

„ION CREANGĂ” STATE PEDAGOGICAL UNIVERSITY OF CHIȘINĂU
DOCTORAL SCHOOL OF PSYCHOLOGY

As a manuscript
U. D. C.: 159.922.8(043.2)=111

NEGATIVE EMOTIONS IN ADOLESCENCE AND WAYS OF REDUCTION

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Specialty: 511.02 – Developmental psychology and Educational psychology

Summary of the Doctoral Thesis in Psychology

CHIȘINĂU, 2023

The thesis was elaborated within the Doctoral School of Psychology of „Ion Creangă” State Pedagogical University of Chişinău

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The doctoral thesis in Psychology and the abstract can be consulted at the Scientific Library of „Ion Creangă” State Pedagogical University and on the website of ANACEC (www.cnaa.md).

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INTRODUCTION

Contemporaneousness and importance of approached theme. The last decades of the 21st century are marked both by deep and multiple crises in different fields: economic, financial, social and by phenomenon such as globalization and digitalization. The pandemics of COVID-19, with the restrictions imposed by it are added to all these. All those mentioned put a lot of pressure and are a real challenge for each individual, having a negative psychological impact and generating emotional and behavioral problems. The recent statistics presented by different worldwide and European bodies referring to the emotional and behavioral disorders and problems concern, emphasizing an alarming growth of the number of persons affected by anxiety and depression. Besides adults, anxiety and depressive moments can be met at teenagers too. More recent statistics show that more than 20% of children and teenagers are diagnosed with anxiety disorders and 14,4% of teenagers with ages between 12 and 17 years suffer of major depressive episodes [9].

The statistics for Romania and the Republic of Moldova classify within those presented at worldwide level. Moreover, we will mention that in the two countries, since 2020, the number of children and teenagers with anxiety, phobia, depressive moments, suicide ideas, behavior disorders, hyperkinetic disorder who ask for psycho-emotional support has increased, putting pressure on the activity of mental health services.

Adolescence is an important and complex phase in the human development [1, 3, 4, 6, 12, 21, 30, 31, 52, 54] which embeds different and multiple changes and progressive metamorphosis in biological, cognitive and psychosocial plan which contour the construction of identity and crystallization of personality by which the transition to maturity is provided. The framework of biological modifications, restructuration in cognitive skills, preoccupations related to identity condition the anxiety, restlessness, depressive moments, agitation, aggressivity, revolt, stress, pressure [4, 30, 31, 33, 34, 35, 52, 54]. Together with the changes related to the age features, the nowadays teenagers face a lot of challenges, problems and risks: migration of parents which determines the raise of teenagers who remain without their supervision, problems which parents of teenagers face: violence, insecurity, depression, permanent stress, conflicts and difficulties of networking, easy access of teenagers to different substances such as: alcohol and drugs, the education programs more and more challenging and advanced technologies which could determine the addiction to videogames and internet [1, 30, 31, 33]. The listed experiences influence the development of the psycho-emotional sphere and mental health of teenagers. According to the presented ones, it's no wonder that we are witnessing an increase of the number of teenagers with negative emotivity: anxiety, depressive moments and psychological phenomenon corelated with these: aggressivity, stress, etc.

The description of the situation in the research field and identification of research problem. The problem of emotions and emotional sphere have been and continue to be investigation themes in many disciplines: neurobiology, neurophysiology, medicine, psychiatry, pedagogy and psychology. In the psychological science, emotions have been researched by C. Andre, P. Bard, S. Boncu, W. Cannon, D. Cordaro, J. Cosnier, P. Ekman, S. Freud, L. Gallo, M. Graham, C. Izard, W. James, D. Keltner, C. Lange,

