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**DEVELOPMENT OF EMOTIONAL INTELLIGENCE IN ADOLESCENTS
WITH DIFFERENT TYPES OF ATTACHMENT**

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psychology**

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LIST OF ABBREVIATIONS

ASSI - ASSI Questionnaire (Self-deprecation, Self-esteem, Infatuation)
ASSIstima - Global level of self-esteem
ASSIDeprec - Self-depreciation
ASSIinfat - Infatuation
GC - Control Group
GE - Formative Experimental Group
H1, 2, 3, 4, 5. - Operational hypothesis number 1, 2, 3,4,5
Friedm. – Emotional Maturity Rating Scale
Fried Level – Emotional Maturity Level
INEM – Emotional Intelligence Questionnaire
IEglobal - Global Emotional Intelligence
INEMIntra - Intrapersonal Emotional Intelligence
INEMÎep - Emotional intelligence – emotional expressiveness
INEMRep - Emotional intelligence – regulating emotions
INEMInter - Interpersonal Emotional Intelligence
INEMÎec - Emotional intelligence - understanding emotions
INEMRec - Emotional intelligence – recognizing emotions
INEMDs - Emotional intelligence – social desirability
IPPA – Parent and Peer Attachment Inventory
IPPAmÎ - Attachment to mother (Trust)
IPPAmC - Attachment to the mother (Communication)
IPPAmAbandon - Attachment to the mother (Abandonment/Alienation)
LevelAm - General level of attachment to mother
IPPAtÎ – Attachment to father (Trust)
IPPAtC – Attachment to the father (Communication)
IPPAtAbandon - Level of attachment to father (Abandonment/Alienation)
LevelAt - General level of attachment to father
IPPApÎ - Attachment to friends (Trust)
IPPApC - Attachment to friends (Communication)
IPPApAbandon – Attachment to friends (Abandonment/Alienation)
ApLevel - General level of attachment to friends
P - Participant
PID-5 - Personality Inventory for DSM-5 (PID-5A brief)
PID5An - Anhedonia
PID5Det - Detachment
PID5Antg - Antagonism
PID5Dzh - Disinhibition
PID5Psyche - Psychoticism
RSQ – Attachment Styles Scale
RSQaS - Secure attachment
RSQaP - Preoccupied Attachment
RSQaR - Avoidant-repulsive attachment
RSQaT - Avoidant-fearful attachment

CONCEPTUAL LANDMARKS OF RESEARCH

Topic relevance. The scientific study is guided by the need to develop the components of emotional intelligence in adolescents with insecure attachment. The research is imperative through the empirical demonstration of several studies that consider emotional intelligence the key to relational and professional success [3; 13; 19]. Adolescence represents a critical stage of human development, in which self-determination is outlined, emotional self-regulation mechanisms are finalized and major relational landmarks are established. Adolescents who have had insecure attachment in their developmental history may become more vulnerable to emotional and social challenges. Insecure attachment, outlined since early childhood, can become a risk factor in the formation of maladaptive personality traits, which can mark the adolescent's personality. The relevance of the research is justified by the multidimensional exploration, elaboration and implementation of a complex program for the development of the components of emotional intelligence in this category of adolescents, which would also reduce insecure attachment disorders and maladaptive personality traits [28; 29].

Description of the situation in the research field Numerous studies have highlighted the importance of attachment in emotional regulation and in maintaining mental health, as well as the impact of developed emotional intelligence in social adaptation and in maintaining affective balance (Bar-On R. [3]; Bowlby J. [5]; Goleman D. [21], Mikulincer & Shaver [20]; Salovey & Mayer [27]); In **Romania** and the **Republic of Moldova**, the history and evolution of the concept of attachment, family educational style and emotional intelligence have been deepened and explored by researchers such as: Scripcaru G., Pirozynski T., Boișteanu B. [30], Constantin T. [8] , Nastas D. [21] , Perjan C. [25] , Savca L. [28] , Olărescu V. [22] , Losîi E.[17], Savca L., Pătrașcu A. [26] , Tolstaia S. [7] . However, studies that integrate the interdependence between attachment type, emotional intelligence and *personality traits maladaptive behaviors* cemented from early childhood have not been carried out in Moldova and Romania, or are limited to dyads. Psychological theory and practice show that acquired secure relationships can contribute to the reconstruction of internal working models and the development of emotional self-regulation skills.

Identification and formulation of research problems Emotional regulation deficits and insecure attachment patterns constitute risk factors for the development of maladaptive personality traits. Therefore, understanding how attachment resilience, as a process of regaining adaptive functions, influences the development of emotional intelligence, has not only theoretical value, but also an applied one, contributing to preventing the crystallization of personality disorders in adulthood. Our study is intended to fill these gaps, proposing an integrative framework with measurable indicators of relational change in adolescence. This situation justifies the formulation of **the research problem:** *what extent are attachment and the level of development of*

emotional intelligence determined by socio-demographic and personal factors?; What is the interdependence between attachment style, maladaptive personality traits, formed from early childhood, and the level development emotional intelligence? and how will optimizing the components of emotional intelligence contribute to the resilience of insecure attachment, the reduction of maladaptive personality traits, and the formation of adequate self-esteem?

The purpose of the research lies in the theoretical and applied study of emotional intelligence and attachment, establishing the interdependence between them depending on socio-demographic and personal factors, and developing, implementing and capitalizing on the psychological intervention program aimed at optimizing the components of emotional intelligence and resilience to insecure attachment.

In accordance with the proposed purpose, we have put forward the following **research objectives** : 1) Analysis of the specialized literature on emotional intelligence and attachment in order to identify gaps in their research in adolescents; 2) Investigation of emotional intelligence and the type of attachment depending on socio-demographic variables; 3) Exploring the interdependence between emotional intelligence and attachment type, maladaptive personality traits and self-esteem; 4) Creating the psychological profile of the adolescent with low emotional development and different insecure attachment styles; 5) Developing, implementing and validating the psychological intervention program, focused on optimizing the components of emotional intelligence and the resilience of insecure attachment.

Research methodology. The scientific study was developed in accordance with the purpose and objectives of the research, integrating theoretical, empirical and statistical methods for a rigorous analysis of the relationship between attachment and emotional intelligence in adolescents. Starting from the purpose and objectives of the research, **the general hypothesis** for the experimental study attests that *the level of development of emotional intelligence correlates with attachment style depending on socio-demographic and personal factors, and the complex psychological intervention program aimed at optimizing the components of emotional intelligence will contribute to the resilience of insecure attachment in adolescents.* **The research sample** consisted of 250 adolescents (16–18 years old), coming from complete families, single-parent families and institutionalized environments. The statistical analysis included descriptive analyses (means, standard deviations, minimum and maximum values, asymmetry and flattening indicators); normality tests (Shapiro–Wilk, Kolmogorov–Smirnov), which highlighted non-normal distributions for most variables; non-parametric difference tests: Mann–Whitney U for comparing two independent groups (e.g. gender) and Kruskal–Wallis for comparing three or more groups (e.g. family type, background); correlation analyses using Spearman coefficient, trend analyses to confirm the patterns observed between socio-demographic variables and psychological indicators. This methodological approach allowed for a detailed investigation of the

relationships between attachment and emotional intelligence, providing a robust and adequate framework for interpreting the data obtained.

Scientific novelty and originality. The current research achieves for the first time in Moldova and Romania a complex synthesis by integrating the *Attachment type triad - Emotional intelligence - Maladaptive personality traits* in adolescents, with sets of psychometric instruments calibrated on the Romanian population and the verification of interventions oriented towards attachment resilience, such studies being limited to research in dyads, introducing into the specialized literature, as a result of revealing a major **innovative element** of the research: **the valorization of the paternal figure - a strong predictor of emotion regulation and emotional maturity**, a paternal-centric approach to attachment resilience and a program for optimizing the components of emotional intelligence through psychodrama, with applicative utility in school counseling and group psychotherapy. The results of the study validate the effectiveness of the multidimensional psychological intervention program, demonstrating its effectiveness in reducing maladaptive personality traits formed based on insecure attachment, thus contributing to the expansion of theoretical knowledge and the development of practical solutions adapted to this vulnerable category of adolescents and to the shaping of the psychological profile of the adolescent with different attachment styles.

The theoretical significance of the research consists in the contribution made to the expansion of the existing theoretical knowledge regarding the interaction between **attachment styles and emotional intelligence** in adolescents by authors from abroad; to the development of an integrative framework of the relationship Attachment–Emotional Intelligence–Maladaptive personality traits in adolescence. The work concretizes the specialized terminology, arguing for the use of the notion of **insecure attachment**” as a procedural umbrella term, with superior explanatory value for causal antecedents and for the operationalization of *the anxiety+avoidance dimensions*. Emphasizing the triad *Attachment type — Emotional intelligence — Maladaptive personality traits* and explaining the mechanisms by which relational patterns shape emotional competencies and psychological profile involves formalizing the notion of *relational plasticity* — the capacity of internal working models and interactional repertoire to recalibrate under the influence of context and formative interventions. In this sense, *attachment resilience* is understood as an expression of relational plasticity, that is, the possibility of reorganizing insecure strategies towards secure configurations through mechanisms of co-regulation, mentalization and representational reframing, as a result of psychological intervention. The concept of "**attachment resilience**" "**insecure attachment**" is used in the sense of the individual's capacity to recover from difficulties and maintain a functional emotional and behavioral regulation in the face of adversities, an adaptive reorganization that allows them to restructure their internal relationship models and develop a coherent identity and self-worth, supported by these connections [31]. Consequently, the inclusion of

self-esteem in the empirical design of the present research is justified by the fact that it represents both a *barometer* of the quality of attachment and a protective factor through which attachment resilience translates into emotional maturation and reduction of vulnerabilities in the structuring of personality in adolescence. By concretizing and using the concepts of "insecure attachment", "attachment resilience" and by operationalizing indicators of *relational plasticity* (the Trust/Communication/Alienation variation) the paper extends attachment theory into a dynamic, developmental and interventional framework, with explanatory and predictive power for emotional maturation in adolescence. In the process of deductive analysis in research, we revealed that maladaptive personality traits and low self-esteem are formed based on insecure attachment, which serve as impediments to the development of emotional intelligence components.

