional intelligence; development and validation of a psychological intervention program to optimize the emotional intelligence of adolescents. Experimental data will be useful to researchers, psychologists, teachers and administrators, adolescents, parents etc.

The implementation of the research results was achieved by participating in national and international scientific conferences; scientific symposia; within the training activities carried out for psychologists, teaching staff from general education institutions, as well as within the training activities carried out for teenagers of youth centers in the Republic of Moldova.

АННОТАЦИЯ

Кептене Виктория. Особенности эмоционального интеллекта и ценностных ориентаций применительно к личностным качествам подростка.

Диссертация на соискание степени доктора психологии. Кишинэу, 2025

Структура диссертации. Диссертация включает аннотации (на румынском, русском и английском языках), введение, три главы, общие выводы и рекомендации, библиографию из 287 наименований, 7 приложений, 150 страниц основного текста, 30 таблиц и 28 рисунков. Основные результаты исследования представлены в 13 научных публикациях.

Ключевые слова: эмоциональный интеллект, ценностные ориентации, терминальные ценности, инструментальные ценности, качества личности, подростки.

Цель исследования: состоит в выявлении взаимосвязи между эмоциональным интеллектом, ценностными ориентациями и качествами личности подростка; разработке и валидации программы интервенции по оптимизации эмоционального интеллекта через призму, связанных с ним, личностных качеств.

Задачи исследования: анализ и синтез специализированной литературы по тематике эмоционального интеллекта и ценностных ориентаций в подростковом возрасте; характеристика уровней развития эмоционального интеллекта, иерархии ценностных ориентаций подростков; определение особенностей эмоционального интеллекта в зависимости от некоторых психосоциальных факторов (пол, возраст, среда происхождения, профиль обучения, академическая успеваемость) и личностных качеств; выявление иерархии ценностных ориентаций у подростков с высоким и низким уровнем развития эмоционального интеллекта; определение взаимосвязи между эмоциональным интеллектом и ценностными ориентациями подростков; разработка и валидация психологической программы интервенции по оптимизации эмоционального интеллекта подростков.

Научная новизна и оригинальность результатов работы Данная работа представляет собой одно отечественных исследований, посвященных изучению взаимосвязи между эмоциональным интеллектом, ценностными ориентациями и личностными качествами подростка. Исследование имеет: комплексный характер (количественный и качественный анализ), междисциплинарный подход (включает аспекты социальной, педагогической и общей психологии для анализа факторов и личностных качеств) и прикладной, который заключается в разработке, внедрении и валидации эффективности психологической программы интервенции. Исследовательский подход направлен на определение взаимосвязи между эмоциональным интеллектом и ценностными ориентациями подростков; выявлении особенностей эмоционального интеллекта с учетом его связи с личностными качествами в контексте психосоциальных факторов.

Теоретическая значимость исследования: заключается в дополнении научно-теоретической базы синтезом специализированной литературы по проблематике эмоционального интеллекта и иерархии ценностных ориентаций в подростковом возрасте. Рассматриваются типы и особенности эмоционального интеллекта, роль психосоциальных факторов и личностных качеств, а также специфика иерархии ценностных ориентаций подростков. Уточнен собственный вклад автора в структуру теоретического синтеза, представлен анализ современных исследований по теме, на основе которых была разработана теоретическая модель, объясняющая взаимосвязь эмоционального интеллекта с ценностными ориентациями и личностными качествами, а также предложено рабочее определение эмоционального интеллекта в контексте данной работы. Полученные результаты дополняют теоретические основы общей психологии.

Практическое значение работы заключается в изучении эмоционального интеллекта, его взаимосвязей с ценностными ориентациями и другими личностными качествами подростка (уверенность в себе, инициирование социальных контактов, социальная смелость, социальный интеллект, нервозность, спонтанная агрессия, депрессия, эмоциональность, общительность, спокойный характер, доминирование, сдержанность, открытость, экстраверсия, эмоциональная лабильность, маскулинность, мотивация успеха, коммуникативные и организаторские способности); выявление особенностей эмоционального интеллекта с точки зрения психосоциальных факторов (пол, возраст, происхождение, профиль учебы, успеваемость); в разработке объяснительной модели влияния личностных качеств на проявление эмоционального интеллекта; в установлении иерархии терминальных и инструментальных ценностей подростков с разным уровнем эмоционального интеллекта; в разработке и валидации психологической программы интервенции по оптимизации эмоционального интеллекта подростков. Экспериментальные данные будут полезны исследователям, психологам, педагогам и менеджерам в образовании, родителям и самим подросткам и т.д.

Внедрение результатов исследований осуществлялось через участие в национальных и международных научных конференциях; научных симпозиумах; в рамках обучающих мероприятий, организованных для психологов и педагогических работников общеобразовательных учреждений, а также в рамках обучающих программ для подростков в молодежных центрах Республики Молдова.

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