C. Morissete, B. Nelson, R. Lazarus, F. Lelord, V. Pavelcu, R. Plutchik, J. Sartre, etc. [7, 11, 18, 19, 26, 60, 62, 63, 64]. The particularities of the emotional sphere at teenagers have been researched and described in the papers: R. Adams, E. Badea, L. Bauman, M. Berzonsky, G. Cucu-Ciuhan, F. Dolto, E. Erikson, P. Galimard, F. Golu, L. Mitrofan, A. Munteanu, G. Panisoara, I. Racu, G. Sion, U. Schiopu, E. Verza, F. Verza, E. Vladislav, etc. [1, 3, 4, 21, 28, 54, 57]. We note the researches and studies referring the negative emotional experiences such as anxiety: A. Adler, R. Cattell, R. Doron, S. Freud, I. Holdevici, R. Martens, R. May, Ch. Spielberger, U. Schiopu, J. Watson [18, 33, 51], depressive moments B. Bauer, A. Beck, J. Cantor, D. Clark, J. Garber, E. Hoge, V. Jordan, J. Schulman, D. Servan-Schreiber, N. Shanley, B. Shapiro [1, 9, 15, 25, 42, 43] and their psychological correlations: aggressivity L. Gallo, S. Freud, T. Murph, A. Neculau, C. Paunescu, G. Panisoara, U. Schiopu, E. Verza [18, 19, 29, 31, 54, 56] and stress: B. Balgiu, A. Baban, A. Floru, I. Iamandescu, C. Izard, R. Lazarus, P. Legeron, H. Selye [1, 3, 5, 15, 17, 24, 26, 43, 64].

In the Republic of Moldova we note many studies which contain emotions, anxiety, depressive feelings and aggressivity. A significant finding of the paper is that teenagers prove a low capacity to be aware and verbalize affective feelings. It is valuable the study of E. Losii concerning aggressivity, described in the doctoral thesis „*Specific of manifestation and methods to low the aggressive behavior at contemporaneous pre-teenagers*”. E. Losii notes that aggressivity is more accentuated at pre-teenagers of 13 – 14 years, fact explained by the age crisis. The most predominant of the investigated aggressivity forms are: oral and physical aggressivity. Also, the author emphasizes the existence of gender differences in aggressive manifestations, pre-teenage girls proving a higher aggressivity. Z. Bolea in his doctoral research „*Gender differences in depressive feelings at teens*” points the existence of gender differences in the depressive feelings at teenagers and namely the higher incidence of depressive feelings among teenage girls. A. Verdes in the doctoral thesis „*Development of affectivity at pre-teenagers educated in social situations of different development*” emphasizes the features of emotional sphere (anxiety, aggressivity, types of manifestation for aggressivity) at pre-teenagers, as well as the psychosocial mainsprings (communication of pre-teenagers with adults from the temporary disintegrated families and social interactions from the boarding schools) of the negative emotions at them [apud 33]. The affectivity of adolescents is investigated and described by N. Daniliuc in the doctoral thesis with the title „*The formation of feelings of gratitude towards parents in adolescents*”. N. Daniliuc mentions that the fundamental evaluative affective experience of teenagers towards each individual parent differ in color and intensity. The positive evaluative affective experiences of adolescents towards each parent, intensifies at the age of 17. The author highlights that some teenagers, although they have a positive attitude towards their parents, they presents medium-level empathic affective experiences, and do not include or includes only the last positions in the list of affective feelings, the feeling of gratitude towards parents. Iu. Racu in the doctoral thesis „*Psychology of anxiety at children and teenagers*” proposes and describes the psychological portrait of child and teenager with anxiety which embeds: the features of anxiety at pre-school, little school students,

pre-teenagers and teenagers, types of manifestation of anxiety at various categories of age, psychosocial and individual factors which condition the anxiety and personality features related to a high level of anxiety. The proposed portrait represents the criteria for the recognition of anxiety at children and teenagers [33].