The research proves **the applicative value** of the work by developing , implementing and validating the psychological intervention program aimed at optimizing the components of emotional intelligence through *psychodrama* , combining with *elements of psychoanalysis, cognitive behavioral therapy, experiential mindfulness exercises and elements of experiential therapy* , which contributed to the resilience of insecure attachment, the reduction of maladaptive personality traits and relational recalibration . The importance of applied research also lies in revealing the interdependence between attachment, emotional intelligence and maladaptive personality traits; highlighting the role of socio-demographic and family factors as moderating variables of these relationships.

Main scientific results submitted for support revealed the interdependence between attachment type, maladaptive personality traits, and the level of emotional intelligence development in adolescents, providing a complex perspective on the influence of psychological, socio-demographic, and family factors. The research results identified both **risk predictors** – insecure attachment, vulnerable family structures, maladaptive personality traits, and low self-esteem – that create difficulties in the development of emotional intelligence, and **protective resources** – secure attachment, parental support, and quality friendships – that favor self-regulation and the development of emotional maturity. The results obtained indicate that the secure attachment style supports emotional self-regulation and empathy, while relational insecurity increases emotional vulnerability. The research results provide a solid basis for the development of applied strategies to promote the emotional health and social adaptation of adolescents and open new directions for research and application in the field of preventing personality disorders and strengthening psychosocial well-being in this age group.

Implementation of scientific results in practice. The research results were presented within the health unit CENTRUL MEDICAL DE SĂNĂTATE MINTALĂ ALARES SRL through awareness campaigns on the importance of relational security, psycho-emotional vulnerabilities during adolescence, as well as the importance of

developing emotional intelligence. The results are used in the practice of clinical psychologists by implementing the psychological intervention program, aimed at optimizing the components of emotional intelligence in adolescents with insecure attachment and maladaptive personality traits.

The approval of the research results was achieved through a rigorous process of academic and practical validation. The results were presented, analyzed and approved during the supervision and evaluation meetings organized by the guidance committee of the Doctoral School within the "Ion Creangă" State Pedagogical University of Chisinau, as well as during consultations with the scientific supervisor. Research results were published in **18** scientific papers, of which **4 articles** are published in accredited specialty journals, **category B**, recognized by ANACEC, and 14 papers are published in the volumes of national scientific conferences with international participation.

Thesis volume and structure. The thesis structure consists of preliminaries (annotation in two languages, list of abbreviations and introduction), three chapters, general conclusions and recommendations, bibliography comprising **331** titles and a number of 5 annexes, totaling **139** pages of main text. The work also contains **34** figures and **16** tables, which support and complete the analysis carried out.

Keywords: adolescence, emotional intelligence, attachment, maladaptive personality traits, self-esteem.

THESIS CONTENT

The **Introduction** emphasizes the relevance and topicality of the topic regarding the development of EI in adolescence, presenting the problem, purpose and objectives of the research. The general and operational hypotheses are formulated, the results that contribute to solving the scientific problem, the novelty and theoretical importance, the applicative value of the work are highlighted, and an overview of the structure of the thesis is provided.

Chapter 1, "Theoretical Foundations of Emotional Intelligence and Attachment in Adolescents", summarizes the origins and definition of emotional intelligence, from Gardner's distinctions between interpersonal and intrapersonal intelligence [12] and the first attestation in Payne (1985) [24], to the ability model proposed by Salovey & Mayer (perception, facilitation, understanding, regulation) [19; 27]. The concepts of *ability* vs. *trait* (emotional self-efficacy) are clarified and the anchoring of EI in character competencies (self-control, prudence, compassion) and in the motivation to build positive relationships [21]. The mixed (Goleman) and socio-emotional (Bar-On) models, relevant for educational/organizational applications, are explored, as well as the link with the locus of control: internal orientation supports active regulation strategies, external one favors avoidance/externalization of responsibility [3; 13; 16]. The intrapersonal and interpersonal dimensions of EI have

direct implications for adaptability and stress management, with high levels correlating with better indicators of psychosocial functioning and health [24].

On the attachment dimension, the conceptual framework starts from **Bowlby** (adaptive behavioral system with a protective function/safety base) [5], operationalized by **Ainsworth** through the “Stranger Situation” (A/B/C) and expanded by Main & Solomon with the disorganized pattern (D) [1; 18]. The caregiver’s sensitivity/availability calibrates the proximity–exploration balance: consistent response allows the attachment figure to be used as a safety base, reduces emotional activation to stress, and supports the resumption of exploration/learning [1; 5; 6; 7]. When attachment paternal figures are available and receptive, a safe space for exploration is created; secure attachment “prepares the child for future social challenges” and places him on a positive trajectory, with low anxiety and better relational functioning [6; 15]. Inconsistency/rejection decenters the proximity–exploration balance and generates hyperactivating (reassurance seeking, difficulty calming) or deactivating (signal minimization, avoidance of closeness) strategies [6]. In summary, sensitive and consistent care supports security and trajectories of exploration, cooperation, and resilience [5; 6], while rejection/inconsistency/adversity increases risks for intimacy, self-regulation, and subsequent mental health [6; 16; 18; 32].

Psychosocial factors—from family structure and cohesion to the broader ecological context of development—modulate contexts of self-regulation and relational trust. In this framework, the IPPA (*Trust, Communication, Alienation*) indicators become operational benchmarks for the quality of relationships: security favors trust and open communication, and insecurity amplifies relational anxiety, avoidant/ambivalent behaviors, and evaluative instability of self and other, reflected by increased alienation and decreased trust/communication [1; 5; 6; 15; 18]. The role of attachment styles is summarized: secure (prevalence 60–65% in non-clinical populations; positive longitudinal effects); avoidant-rejective (minimization of signaling against a background of rejection, with physiological activation to stress); preoccupied (hypervigilance, protest at separation, internalizing risk); avoidant-fearful (lack of coherent strategy in adversity) . At the same time, the relationships between the components of emotional intelligence (perception, understanding and regulation of emotions), personality traits and self-esteem, which are closely dependent on the quality of attachment and subsequently refined by peer networks and the school environment, are outlined [23; 25]. Thus, an integrated theoretical framework is outlined (*Emotional Intelligence - Attachment - Personality Traits*) that substantiates the empirical approach and legitimizes psychological interventions oriented towards relational security and the consolidation of emotional intelligence skills in adolescents [5; 15].

Chapter 2, “Experimental study of emotional intelligence in adolescents with different attachment styles”, includes a detailed description of the research

design, including the purpose, objectives, methodology used: hypotheses, sample and applied instruments (IPPA, Friedmann, INEM, RSQ, ASSI, PID-5). This chapter presents the statistical results obtained through non-parametric analyses (Mann–Whitney U, Kruskal–Wallis χ^2 , Spearman), regarding the differences between groups and the correlations between psychological and socio-demographic variables. The detailed experimental study of the dynamics and specificities of attachment styles explores the relationships between individual and contextual factors that influence the development of emotional intelligence and will solve the research problem: *to what extent are attachment and the level of development of emotional intelligence determined by socio-demographic and personal factors?; What is the interdependence between attachment style, maladaptive personality traits, formed from early childhood, and the level development emotional intelligence?*

The purpose of the ascertaining experiment lies in exploring emotional intelligence in adolescents with different attachment styles, depending on socio-demographic and personal factors, establishing the interdependence between them and maladaptive personality traits, self-esteem, and creating the personality profile of adolescents with different attachment styles and levels of emotional intelligence development.

The objectives of the ascertaining study were formulated according to the need to achieve the goal: (1) Selection of research instruments, sample, variables and psychodiagnostic criteria for the proposed study; (2) Investigation of emotional intelligence and attachment style depending on socio-demographic variables; (3) Exploring the interdependence between emotional intelligence and attachment style, maladaptive personality traits and self-esteem; (4) Qualitative and quantitative analysis of the results of research on the interaction between emotional intelligence and attachment style in adolescents and personal factors; (5) Creating a psychological profile of the adolescent with different attachment styles and low level of emotional intelligence development.

Research methodology Following the consultation and analysis of the specialized literature on the development of emotional intelligence and attachment style in adolescents, we used the relevant information to conduct a thoroughly theoretically grounded research. The observational experiment was conducted in the academic year 2023 - 2024, and included the following main stages:

To achieve the goal and objectives, we put forward ***the General Hypothesis:*** The level of development of emotional intelligence correlates with attachment style depending on socio-demographic and personal factors. ***The operational hypotheses*** are formulated in accordance with the general hypothesis:

H1. There are significant differences in the development of emotional intelligence depending on gender, family type, and background.

H2. We estimate that there are differences in attachment styles depending on gender, family type, and background.

H3. We assume that the secure attachment style correlates positively with the high level of emotional intelligence components, and insecure attachment styles have a negative impact on the development of emotional intelligence components.

H4. We believe that maladaptive personality traits correlates with insecure attachment styles and low levels of development of emotional intelligence components.

H5. We assume that low self-esteem correlates with insecure attachment styles and with the low level of development of some components of emotional intelligence.

Research variables. In accordance with the research objectives and hypotheses, theoretically and empirically relevant variables were classified into independent and dependent categories, to facilitate the performance of appropriate statistical analyses.

1. *The dependent variable* is the level of emotional intelligence development (for H1).

2. *The independent variables* are the following: attachment style (H2), gender variables, family type, background, maladaptive personality traits and self-esteem (H3, H4, H5). In the case of the fourth and fifth operational hypotheses, we also work with two mediating variables, which indicate personality traits and self-esteem, attachment style and emotional intelligence according to gender, family type and background.

The research instruments used, based on standardized psychometric techniques, designed to measure the psychological variables of interest, include: the Emotional Intelligence Questionnaire (INEM) [10], the Friedmann Emotional Maturity Scale [11], the IPPA Questionnaire (Inventory of Parent and Peer Attachment–IPPA) [2], the RSQ Scale [4], the ASSI Questionnaire (Self-deprecation, Self-esteem, Infatuation) [8] and the Personality Inventory for DSM-5 (PID-5A brief) [9].

Findings from the descriptive (cross-sectional) study

Sample description The observational experiment was conducted on a sample of **250** adolescents (16–18 years old) from Olt County, Romania, recruited from urban and rural areas, and including participants from complete, single-parent and foster families/ care/placement (out-of-home care).

Table 2.1. Structure of the research sample

No. of subjects		Gender				Environment of origin				Family type					
		F		M		rural		urban		Fill		Mono parent		Maternal care	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
250	100	119	47.6	131	52.4	92	36.8	158	63.2	160	64	68	27.2	20	8.8

The distribution by gender is balanced (boys **52.4%** , girls **47.6%**). By family type, the sample is distributed: **64%** from complete families, **27.2%** single-parent, **8.8%** foster; by background **63.2%** are from the urban and **36.8%** from rural areas. (see tab. 1)

To confirm hypothesis **H1** *There are significant differences in the development of emotional intelligence depending on gender, family type and background*, we used two distinct but complementary psychometric instruments: *the INEM questionnaire* (Inventory of Emotional Intelligence Level) and *the Friedmann Emotional Maturity Scale*. The application of these two instruments not only respects the scientific standards of psychological research, but also brings a methodological and interpretative added value.

Results from the INEM questionnaire and the Friedmann scale. The comparative analysis of emotional intelligence levels at **INEM** in adolescents was performed using the non-parametric Mann-Whitney U test, considering the non-normal distribution of the data. Comparative analyses on the **gender** variable revealed statistically significant differences in favor of girls (M=2.35, SD=1.169) compared to boys (M 2.18, SD=1.115) at the *global* EI level, but also on several specific dimensions of EI: on the *intrapersonal intelligence dimension*, girls obtained higher scores (MR=134.87) compared to boys (MR=116.98), the difference being significant (U=6679.000, p=0.042); on *understanding personal emotions*, the difference was highly significant, with girls registering higher values (MR=141.76) compared to boys (MR=110.73), U=5860.000, p<0.001; on *recognizing emotions others*, girls obtained significantly higher scores (MR=148.37) compared to boys (MR=104.73), the difference being extremely significant (U=5073.500, p < 0.001). The statistical analysis also revealed significant differences in *social desirability*, with girls recording higher scores (MR = 148.08) than boys (MR = 104.99), U = 5108.000, p < 0.001. In the *Regulation of the emotions of others* and in the *Regulation of personal emotions*, no statistically significant differences were recorded between boys and girls.

Table 2.2. Distribution of mean values of EI by gender variable (INEM)

	Gender m (M)	Gender m (SD)	Gender f (M)	Gender f (SD)	p Genre	U_ gender	Gen m (MR)	Gender f (MR)
IE g	2.18	1,115	2.35	1,169	0.261	7177	120.79	130.69
Intra	2.08	1,107	2.39	1,202	0.042	6679	116.98	134.87
Îep	1.55	0.693	1.86	0.68	0	5860	110.73	141.76
Rep	1.95	0.716	1.86	0.716	0.321	7272	129.49	121.11
Inter	1.75	0.705	1.86	0.773	0.292	7237	121.24	130.19
Îec	1.97	0.794	2.13	0.907	0.129	6980.5	119.29	132.34
Rec	1.31	0.51	1.75	0.692	0	5073.5	104.73	148.37
DS	1.31	0.58	1.71	0.666	0	5108	104.99	148.08

The INEM data in the non-parametric Mann-Whitney U test do not reveal significant differences between **the environment urban and rural** in the overall level of EI (M =2.30, SD =1.151 in urban areas and M=2.23, SD=1.138 in rural areas). Thus, in our sample, they do not seem to differ substantially between the two environments.

Table 2.3. Distribution of mean values of EI by the variable Environment of origin (INEM)

	Urban (M)	Urban (SD)	Rural (M)	Rural (SD)	p Environment	U_med	Urban (MR)	Rural (M)
IE g	2.3	1,151	2.23	1,138	0.63	7422	127.91	123.64
Intra	2.27	1,191	2.2	1,142	0.69	7467.5	127.49	123.96
İep	1.72	0.695	1.68	0.71	0.644	7445	127.7	123.8
Rep	1.94	0.718	1.87	0.716	0.425	7267.5	129.33	122.54
Inter	1.83	0.743	1.78	0.738	0.626	7428.5	127.85	123.68
İec	2.1	0.838	2	0.862	0.358	7195	129.99	122.03
Rec	1.5	0.633	1.52	0.65	0.842	7585	124.59	126.21
DS	1.44	0.63	1.55	0.671	0.195	7043	119.61	130.05

To examine the differences in the level of emotional intelligence INEM among adolescents according to **family type**, the non-parametric Kruskal-Wallis test was applied, with three groups: complete families (n = 160), single-parent families (n = 68) and institutionalized adolescents (placement/AMP) (n = 22). Non-parametric analyses of the INEM results indicate the absence of a significant effect of **the type of family** (complete, single-parent, placement/institutionalization) on the global level of EI and on all dimensions measured with the INEM. For Social Desirability, a trend towards significance appeared ($\chi^2(2)=5.191$, $p= 0.075$), without exceeding the conventional threshold ($p< 0.05$).

Table 2.4. Distribution of mean values of EI by Family Type variable (INEM)

	Comp (M)	Comp (SD)	Monopod (M)	Monopod (SD)	Institute (M)	Institute (SD)	$\chi^2(2)$ Family.	Family.	Comp (MR)	Monopod (MR)	Institute (MR)
IE g	2.33	1,175	2.07	1,055	2.36	1,136	2,341	0.31	129.21	114.57	132.32
Intra	2.27	1,181	2.12	1,113	2.23	1,193	0.724	0.696	128.05	119.51	125.43
İep	1.71	0.715	1.66	0.683	1.73	0.703	0.205	0.903	126.22	122.67	129
Rep	1.93	0.71	1.82	0.711	1.95	0.785	1,193	0.551	128.1	118	129.75
Inter	1.86	0.743	1.66	0.704	1.82	0.795	3,304	0.192	130.67	113.03	126.45
İec	2.11	0.847	1.9	0.849	2	0.873	3,119	0.21	130.97	113.77	122
Rec	1.56	0.661	1.46	0.633	1.41	0.503	1,585	0.453	129.3	118.98	118.05
DS	1.56	0.679	1.34	0.536	1.55	0.739	5,191	0.075	131.48	110.72	127.66

The results for The Friedmann Scale shows the absence of robust differences in the **gender variable** and the Friedmann Scale, which suggests the effect of a common socialization of similar school experiences and socio-educational environment, which standardizes emotional maturity. The descriptive results of the Mann–Whitney U test indicate a slight favorable trend of the urban **environment** ($M= 2.50$, $SD=0.824$) compared to the rural one ($M=2.37$, $SD=0.701$), confirmed by the mean ranks ($MR=131.50$ vs. 120.86). The analysis of the results by family **type** was calculated using the non-parametric Kruskal-Wallis test. The analysis included three groups: adolescents from complete families ($n=160$), adolescents from single-parent families ($n=68$) and institutionalized adolescents ($n=22$). Descriptive results show a higher mean emotional maturity in adolescents from complete families ($M=2.52$, $SD=0.777$), compared to those from single-parent families ($M=2.24$, $SD=0.735$) and institutionalized adolescents ($M 2.27$, $SD=0.550$). The analysis of mean ranks confirms this trend: $MR = 134.54$ for complete families, $MR=108.29$ for single-parent families and $MR=112.95$ for institutionalization.

Table 2.5. Distribution of mean values of Emotional Maturity by variables Gender, Background, Family Type (Friedmann)

	Gender m (M)	Gender m (SD)	Gender f (M)	Gender f (SD)	p Genre	U_gender	Gender m (MR)	Gender f (MR)			
Friedman.	2.44	0.815	2.4	0.693	0.852	7697	126.24	124.68			
	Urban (M)	Urban (SD)	Rural (M)	Rural (SD)	p Environment	Urban (MR)	Rural (MR)	U_med			
Friedman.	2.5	0.824	2.37	0.701	0.207	131.5	120.86	7030			
	Family Comp (M)	Family Comp (SD)	Family Mono p (M)	Family Mono p (SD)	Institute (M)	Institute (SD)	$\chi^2(2)$ Family.	Family.	Comp (MR)	Monopod (MR)	Institute (MR)
Friedman.	2.52	0.777	2.24	0.735	2.27	0.55	8,387	0.015	134.5	108.29	112.95

The Kruskal-Wallis test indicated the existence of a statistically significant difference between the three groups, $\chi^2(2) = 8.387$, $p=0.015$. The results show that the type of family significantly influences the level of emotional maturity in adolescents, with the highest values being recorded among those from complete families. Adolescents from single-parent families and those institutionalized scored lower scores on emotional maturity, which may reflect the impact of reduced parental support or relationship instability on the development of emotional self-regulation skills, responsibility, and effective communication.