The findings about the insufficiency of researches concerning the problem of negative emotions and their psychological correlations at teenagers create the following problem of research which consists of the enunciation of answer for the following question: *How can the negative emotions and its diminution at teenagers be conceptualized theoretically and experimentally within the circumstances of new social realities?*

The purpose of research consists of the *study of negative emotions specificity, their psychological correlations and personality features for teenagers, as well as drafting and implementation of a program of psychological interventions oriented towards the diminution of negative emotions.*

According to the mentioned purpose, **we have contoured the following objectives for research:** 1) analysis of psychology literature concerning emotions, negative emotions, teenage, methods for the investigation of negative emotions, as well as methods, techniques and procedures for the diminution of negative emotions; 2) establishment of methods for the manifestation of negative emotions and their psychological correlations at teenagers depending on the dimension gender and age; 3) identification of relationships between negative emotions and their psychological correlations and the personality features at teenagers; 4) drafting and implementation of a program of psychological interventions oriented to the diminution of negative emotions at teenagers; 5) evaluation of efficiency of program of psychological interventions for the diminution of negative emotions at teenagers.

The theoretical support of research has contained: *explanatory theories and conceptual delimitations of emotions* (W. Canon, P. Ekman, W. James, C. Izard, C. Lagne, R. Lazarus, R. Plutchik and J. Sartre); *approaches concerning the negative emotions* (D. David, C. Izard, R. Lazarus), *conceptions concerning the particularities of teenage and development of emotional sphere at teenagers* (R. Adams, E. Badea, L. Bauman, M. Berzonsky, G. Cucu-Ciuhan, F. Dolto, E. Erikson, P. Galimard, F. Golu, L. Mitrofan, A. Munteanu, G. Panisoara, I. Racu, G. Sion, U. Schiopu, E. Verza, F. Verza, E. Vladislav).

The methodology of research derives from the purpose, objectives and hypothesis of research and is composed of theoretical methods (analysis and synthesis of psychological literature; hypothetic – deductive method for the interpretation and explanation of results obtained in the research); empirical methods (questionnaire, test, finding and control experiments, psychological interventions); mathematical and statistic methods (methods for the calculation of Pearson correlation coefficient, T-student test, U Mann – Whitney test and Wilcoxon test). The used empirical methods are: *Self – appreciation of psychic feelings Eysenck test, Scale for the manifestation of anxiety Taylor, Beck depression scale, Inventory of hostility by A. Buss and A. Darkee, Scale for the perception of stress Levenstein and FPI Personality inventory HB Form.*

The scientific novelty and originality of the obtained results is in the performance of a theoretical – experimental proceeding concerning negative emotions and their psychological correlations at teenagers. A psycho-diagnosis model has been done for the investigation of negative emotions, of their psychological correlations and personality features at teenagers. The method of manifestation and evolution of negative emotions during the teenage period has been identified. The specific feature of negative emotions and their psychological correlations at teenagers and teenage girls has been established. The relationships between the negative emotions and personality features at teenagers have been emphasized. A model of psychological interventions oriented to the diminution of negative emotions at teenagers has been drafted and verified experimentally.

The obtained results which contribute to the resolution of the important scientific problem consist of the holistic approach of negative emotions at teenagers which result from the gender and age approach, in explaining the manifestations of their psychological correlations in the dependence of gender and age and by the emphasis of interrelationships between negative emotions, their psychological correlations and the personality features, fact which has represented the basis for drafting and implementation of a psychological intervention model which has contributed to the diminution of negative emotions.

Theoretical significance of paper. The results of the theoretical – experimental research complete the fields of psychology of development and psychology of education with current and vast knowledges concerning the development of psycho-emotional sphere at teenagers, gender and age differences in the manifestation of negative emotions and their psychological correlations, as well as concerning the interrelationships between the method for the manifestation of negative emotions and personality particularities of teenagers. The results of research, presented explanations, as well as the enunciated conclusions are important for the reconceptualization and update of the department dedicated to the emotional sphere and the one of personality within the context of sequence „Psychosocial development during the teenage years” from the field of Developmental Psychology.