Table 2.6. Correlative results of Emotional Intelligence by gender, environment and family type (INEM and Friedmann)

IE size	Girls - Boys	Urban - Rural	Complete family / single parent / institutionalization
Global IE	0.17	0.07	-0.03
INEM Intrapersonal	0.31	0.07	0.04
INEM Understanding your own emotions	0.31	0.04	-0.02
INEM Regulating one's emotions	-0.09	0.07	-0.02
INEM Interpersonal	0.11	0.05	0.04
INEM Understanding the emotions of others	0.16	0.1	0.11
INEM Regulating the emotions of others	0.44	-0.02	0.15
INEM Social desirability	0.4	-0.11	0.01
LevelFriedm.	0.5	0.45	0.75

The results in **Table 2.6.** reveal that significant differences in the level of emotional intelligence are influenced mainly by **gender** and, to a lesser extent, by the type of family, while the environment of origin (urban or rural) does not determine notable variations. Regarding the type of family, adolescents from complete families scored higher in understanding and regulating the emotions of others. The lack of significant differences according to the environment of origin suggests that the influences on emotional intelligence in adolescence are strongly correlated with relational experiences and attachment patterns rather than with geographical contextual factors. This aspect partially confirms hypothesis 1, limited to the effects produced by gender and family type. Overall, these findings are congruent with attachment theories and the specialized literature, suggesting that emotional intelligence develops optimally in stable relational contexts, through consistent emotional communication

patterns and through repeated experiences of emotional regulation in everyday interactions [5; 6; 14; 28; 30]. Thus, **H1** that there are *significant differences in the development of emotional intelligence depending on gender, family type, and background* was **partially confirmed**.

To test hypothesis **H2**, that *there are differences in attachment style depending on gender, family type, and background* I applied The IPPA Questionnaire and the RSQ Scale. The choice of using two distinct psychometric instruments to assess attachment styles in the present research is based on several theoretical and methodological considerations, which support the need for a multilateral approach to the attachment construct during adolescence. First, attachment is not a unidimensional construct, but encompasses multiple facets: the affective bond with parents, relationships with peers, as well as internal representations about oneself and others. Thus, the use of **the IPPA** allows an in-depth assessment of the quality of perceived attachment to parental figures and friends [2], and **the RSQ** explores the deep and internalized dimensions of attachment, starting from the bidimensional model proposed by Bartholomew and Horowitz (1991) [4], which assesses relational anxiety and avoidance and allows the classification of attachment into four prototypes (secure, anxious-preoccupied, avoidant-rejecting, avoidant-fearful). In addition, the use of both instruments allows for convergent validation of the results and a robust analysis of the relationship between attachment and emotional intelligence.

Results of the IPPA test. The analysis of the results in Table 2.7. shows that adolescents from complete families tend to have relationships based on trust and communication, with a lower level of alienation. In single-parent families and, especially, in institutionalization situations, scores are lower on the *Trust* and *Communication dimensions*. Depending on the **gender variable**, a complementary profile is observed: boys tend to report better relationships with their father, while girls invest more intensely in relationships with friends. For boys, the paternal figure often functions as a model of identification and a benchmark for autonomy. Girls seem to more strongly transform the peer group into an "attachment space", using it for confidences, emotional validation and identity negotiation, which corresponds to their tendency to rely on relational networks during adolescence. In terms of **background**, urban adolescents report somewhat better relationships with their parents than rural adolescents, especially in terms of trust and communication. This may reflect differences in educational styles, access to counseling resources and psychological information, or the way parent-adolescent dialogue is valued. However, relationships with friends remain relatively important in both environments, suggesting that peer groups are a pillar of attachment in adolescence, regardless of socio-geographical context. Overall, these trends support the idea that the adolescent's attachment style is sensitive to family organization, experiences of relational continuity or rupture, and how affective support is distributed between parents and the peer network.

Table 2. 7. Distribution of attachment dimensions in adolescents according to gender, background and family type (IPPA) (%)

IPPA scale	Gender m	Gender	Urban environment	Rural environment	Full family	Single-parent family	institutionalizing
IPPA \hat{I}	39.94	39.50	40.00	39.52	42.01	36.46	33.23
IPPA \hat{C}	31.20	31.42	32.06	30.72	33.28	28.40	25.91
IPPA \hat{A}	13.09	13.40	13.58	12.83	14.23	14.28	12.68
IPPA \hat{T}	95.07	95.76	97.39	93.85	99.56	88.00	87.95
IPPA \hat{I}	39.41	36.18	38.45	37.43	40.08	34.31	32.91
IPPA \hat{C}	27.00	30.88	30.07	28.23	30.64	26.44	25.32
IPPA \hat{A}	13.40	15.64	15.21	13.51	15.91	15.22	13.95
IPPA \hat{T}	94.78	85.62	93.45	88.08	94.14	83.21	85.64
IPPA \hat{I}	40.25	41.12	42.04	39.60	41.39	38.50	39.65
IPPA \hat{C}	28.15	30.94	30.42	28.74	29.89	29.00	27.91
IPPA \hat{A}	14.53	15.47	13.89	15.82	16.81	14.41	14.28
IPPA \hat{T}	91.53	95.47	92.20	92.06	91.53	94.88	88.50

The results on the RSQ scale for the variable **gender** : secure attachment appears predominantly in boys (56%) than in girls (44%), a result converging with high school data reported in the regional space (Moldova) regarding higher perceived levels of trust/communication in the relationship with the father and higher shares of high attachment to parental figures [7]. Preoccupied attachment is similar between genders (boys 56% vs. girls 44%), suggesting the tension between autonomy norms and the need for reassurance specific to anxious insecurity, dismissive attachment is relatively balanced (53% boys, 47% girls), and fearful attachment predominates in girls (69% vs. 31% boys), compatible with increased sensitivity to conflictual/inconsistent family dynamics and anxiety risks [18]. The results for **the environment variable** show that the secure style is more common in urban adolescents (55% vs. 45% rural), probably through cumulative effects of socio-educational resources and positive relational opportunities. Preoccupied and avoidant-rejective attachment are prevalent in rural areas (67% and 62%, respectively), suggesting the role of contextual constraints and restrictive relational models.

Table 2.8. Distribution of attachment types by gender, background and family type (RSQ) (%)

Attachment style	Gender		Environment		Family type		
	M	F	Urban	Rural	Complete	Mono parent	Institutionalized / AMP
Secure attachment	56	44	55	45	77	17	6
Preoccupied attachment	56	44	33	67	61	28	11
Repulsive attachment	53	47	38	62	52	34	14
Fearful attachment	31	69	38	62	52	45	3

Depending on the type of family, secure attachment predominates in complete families (77%), decreases in single-parent families (17%) and is rare in institutionalized environments (6%), and fearful and rejecting patterns increase in contexts of parental stress, loss/separation or institutional deprivation [18; 32]. Overall,

the results indicate that family structure is associated with differences in the quality of perceived attachments: complete families provide a favorable framework for a secure attachment (through complementary parental roles and continuity of emotional support), while the absence/discontinuity of a parental figure or relational deprivation may increase the likelihood of perceived insecurity .

Thus, based on the above, **H2** - as well as *There are differences in attachment styles depending on gender, family type, and background* - this has been **partially confirmed**.

In order to verify hypothesis **H3**, that *the secure attachment style correlates positively with the high level of emotional intelligence components, and insecure attachment styles have a negative impact on the development of emotional intelligence components* The Kruskal-Wallis test was applied, the results of which are presented in Table 2.9. The analysis of the results in Table 2.9. in the Kruskal-Wallis test reveals the existence of significant differences for several components of emotional intelligence and emotional maturity depending on the attachment style adopted by the participants. Differences are revealed between attachment styles for global EI and intrapersonal EI, as well as for emotion regulation, emotional maturity and interpersonal EI, indicating that attachment shapes emotional processing, self-regulation and relating. In contrast, no differences are found for understanding one's own emotions, understanding others' emotions and regulating one's own emotions, suggesting that attachment mainly influences self-regulation mechanisms and affective maturation, but not consistently the ability to express or recognize emotions.

Table 2.9. Results of the Kruskal-Wallis test for comparing emotional intelligence and emotional maturity according to attachment style

	IEglo bal	Enter	Yep.	Rep.	Inter	IEC	Re c.	Ds	IEFrie dman	IEglob al	Ent er	Ye p.	Rep .	Inter	IEC	Rec .	Ds	score Fried m
Chi- Squa re	13,39 6	18,539	.999	24,90 8	2,833	3,7 95	.5 58	3,159	60,6 65	12652	17, 94 7	1,0 92	30, 434	2,03 9	3,54 2	1,5 85	9,153	55,6 31
df	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Asy mpt. Sig.	.004	.000	.802	.000	.418	.28 4	.9 06	.368	.000	.005	.00 0	.77 9	.00 0	.564	.315	.66 3	.027	.000

In conclusion, the analysis carried out indicates that *attachment style has an essential role in the development and functioning of emotional intelligence*, especially with regard to *emotional self-regulation, emotional maturity and intrapersonal component*.

To compare attachment styles, where the Kruskal-Wallis test indicated significant differences in the influence of *attachment style* on *emotional intelligence* and *emotional maturity*, we applied Mann–Whitney U. The results show that attachment style significantly influences several components of EI, directly affecting self-regulation and relationship management (significant differences in global EI,

intrapersonal component, emotion regulation and emotional maturity, with Mann–Whitney U values ranging from 499.5 to 2026.5, $p \leq 0.010$). Compared to insecure styles, adolescents with a secure attachment style have higher global and intrapersonal EI than those with a preoccupied and fearful style (global EI: $U=2026.5$, $p=0.002$, respectively $U=1011.5$, $p=0.010$; intrapersonal component: $U=1815.0$, $p<0.001$, respectively $U=990.5$, $p=0.007$); compared to the dismissive style, there are no notable differences at the global and intrapersonal level ($U=2786.0$, $p=0.149$; $U=2735.5$, $p=0.105$), probably due to an "apparent balance" through deactivation (defensive autonomy/suppression of expressiveness/avoidance of proximity) [4; 20]. Overall, securing is associated with superior self-regulation, relating and emotional maturity (emotion regulation: $U=1720.5$, $p<0.001$ compared to the preoccupied style; $U=906.5$, $p=0.001$ compared to the fearful style; $U=2445.0$, $p=0.005$ compared to the dismissive style; emotional maturity: $U=1627.5$, $U=1561.0$, $U=499.5$, all $p<0.001$), while insecure styles, especially the fearful one, indicate systematic difficulties in emotional processing and integration; the adolescent with preoccupied attachment is characterized by hypersensitivity and less effective emotional regulation. In conclusion, the results of the **Mann-Whitney U test** confirm H3, that ***the secure attachment style correlates positively with the high level of emotional intelligence components, and insecure attachment styles have a negative impact on the development of emotional intelligence components.***

To verify whether the secure attachment *based on trust and communication in the family* correlates positively with the components of emotional intelligence *and contributes to the development of emotional self-regulation and affective balance* The T-test was applied to analyze the dimensions of attachment to mother, father, and friends. The correlation analysis indicates, for **the relationship with mother**, positive associations between trust (IPPA \hat{m}) and intrapersonal EI ($r=0.212$, $p<0.05$), emotion regulation (INEMRep; $r=0.285$, $p<0.05$) and emotional maturity (scorFriedm; $r=0.238$, $p<0.05$). Communication (IPPA \hat{m} C) correlates with global EI ($r=0.209$, $p<0.05$), intrapersonal EI ($r=0.229$, $p<0.05$), regulation ($r=0.297$, $p<0.05$) and maturity ($r=0.308$, $p<0.01$). In the mirror, alienation (IPPA \hat{m} A) is negatively associated with regulation ($r=-0.287$, $p<0.05$) and maturity ($r=-0.393$, $p<0.01$). For **the relationship with the father**, trust (IPPA \hat{f}) correlates with intrapersonal EI ($r=0.226$, $p<0.05$), regulation ($r=0.342$, $p<0.01$) and maturity ($r=0.283$, $p<0.05$), and communication (IPPA \hat{f} C) with intrapersonal EI ($r=0.244$, $p<0.05$), regulation ($r=0.374$, $p<0.01$) and maturity ($r=0.311$, $p<0.01$). Alienation (IPPA \hat{f} A) correlates negatively with regulation ($r=-0.286$, $p<0.05$) and maturity ($r=-0.396$, $p<0.01$). In **relationships with friends**, trust (IPPA \hat{f}) is associated with understanding the emotions of others (INEM \hat{f} ec; $r=0.201$, $p<0.05$), and communication (IPPA \hat{f} C) with global EI ($r=0.202$, $p<0.05$) and with the same interpersonal dimension ($r=0.255$, $p<0.05$). Alienation (IPPA \hat{f} A) shows negative correlations with regulation ($r=-0.232$, $p<0.05$) and maturity ($r=-0.306$,

$p < 0.01$). Total attachment to friends (IPPApT) correlates with global EI ($r = 0.223$, $p < 0.05$), intrapersonal EI ($r = 0.223$, $p < 0.05$) and understanding of others' emotions ($r = 0.258$, $p < 0.05$). Overall, maternal/paternal and peer **trust** and **communication** are systematically linked to self-regulation and emotional maturity, while alienation erodes both, outlining a relational–emotional profile consistent with the securization hypothesis. These findings confirm and extend the theoretical model of attachment developed by Bowlby (1988) and subsequent literature on affect regulation and peer relationships [18; 24; 25], providing empirical support for the importance of secure attachment in the development of emotional balance in adolescence. Based on the qualitative and quantitative analysis of the results by variables of interest, we can conclude that *the secure attachment style correlates positively with **high levels of emotional intelligence components**, and insecure attachment styles have a negative impact on the development of emotional intelligence components. emotional intelligence, which confirms hypothesis 3.*

To test **hypothesis H4** that *maladaptive personality traits correlate with insecure attachment style and low level of emotional intelligence components development*, we applied the Personality Inventory for DSM-5 (PID-5A brief). Spearman correlation analysis indicates a coherent profile of the links between maladaptive traits and attachment quality. Anhedonia is associated with greater alienation from mother ($r = 0.242$, $p < 0.01$) and father ($r = 0.195$, $p < 0.01$) and with lower total attachment to father ($r = -0.162$, $p < 0.05$), suggesting a globally negative paternal representation. Antagonism correlates positively with alienation from mother ($r = 0.231$, $p < 0.01$) and negatively with total attachment to mother ($r = -0.191$, $p < 0.01$), reflecting a perceived conflictual climate. Disinhibition is linked to increased alienation from mother ($r = 0.272$, $p < 0.01$) and father ($r = 0.200$, $p < 0.01$) and to reduced **total attachment** to mother ($r = -0.262$, $p < 0.01$) and father ($r = -0.240$, $p < 0.01$), indicating fragile affective relationships in the context of impulsivity. **Psychoticism** presents a broad pattern: greater **alienation from mother** ($r = 0.374$, $p < 0.01$), **father** ($r = 0.325$, $p < 0.01$) and **friends** ($r = 0.295$, $p < 0.01$) and **lower total attachment** to mother ($r = -0.321$, $p < 0.01$) and father ($r = -0.311$, $p < 0.01$), suggesting a generalized relational erosion associated with perceptual-cognitive distortions [26].

To explore the relationship between maladaptive personality traits and emotional intelligence, the Spearman correlation coefficient was applied, and the results highlight that all PID-5 traits studied show significant negative correlations with one or more dimensions of emotional intelligence (INEM): **Anhedonia (PID5An)** correlates **negatively** with the dimensions **INEMIntra** ($r = -0.260$, $p < 0.01$) and **INEMRep** ($r = -0.264$, $p < 0.01$), indicating that people who show a lack of pleasure tend to have *difficulties both in understanding their own emotional states and in regulating them*. **Detachment (PID5Det)** shows **negative correlations** with **IEglobal** ($r = -0.262$, $p < 0.01$), but also with INEMIntra and the global Friedm score, suggesting

a *generalized impairment of emotional functioning* in withdrawn and socially isolated individuals. **Disinhibition (PID5Dzh)** shows a consistent negative relationship with all dimensions of emotional appraisal, especially with **INEMIntra** ($r = -0.273$, $p < 0.01$) and **scorFriedm** ($r = -0.305$, $p < 0.01$), indicating a *global deficit in emotion integration* in impulsive individuals. Similarly, **Psychoticism (PID5Psiht)** correlates **negatively** with **INEMRep** ($r = -0.251$, $p < 0.01$) and **scorFriedm** ($r = -0.354$, $p < 0.01$), suggesting that perceptual distortions and bizarre behaviors may have a destructive impact on the capacity for *emotional regulation*. In conclusion, these data confirm hypothesis **H4** according to **which maladaptive personality traits, especially those in the externalizing (disinhibition) and internalizing (anhedonia, detachment) spectrum, correlate with insecure attachment style and low level of emotional intelligence**. Thus, developing the components of emotional intelligence in adolescents can contribute not only to their relational balance, but also to the prevention of depressive or devaluing manifestations.

To test hypothesis **H5**, that *low self-esteem correlates with insecure attachment styles and with the low level of development of emotional intelligence components*, we applied the ASSI Questionnaire. To highlight the relationships between emotional intelligence and adaptive variables (self-esteem) or vulnerability (depreciation, infatuation), the Spearman correlation coefficient was applied (see Table 2.10). The analysis of the results of Self-Esteem (ASSIesteem) at high and medium levels was significantly positively associated with almost all dimensions of emotional intelligence, which clearly reflects that a medium and high level of self-esteem favors both the understanding and regulation of one's own emotions, as well as effective adaptation in social and decision-making contexts [23]. Therefore, high and medium self-esteem can be considered a protective factor in the development of harmonious emotional functioning, an important predictor of socio-emotional adaptation and mental health. Depreciation negatively correlates with global emotional intelligence, with the intrapersonal dimension of emotional regulation, but also with emotional maturity.

Table 2.10. Results of the Spearman correlation coefficient between emotional intelligence, emotional maturity, attachment style and self-esteem

Predictive variable (RSQ/ASSI)	IE Size/ Maturity	r	p	Predictive variable (RSQ/ASSI)	IE Size / Maturity	r	p
RSQaS	INEMRep	0.322	< .01	ASSIST	INEMRec	0.277	< .01
RSQaS	scoreFriedm.	0.459	< .01	ASSIdeprec	IEglobal	-0.306	< .01
RSQaP	INEMRep	0.232	< .01	ASSIdeprec	INEMIntra	-0.262	< .01
RSQaR	scoreFriedm	-0.208	< .01	ASSIdeprec	INEMRep	-0.253	< .01
RSQaT	scoreFriedm	-0.237	< .01	ASSIdeprec	INEMRec	0.230	< .01
ASSIST	IEglobal	0.394	< .01	ASSIdeprec	scoreFriedm	-0.220	< .01
ASSIST	INEMIntra	0.321	< .01	ASSIinfat	IEglobal	0.262	< .01
ASSIST	INEMRep	0.314	< .01	ASSIinfat	INEMInter	0.262	< .01
ASSIST	INEMInter	0.321	< .01	ASSIinfat	INEMRec	0.210	< .01
ASSIST	INEMRec	0.253	< .01	ASSIinfat	INEMRec	0.224	< .01

These results are consistent with the specialized literature and research studies, which emphasize that persistent negative affect – characterized by feelings of inadequacy, self-criticism, shame and lack of self-esteem – severely affects the capacity for self-regulation and the perception of control over one's own emotional life [24]. Individuals with high levels of impairment may have difficulty identifying and managing personal emotions, leading to a rigid, reactive, or dysfunctional emotional response. On the other hand, infatuation (ASSInfat) correlates positively with global emotional intelligence, understanding of others' emotions, and regulating others' emotions, suggesting, from a psychological perspective, that infatuation – although sometimes considered an idealized and impulsive affective involvement – may nevertheless be associated with a heightened level of emotional awareness and interpersonal sensitivity. Adolescents experiencing infatuation appear to exhibit heightened receptivity to emotional cues, which gives them a temporary advantage in social and affective interactions. However, this reactive empathy may be unstable and dependent on external gratification, lacking the foundations of authentic emotional maturity. Compared to secure attachment profiles, where emotional regulation is integrative and autonomous, in infatuation, affect management appears to be contingent on the responses of others. The results indicate that moderate levels of self-esteem and low scores on devaluation and infatuation differ according to attachment styles. Thus: secure attachment is associated with high to medium self-esteem, preoccupied attachment with vulnerability to devaluation, avoidant attachment with minimizing self-expression (low infatuation), and disorganized attachment with an unstable self-image, low self-esteem.