Applicative value of paper. The ideas and governing laws described and contoured in this research about the manifestation of negative emotions, of their psychological correlations and the inter-correlations of negative emotions / their psychological correlations with the personality features can be used as landmarks in the creation and development process of a harmonious personality. The psycho-diagnosis model described and validated experimental can be used in the investigation of the emotion sphere and personality at pre-teenagers, teenagers and young people by the school psychologists, clinical psychologists and psychotherapists, etc. The program of psychological interventions oriented towards the diminution of negative emotions can be used both for the control and diminution of negative emotions and for other difficulties or problems from the area of emotional sphere and that of personality at pre-teenagers, teenagers and young people by psychologists, school advisers, teachers, psychotherapists, parents and even teenagers.

The main scientific results submitted for support:

1. The table of emotions experienced by adolescents includes a series of dysfunctional negative emotions, that have a specific manifestation depending on gender and age, they are accompanied by certain psychological correlates and determine configurations in personality features.
2. The emotional development in adolescence is contoured by the relationships established between emotions with negative valence, living of some negative emotions determines the institution and presence of other negative emotions, as well as by the relationships between negative emotions and certain psychological correlations of these, accentuated manifestations of negative emotions have high levels of psychological correlations.
3. The presence of negative emotions and their psychological correlates in adolescents, produce changes in personality, generating the following distinct features: neuroticism, depression, emotionality, dominance, inhibition and emotional lability.
4. The special psychological interventions can reduce the intensity of manifestation negative emotions and their psychological correlates, having positive effects on the development of the adolescent's emotional sphere and personality.

Implementation of the scientific results. The results of the theoretical experimental research have been implemented in the didactic process of students' training within the disciplines of development psychology, personality psychology, psychology of affectivity and regulatory process, of master and doctoral students at the faculties of psychology from the higher education institutions and within the courses of permanent training and scientific – methodic seminars with psychologists, school advisers and professors.

Approval of research results. The results of the theoretical – experimental research have been discussed and approved within the sessions of the Psychology Doctoral School, Psychology Department of the Public Pedagogy University „Ion Creanga” of Chisinau, within the scientific conferences and in scientific magazines: National scientific conference with international participation „Quality in Education – Imperative of contemporary society, Institute of Education Sciences, 2020; Conference “Current problems of humanistic sciences and Scientific annals of doctoral students and competitors, UPS „Ion Creanga” Chisinau, 2021; 2022, Scientific conference with international participation „Personal development and social integration of educational actors”, UPS „Ion Creanga” Chisinau, 2021; Conference of the Certified Psychologists' Association in Romania „Psychological restructuring in crisis”, Edition XVI. Brasov, Romania, 2021; International scientific conference, “Perspective and problems of integration in the European area of research and education” Edition IX, Public University „Bogdan Petriceicu Hajdeu” of Cahul 2022; Scientific Conference with international participation “Higher education: traditions, values, perspectives”, Public University of Tiraspol, 2022; Scientific conference with international participation „Quality education within the context of society challenges”, Research, Innovation and Technological Transfer Institute, UPS „Ion Creanga” of Chisinau, 2022; Scientific conference with international

participation “Psychological assistance at contemporary phase: realities and perspectives”, Edition III, Public University „Alec Russo” of Balti, Balti 2022.

Publications about the thesis theme. 12 scientific papers: out of which 3 articles in national scientific magazines and 9 articles in international scientific conferences materials, national with international and national participation.

Volume and structure of thesis: The thesis is composed of: annotations (in Romanian, English and Russian languages), list of abbreviations, introduction, three chapters, general conclusions and recommendations, references of 232 bibliographical sources; 7 annexes, 140 pages of basic text. The paper contains 77 figures and 16 tables. The obtained results are published in 12 scientific articles.

Keywords: negative emotions, psychological correlations of negative emotions, personality features, teenage.

THESIS CONTENT

The introduction begins with the importance of the research theme and description of situation from the research field. The purpose, objectives and hypothesis of research, as well as the obtained results which contribute to the resolution of important scientific problem are presented. Also, the scientific novelty of obtained results, the theoretical importance and applicative value of paper are exposed and conceptualized.