Self-esteem (ASSI – Self-Esteem ↑ Self-Deprecation ↓) *mediates* the relationship between attachment insecurity (IPPA: Trust/Communication ↓, Alienation ↑; respectively RSQ: Anxiety/Avoidance ↑) and emotional intelligence (INEM – global EI and the subscales Intrapersonal, Personal Emotion Regulation, Interpersonal, Social Desirability). Specifically, *attachment insecurity predicts a low level of self-esteem/increased self-deprecation, which in turn predict a low level of emotional intelligence.*

Thus, **H5**, that *low self-esteem correlates significantly negatively with insecure attachment styles and with the low level of development of some components of emotional intelligence*, was **confirmed**.

In conclusion, **chapter 2** shows that: 1) adolescents with **high/average EI** come predominantly from complete families. **46.4%** have below-average emotional maturity (<17 points), indicating emotional fragility associated with maladaptive traits (impulsivity, relational rigidity, distancing) and difficulties with emotional-social integration. 2) **EI** differs significantly by **gender** (in favor of girls); the influence of family type exists, but is lower (disadvantage for single-parent/institutionalized); urban/rural **environment** does not produce significant variations. 3) **Low EI** is

associated with insecure attachment, maladaptive traits, low self-esteem and affective vulnerabilities (depreciation/infatuation); **disinhibition**, **anhedonia** and **detachment** correlate with low EI level; the **intrapersonal dimension** becomes vulnerable when the self-image is negative/conditioned. (4) **39.6% of the entire sample has secure attachment** ; **60.4% insecure** forms of attachment (predominantly for single-parent/institutionalized); the biggest difference is compared to the **avoidant-fearful one** (major difficulties in regulation/adaptation); **urban environment** reports higher global attachment (mother, father, friends), and **rural environment** – increased **alienation** (father, friends). (5) **attachment style** determines **EI** and **emotional maturity**: secure attachment correlates consistently with EI components and has higher scores on **regulation**, **intrapersonal**, and **maturity**; **anxious/ preoccupied** = hyperactivation, separation anxiety, need for approval, affective instability → **poor regulation**. Attachment is **a predictor of the level of development of IE components**. (6) **Attachment** dimensions are significantly associated with **maladaptive traits**; **anhedonia**, **psychoticism** and **disinhibition** correlate strongly with **alienation** from parents/friends; early negative relational models favor the development of maladaptive traits. **Self-esteem** has **a mediating role** between attachment and IE. (7) **Attachment to the father** is **a robust predictor** of **emotional regulation** and **affective maturity**: **IPPA_T** predicts regulation ($\beta = 0.313$, $p < 0.001$) and maturity ($\beta = 0.286$, $p < 0.001$), highlighting the paternal role in affective control, self-regulation and frustration tolerance.

The results highlight significant associations between attachment style and components of emotional intelligence, as well as the influence on self-esteem and maladaptive personality traits, outlining a complex psychological profile of the adolescent, with general characteristics regarding the emotional profile, interpersonal relationships and vulnerabilities. This profile constitutes the theoretical-empirical basis for the development of a personalized intervention, addressed to adolescents with insecure attachment.

Chapter 3, “Development of emotional intelligence in adolescents with insecure attachment”, describes the formative experiment, along with the working methodology and the data resulting from the application of the intervention program. *In this chapter we will specify how will optimizing the components of emotional intelligence contribute to the resilience of insecure attachment, the reduction of maladaptive personality traits, and the formation of adequate self-esteem?* The objectives, foundations and principles of the intervention program, its techniques, stages and framework are described. The psychological intervention program, created by us, structured on the basis of psychodrama, combining with elements of cognitive-behavioral therapy, experiential mindfulness exercises, is doubly oriented — towards optimizing the components of emotional intelligence and towards attachment resilience. **Psychodrama** creates conditions for corrective experience and reframing

through role-reversal, **double/mirror techniques** and **scenic rewriting** (imagery rescripting/additional reality); These techniques act simultaneously on **the components of emotional intelligence** (*clarification* → *understanding* → *regulation*) and on **the functions of the attachment system** (safety base, relationship mentalization, repair routines), which explains the improvements observed in adolescents in intrapersonal, regulatory and interpersonal (INEM) and the reorganization of representations about attachment figures, through the scenic transposition of conflicts and modeled rupture–repair practices, ensuring affective predictability that reduces hyperactivation (preoccupied) and deactivates rigid avoidance (repulsive), therefore a **relational security**. Thus, psychodrama not only brings together multiple theoretical approaches, but also offers a practical framework in which the adolescent **lives, plays and rewrites** his emotions and relationships, which transforms the intervention into a complex experience, with formative, restorative and innovative valences. Experimental results suggest that the program has high efficiency and applicability in similar contexts, underlining the importance of integrating interventions focused on attachment and emotional intelligence into psychological and educational practice.

The purpose of the formative experiment lies in the development, implementation and valorization of the psychological intervention program aimed at optimizing the components of emotional intelligence and resilience to insecure attachment.

Research objectives for the formative experiment: (1) Development of the individualized program and the group program of psychological intervention; (2) Formation of the formative group; (3) Implementation of the psychological intervention program; (4) Valorization of the efficiency of the psychological intervention program through test-retest.

Hypothesis of the formative experiment: The psychological intervention program, aimed at optimizing the components of emotional intelligence, will contribute to the resilience of insecure attachment, the prevention of the crystallization of maladaptive personality traits and the formation of adequate self-esteem.

Experimental group. The formative experiment used a test-retest design, consisting of 24 adolescents aged 16-18, selected from the ascertainment experiment, with similar results: low level of emotional intelligence and insecure attachment. The 24 selected respondents were assigned to the formative experimental group (GE) – **12 adolescents** and the control group (CG) – **12 adolescents**. In both GE and GC groups, the testing results were similar, which confirms the homogeneity of the groups and ensures the validation of the hypothesis and highlights the effectiveness of the program. Both groups were applied the same six instruments described in detail in chapter two: INEM, Friedmann Scale, IPPA, RSQ Scale, Personality Inventory for DSM-5 (PID-5A brief), ASSI Questionnaire.

Experimental variables:

- ✚ **Independent variable:** the psychological intervention program we developed.
- ✚ **Dependent variables:** components of emotional intelligence, attachment style, self-esteem, maladaptive personality traits.

Analysis of test results both in the experimental group and in the control group before the intervention, which confirms **the homogeneity** of the group. No differences appear in the global EI ($U=53.500$, $p=0.265$), and in the intrapersonal dimension only a trend in favor of GC is observed ($U=41.500$, $p=0.072$). For the understanding and regulation of personal emotions the results are similar ($U=52.500$, $p=0.248$; $U=62.000$, $p=0.555$), as well as for the interpersonal dimensions (all $p>0.70$). Social desirability is comparable ($U=70.000$, $p=0.905$), and Friedmann emotional maturity does not differ ($p=0.617$). Regarding attachment according to the IPPA inventory results, only the relationship with the mother distinguishes the groups: GE reports higher communication and total attachment and lower alienation ($p=0.026$; $p=0.022$; $p=0.028$). The relationship with the father is similar ($p>0.05$). In friends, GC indicates higher alienation ($p=0.032$), the rest of the variables being insignificant ($p>0.05$). The RSQ profile is homogeneous (all $p>0.05$; e.g.: RSQaS $U=123.500$, $p=0.214$; RSQaP $U=112.000$, $p=0.183$; RSQaR $p=0.482$; RSQaT $p=0.791$). And PID -5 is aligned between groups *Negative affect* $U=55.500$, $p=0.316$; *Detachment* $U=58,000$, $p=0.371$; *Antagonism* $U=71,500$, $p=0.976$; *Disinhibition* $U=67,000$, $p=0.738$; *Psychoticism* $U=60,000$, $p=0.452$). In ASSI, the differences are not statistically confirmed (Esteem $p=0.080$; Self-deprecation $p=0.216$; Infatuation $p=0.317$). In conclusion, GE and GC start from a comparable level of emotional competences, attachment styles and personality traits; the only initial nuances concern the more secure maternal base in GE and the greater alienation of GC towards friends, which strengthens the validity of the attribution of changes subsequent to the intervention.

Results after psychological intervention at INEM: GE exceeds the emotional intelligence components of those in GC, with effects focused on emotional self-regulation and relationships. In global EI the difference is significant in favor of GE (MR=17.04 vs. 7.96; $U=17.500$, $p=0.001$). The intrapersonal dimension increases significantly (MR=15.79 vs. 9.21; $U=32.500$, $p=0.021$), and the regulation of personal emotions is superior in GE (MR=15.96 vs. 9.04; $U=30.500$, $p=0.015$), plausible changes by moving from suppression to reappraisal and strengthening emotional clarity. In interpersonal EI, GE obtains higher scores (MR=16.29 vs. 8.71; $U=26.500$, $p=0.008$), and the regulation of others' emotions shows a favorable trend (without significance), suggesting the onset of socio-emotional maturation in peer relationships. In contrast, the understanding of others' emotions does not differ significantly ($U=49.000$, $p=0.177$), indicating that cognitive recognition changes more slowly than the control of affective response. Social desirability remains similar ($U=61.000$, $p=0.519$), which supports the authenticity of the observed differences. Overall, **the**

program strengthened **self-regulation** and **social interaction**, suggesting the **reduction of disproportionate reactions** and the preference for **functional regulation strategies**. Compared post-intervention, **Friedmann emotional maturity** did not differ significantly between GE and GC ($U = 43.000$, $p = 0.091$), although higher ranks in GE ($MR=14.92$ vs. 10.08) indicate a favorable trend. In terms of scale operationalization, this suggests effective impulse-control, reduced affective dependency, and increased adaptability—a resistance to immediate affective fluctuations.

Table 3.1. Significance of the difference after the Mann-Whitney U test at INEM (GE test/retest, GC test-retest)

Variable	GE M retest	GE MR	GC M retest	GC MR	U	Z	p
Global emotional intelligence	6.6667	17.04	3.8333	7.96	17.5	-3.187	0.001
Intrapersonal	6.4167	15.79	4.0833	9.21	32.5	-2.316	0.021
Understanding personal emotions	4.5	14.04	3.5833	10.96	53.5	-1.085	0.278
Regulation of personal emotions	5.6667	15.96	3.5833	9.04	30.5	-2.429	0.015
Interpersonal	6.1667	16.29	3.5	8.71	26.5	-2.645	0.008
Understanding the emotions of others	5	14.42	3.75	10.58	49	-1.35	0.177
Regulating the emotions of others	3.9167	15.08	2.3333	9.92	41	-1.828	0.067
Social desirability	3.4167	13.42	2.9167	11.58	61	-0.646	0.519
Emotional maturity - Friedmann	18.33	14.92	16.75	10.08	43	-1.691	0.091

Post-intervention results from the IPPA test. Functionally, the trend is consistent with the idea that training in reaction management and reappraisal supports affective stabilization and reduces disproportionate responses, even if the effect does not reach the statistical threshold and requires longitudinal consolidation. The analysis of post-intervention results from the IPPA demonstrates that the relationship with **the mother** improves significantly in the GE: trust **increases** ($MR=17.33$ vs 7.67 ; $U=14,000$, $p=0.001$), communication ($MR=18.04$ vs 6.96 ; $U=5,500$, $p<0.001$) and total attachment ($MR=17.79$ vs 7.21 ; $U=8,500$, $p<0.001$), while alienation remains higher in the CG ($MR=16.83$ vs 8.17 ; $U=20,000$, $p=0.003$). The increase in trust and affective dialogue indicates better access to the “safety base”, with less defensiveness and faster repairs after tensions. In the **father**, the differences are more moderate, but still in favor of GE: communication becomes significantly better ($MR=16.13$ vs 8.88 ; $U=28.500$, $p=0.012$), total attachment increases ($MR=15.54$ vs 9.46 ; $U=35.500$, $p=0.035$), and alienation remains higher in GC ($U=20.000$, $p=0.003$); trust shows only a pro-GE trend ($U=43.000$, $p=0.094$). The results are in line with the literature: interactional indices (communication/alienation) change more quickly, while trust representations are consolidated after consistently sensitive exposures [20; 28]. No differences were observed in friendship relationships, suggesting that the effects of the intervention are focused on family relationships. This is consistent with attachment theory, which emphasizes the fundamental role of parents in the development of internal working models [6]. Improvements in trust, communication and global

attachment, concomitant with high levels of alienation in GC, suggests that **The effects of the** experimental intervention centered on the father figure indirectly reverberated on the relationship with the mother. When the relationship with the father becomes secure, the family climate is rebalanced, and the relationship with the mother becomes more emotionally accessible. The training program managed to partially restore trust and, especially, adolescent-father communication, diminishing the perceived distance. The father, as an attachment figure, becomes a vector of emotional regulation and secure exploration. Thus, the results indicate that *the training program produces systemic effects on the adolescent's attachment, and improving the relationship with the father has a direct impact on the adolescent-father relationship, as well as positive reverberations on the relationship with the mother.*

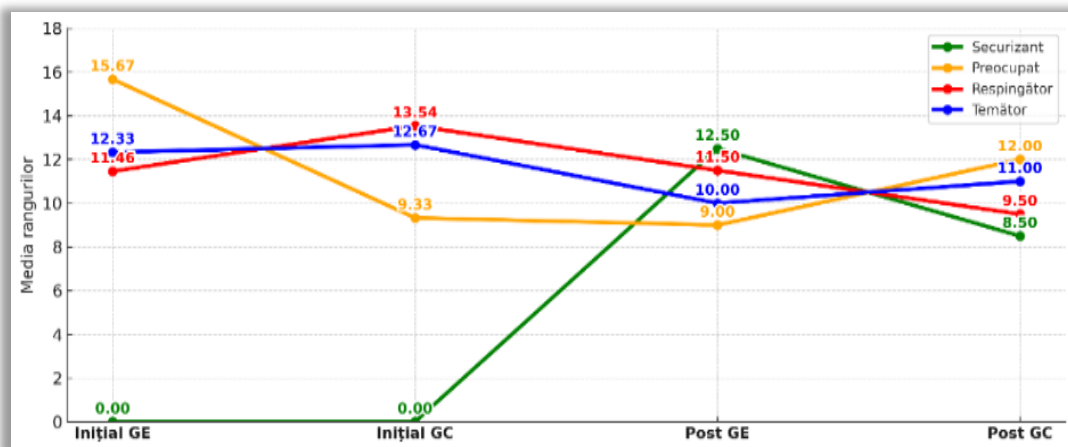


Figure 3.1. Evolution of RSO attachment styles test-retest in GE and GC

Post-intervention results on the RSQ scale observed in figure 3.1. demonstrate that the securing style increases significantly only in GE, although at pretest neither GE nor GC presented this profile—a clear indicator that the program activated and consolidated a secure relational model. For the preoccupied, dismissive and fearful styles, the differences remain insignificant, only outlining trends (slight decrease in preoccupation and fearfulness in GE, stability in dismissive). The post-intervention RSQ results indicate a selective reconfiguration of attachment strategies in GE—increasing securing with maintaining the other styles at comparable levels—while GC does not present relevant changes.

Post-intervention results at PID-5 attests that adolescents in the GE registered, as observed in Table 3.2., **significant decreases** in all five maladaptive dimensions: anxiety, detachment, antagonism, disinhibition, psychoticism.

Table 3. 2. Significance of the difference after the Wilcoxon test at PID-5 (GE test/retest)

Variable	z	p
Anxiety	-2,900	0.004
Detachment	-3,200	0.001
Antagonism	-3,000	0.003
Disinhibition	-2,850	0.004
Psychoticism	-3,500	<0.001

Significantly lower results in the GE were evident in psychoticism. Interpretively, the relational security acquired in the program functions as a “safety base”: it reduces hypervigilance and fear of rejection (negative affect/anxiety ↓), reduces social withdrawal through the paternal role of activation/exploration, strengthens the control of impulsivity (disinhibition ↓) by training emotional/behavioral regulation and protects from perceptual-cognitive distortions (psychoticism ↓) in the context of secure attachment [26]. **PID-5:** between GE and GC, all five investigated dimensions post-intervention show decreases, thus a reduction in maladaptive personality vulnerabilities. On the Anxiety and Detachment scales, the differences are significant ($U=28.500$, $p=0.006$, respectively $U = 8.500$, $p < 0.001$). On the Antagonism scale, the difference remains clearly in favor of GE: $MR = 7.33$ compared to 17.67 in GC ($U = 10.000$, $p < 0.001$). Regarding Disinhibition, GE recorded an average rank of 8.71 , compared to 16.29 in GC, the difference being significant ($U = 26.500$, $p = 0.006$), which suggests a significant reduction in bizarre thinking traits, distorted perceptions and unconventional behaviors in the experimental group.

In conclusion, the psychological intervention program produced direct effects (↓ anxiety, antagonism, impulsivity) and systemic effects (↓ detachment, psychoticism), favoring a balanced emotional-behavioral structure and social adaptation; the greatest decrease targeted Psychoticism, indicating the reduction of bizarre thinking, distorted perceptions and disorganized behaviors, in agreement with the literature on attachment security and the development of EI [1; 5; 19; 26].

Post-intervention results at ASSI. The Wilcoxon test analysis highlights relevant changes in the dimensions assessed by ASSI in adolescents in the experimental group between the initial and final phases. **Self-esteem:** a tendency for self-esteem to increase is observed ($Z = -1.800$, $p = 0.072$), without reaching the threshold of statistical significance. This suggests that adolescents in the GE are beginning to develop a positive self-image, even if the change is not yet stabilized. **Self-deprecation** : the results show a significant decrease in self-deprecation ($Z = -2.600$, $p = 0.009$). This evolution indicates a reduction in the tendency for excessive self-criticism and negative reporting of oneself, which confirms the positive impact of the program on the critical dimensions of self-image. **Infatuation:** no significant changes are observed ($Z = -0.100$, $p = 0.920$), which shows that the level of narcissistic tendencies or personal overvaluation remained stable between test and retest.