Chapter 1 called „**THEORETICAL PERSPECTIVES OF EMOTIONS IN PSYCHOLOGY**”, presents the problem of emotions, of negative emotions, of their psychological correlations and particularities of negative emotions at teenagers. The paragraphs from the theoretical chapter examine and describe the most important conceptual delimitations and explanatory approaches of emotions in psychology, notes and characterizes the most relevant classifications of emotions from psychology, emphasizes and contours negative emotions such as anxiety and depressive feelings, as well as their psychological correlations: aggressivity and stress. Also, the chapter contains and presents the specific of teenage and methods of manifestation of negative emotions in adolescence.

The examination of scientific psychology literature allows us to emphasize that: emotion can be defined as an affective feeling or psychic / mental condition which is a response to certain outside or inside events with varied intensity and duration. Any emotion is accompanied by physiological and psychological modifications which are mirrored in behavior. Emotions characterize the individual's attitudes towards others and the surrounding world. Interrelationships exist between emotions, cognitive processes and personality. Emotions influence adaptation, engagement in action and are important in the interhuman relationships [7, 15, 43, 51, 59, 61].

Classifications concerning emotions present the following typologies: *positive and negative emotions*; and *functional negative emotions and dysfunctional negative emotions* [14, 15, 26, 61]. **We define dysfunctional negative emotions** as emotional experiences of accentuated intensity and prolonged duration which cause deep suffering among pessimist and destructive thoughts, avoidance of certain actions, hesitations in taking decisions, lack of motivation, a reserved communication and detachment from people. The living of dysfunctional negative emotions will influence the wellbeing and mental health.

Sometimes negative emotions can be accompanied by certain feelings and behaviors: aggressivity and stress, etc. [14].

Anxiety and *depression* are part of the dysfunctional negative emotions. Anxiety is conceptualized as a complex psychological entity which can be contoured as a low emotional feeling, or a permanent personality feature. The experimentation of anxiety is accompanied by nervousness, apprehension, prudence, fears, overdrive, pressure, tension and suffering. Depression is a vast phenomenon which is delimited as a low disposition, or disorder of emotionality which embeds soul pain, anxiety, discouragement, asthenia, distrust, disinterest for the daily activities, carelessness, distance and lack of vivacity [9, 15, 16, 25, 33, 43, 51].

The psychological correlations of negative emotions (anxiety and depression) are aggressivity and stress [2]. Aggressivity can be defined as reaction, conduct or personality feature of the human being which can cause damages or inconveniences. Aggressivity can be experienced by many methods: physical aggressivity, oral aggressivity, irritability, negativism and suspicion [15, 29, 38, 43, 51]. Referring to stress, we will mention that it is a complex psychosocial phenomenon which is determined by factors with external or internal negative meaning. Stress has consequences: tension, agitation, nervousness, frustration, aggressivity, depression, etc. [5, 42, 43, 64].

A fundamental phase in the human development is adolescence. Defining for adolescence are the complex and complicated biological, cognitive and psychosocial modifications. The large changes and evolutions on all the plans influence significantly the emotional sphere of teenagers. The emotional experiences reach a pronounced intensity and instability. Teenagers prove emotional instability and inconstancy, an exacerbation of negative emotions (anxiety and depression) [1, 3, 4, 21, 28, 54, 57].

Chapter 2 entitled „**EXPERIMENTAL STUDY OF NEGATIVE EMOTIONS AND THEIR PSYCHOLOGICAL CORRELATIONS AT TEENAGERS**” contains the description of experimental research design by the presentation of purpose, objectives, hypothesis, description of samples and psychodiagnosis instruments. Also, the results of experimental research of negative emotions and their psychological correlations at teenagers are exposed by: emphasis of methods for the manifestation of anxiety, depressive feelings, guiltiness, resentment, as well as of frustrations and rigidity; emphasis of methods for the manifestation of aggressivity, types of manifestation of aggressivity and stress at teenagers. All the negative emotions and their psychological correlations have been described by the dimensions of gender and age. Also, chapter 2 contains the emphasis and contour of interrelations between negative emotions and their psychological correlations / personality features at teenagers.