Wilcoxon results indicate that the intervention had a protective impact on self-image, diminishing vulnerabilities associated with self-criticism and facilitating the consolidation of a more balanced perception of oneself, without encouraging narcissistic overvaluation.

Table 3. 3. Significance of the difference after the Wilcoxon test at ASSI (GE test/retest)

Variable	Z	p
<i>Self-esteem</i>	-1,800	0.072
<i>Self-depreciation</i>	-2,600	0.009
<i>Infatuation</i>	-0.100	0.920

ASSI: between GE and GC, on the **self-esteem scale**, the average ranks were relatively close between the two groups (GE MR=13.25; GC MR=11.75), the difference not being statistically significant (U= 63.000, p=0.549); however, the slightly higher scores in GE suggest a tendency to strengthen the perception of personal value among adolescents who benefited from the program. GE shows **a decrease in self-deprecation** (GC MR= 14.50 GE MR=10.50) → **protective effect** on self-image. **Infatuation** remains stable in the short term (GE MR = 13.00; GC MR = 12.00).

The findings suggest that the program has high efficiency and applicability in similar contexts, emphasizing the importance of integrating the intervention focused on optimizing the components of emotional intelligence and attachment resilience, as it produced positive and systemic effects on the emotional and psychological development of adolescents:

(1) **Direct effects:** increasing emotional self-regulation, securing the parent-adolescent relationship, reducing maladaptive traits;

(2) **Cross-cutting effects:** improving the relationship with the mother, decreasing family alienation;

(3) **Protective effects:** decreased self-deprecation and strengthened emotional maturity. Thus, the psychological intervention program aimed at optimizing the components of emotional intelligence influenced the improvement of relationships with parents and diminished all dimensions of the PID-5: significant decreases in GE for anxiety, detachment, antagonism, disinhibition, psychoticism in adolescents.

Proposed operational definition: ***Relational securitization in adolescence represents the state of predictability, acceptance and emotional availability in relation to parental figures, from which arises the adolescent's ability to perceive, understand, use and regulate emotions in accordance with personal goals and the social context; it functions as an emotional learning matrix, reducing dysfunctional vulnerabilities and strengthening resilience.***

GENERAL CONCLUSIONS AND RECOMMENDATIONS

The data obtained in this paper confirm that emotional intelligence is **the “mechanical link”** through which attachment influences socio-emotional adaptation in adolescence: relational security → higher EI level → less pronounced PID-5 profiles; conversely, insecurity → more fragile EI components → increased maladaptive vulnerabilities. This logic legitimizes the title of the thesis and,

simultaneously, justifies the inclusion of PID-5 and ASSI profiles as indicators of the formative efficiency and clinical-educational utility of the proposed program.

The theoretical review and empirical studies conducted led to the formulation of the following relevant **conclusions**:

1. Attachment and emotional intelligence work in an integrated way: relationships based on trust, communication, and non-alienation support the development of EI (intrapersonal/interpersonal), and relational security enhances self-regulation, empathy, and resilience; conversely, insecurity is associated with negative affect, withdrawal/detachment, and impulsivity.

2. The paternal figure, complementary to the mother, is associated with superior emotional regulation and affective maturity; paternal communication increases trust and reduces alienation, and total attachment to the father predicts emotional maturity. At the same time, the relationship with the mother benefits transversally (↑trust/attachment; ↓ alienation), confirming the father as a vector of family security in the intervention.

3. **Intervention efficacy.** Post-intervention, GE recorded significant increases in global EI, intrapersonal/interpersonal, personal emotion regulation, and emotional maturity (Friedmann), along with consistent decreases in PID-5 (anxiety, detachment, antagonism, disinhibition, psychoticism). The effects are supported by **initial GE/GC homogeneity**, supporting **internal validity**.

4. **The role of the peer network.** Attachment to friends correlates with recognition of others' emotions and global EI; however, over the study period, the robust changes were familial, confirming the primacy of parental relationships in recalibrating internal working models in adolescence.

5. **Self-image.** The intervention reduced self-deprecation and induced a tendency for self-esteem to increase, without narcissistic inflation (infatuation remained stable), suggesting identity stabilization and a more realistic self-evaluation, in line with emotional maturation.

6. **Conceptual synthesis.** The convergence of INEM–IPPA–RSQ indicates the interdependence between the development of EI competencies and attachment security: emotional skills catalyze change, and the securing style stabilizes and amplifies it—each potentiating the other.

7. **Limitations and generalizability.** The formative sample size, context specificity (regional), preponderance of self-reports, and short follow-up window mitigate external generalizability; multicenter applications and longitudinal follow-ups are needed to test the durability of effects.

Recommendations. The results support the integration of father-centered interventions into the educational and community network. At the macro level: inclusion of socio-emotional education in the curriculum, screening and referral protocols, school-family-service partnerships and funding for longitudinal multicenter

studies, along with training of staff/counselors in emotional skills and risk management. At the meso and micro levels: integrated school and family counseling programs (psychoeducation, mentalization, cognitive restructuring, mindfulness, psychodrama) on adolescent-father/mother dyads, personalized according to attachment style (preoccupied/anxious: reducing hyperactivation; rejecting/avoidant: gradual approach, empathy; fearful/disorganized: stabilization, coherence, reducing ambivalence). Formative: strengthening the training of specialists and methodological guides for schools/services.

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ANNOTATION

PĂTRAȘCU Alina, The Development of Emotional Intelligence in Adolescents with Different Types of Attachment, PhD Thesis in Psychology, Chisinau, 2026

Structure of the thesis: introduction, three chapters, general conclusions and recommendations, bibliography of 331 titles, 5 appendices, 139 pages of core text, 34 figures and 16 tables.

Keywords: adolescence, emotional intelligence, attachment, maladaptive personality traits, self-esteem.

Field of study: Developmental psychology

The purpose of the thesis lies in the theoretical and applied study of emotional intelligence and attachment, establishing the interdependence between them depending on socio-demographic and personal factors, and developing, implementing and capitalizing on the psychological intervention program aimed at optimizing the components of emotional intelligence and resilience to insecure attachment.

The objectives of the research aim to analyze the specialized literature on emotional intelligence and attachment; investigation of emotional intelligence and attachment type according to socio-demographic and personal variables; exploration of the interdependence between them with maladaptive personality traits and self-esteem; development, implementation and valorization of the psychological intervention program, focused on optimizing the components of emotional intelligence and the resilience of insecure attachment.

Innovative aspects, scientific originality and research value. The current research achieves for the first time in Moldova and Romania a complex synthesis by integrating the triad: *Attachment type, Emotional intelligence, Maladaptive personality traits* in adolescents, with sets of psychometric instruments calibrated on the Romanian population and verification of interventions oriented on attachment resilience, such studies being limited to research in dyads, introducing into the specialized literature a father-centered approach on attachment resilience and a program for optimizing the components of emotional intelligence through integrative therapy and psychodrama. The study outlined the psychological profile of the adolescent with different attachment styles. A major innovative element is the *valorization of the paternal figure*, as a *strong predictor of emotion regulation and emotional maturity*, the intervention plan being a paternal-centric one, with complex psychological perspectives (psychoanalytic, integrative, systemic, cognitive-behavioral), for the development of the components of IE, variables responsible for the personality profile of adolescents, which can be used, in the educational process, with a beneficial effect on emotional maturation, increasing self-esteem and preventing the crystallization of maladaptive personality traits. The results are validating the effectiveness of the multidimensional psychological intervention program, demonstrating its efficiency in reducing maladaptive personality traits formed on the basis of insecure attachment, thus contributing to the expansion of theoretical knowledge and the development of practical solutions adapted to this vulnerable category of adolescents. **The results obtained** revealed the interdependence between the type of attachment, maladaptive personality traits and the level of development of emotional intelligence in adolescents, offering a complex perspective on the influence of psychological, socio-demographic and family factors. Both risk predictors are identified: insecure attachment, vulnerable family structures and low self-esteem, which create difficulties in the development of emotional intelligence, as well as protective resources: secure attachment, parental support which favor self-regulation and the development of emotional maturity. The research results confirmed the idea that indicates that the secure attachment style supports self-regulation and empathy, while relational insecurity increases emotional vulnerability. The research revealed that relational insecurity correlates with emotional instability, detachment and difficulties in social adaptation, while relational security favors resilience and psychological well-being, contributing to solving an important scientific problem in the respective field.

Theoretical significance consists in the contribution made to the expansion of existing theoretical knowledge regarding the interaction between attachment styles and IE in adolescents by authors from abroad; to the development of an integrative framework of the Attachment–Emotional Intelligence–Maladaptive personality traits relationships in adolescents, including concepts such as "insecure attachment", "attachment resilience" and the operationalization of "relational plasticity" (Trust/Communication/Alienation variation).

The applied value of the work consists in the development, implementation and validation of the psychological intervention program aimed at optimizing the components of emotional intelligence through elements of integrative therapy and psychodrama, which contributed to the reduction of maladaptive personality traits and the resilience of insecure attachment in adolescents.

The implementation of scientific results was validated through 18 scientific publications, of which 4 works are published in specialized scientific journals, category B, and 14 articles at national conferences with international participation from the Republic of Moldova and Romania and academic sessions, organized by the Doctoral School of the "Ion Creangă" State Pedagogical University in Chisinau, within scientific research projects, in the process of supervising specialists in the field of psychology.

ALINA PATRAȘCU

**DEVELOPMENT OF EMOTIONAL INTELLIGENCE IN ADOLESCENTS
WITH DIFFERENT TYPES OF ATTACHMENT**

Scientific specialty: 511.02. Developmental psychology and educational psychology

Summary of the doctoral thesis in psychology

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