The experimental research has contained a sample of 269 teenagers with ages between 14 and 19 years: 143 teenage boys and 126 teenage girls. For the experimental research, we have enunciated the following purpose: *study of specific of negative emotions, their psychological correlations, as well as the emphasis of relationships between negative emotions and personality features at teenagers.*

According to the enunciated purpose, *we have contoured some actual objectives* for the finding research: 1) establishment of the methods for the manifestation of negative emotions (anxiety, depressive feelings, guiltiness, resentment, frustration and rigidity) at teenagers depending on the dimension gender and age; 2) identification of methods for the manifestation of psychological correlations of negative emotions (aggressivity, types of manifestation of aggressivity and stress) at teenagers depending on the dimension gender and age; 3) identification of relationships between negative emotions and their psychological correlations at teenagers; and 4) establishment of interrelationships between the negative emotions and personality features at teenagers.

For the finding experiment, we have launched the following general hypothesis: *we presuppose that the method of manifestation and the intensity levels of negative emotions at teenagers are conditioned by gender, age and can be associated with certain psychological correlations and personality features.*

Within the purpose of and authentic examination of negative emotions, of their psychological correlations and personality features at teenagers, we have used the following tests, inventories and scales: *The self – appreciation of psychic feelings Eysenck test, the Taylor anxiety manifestation scale, A Beck despair scale, Hostility inventory by A. Buss and A. Darkee, Levenstein stress perception scale and FPI personality inventory HB Form.*

We have conceptualized the method for the manifestation of emotions with negative valence at teenagers by the examination of the anxiety specific and depressive feelings depending on the dimension gender and age by the administration of *The self – appreciation of psychic feelings Eysenck test* and the *A. Beck despair scale*.

Figure 1 presents the frequencies of teenagers from the experimental batch for low, medium and high level of anxiety.

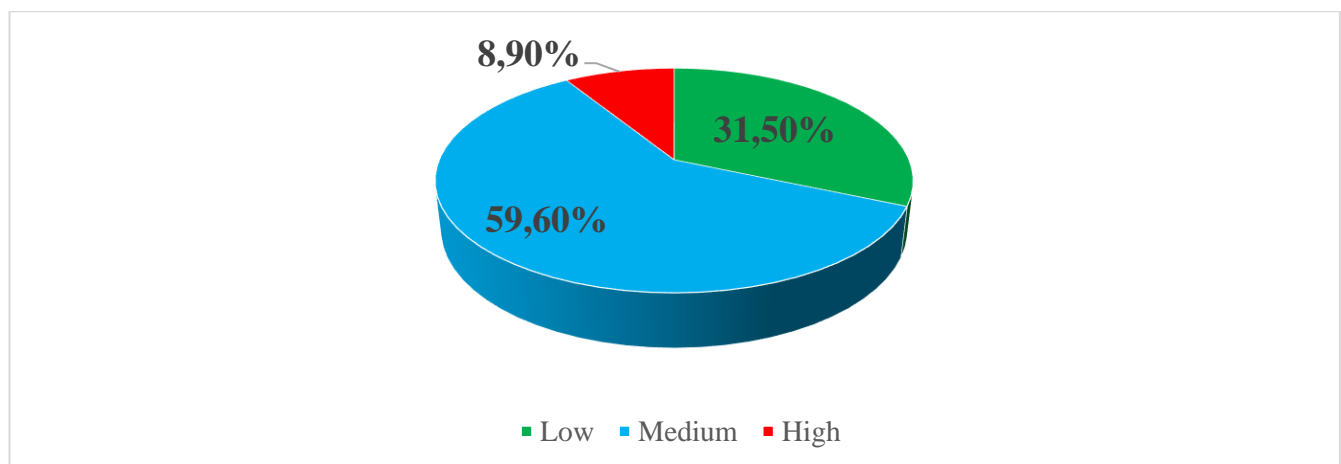


Fig. 1. Distribution of results concerning the variable anxiety at teenagers

The analysis of frequencies from figure 1 allows us to emphasize the presence of a low, medium and high level of anxiety at teenagers. Worriedly, we find that most of the teenagers, more than half of them (59,60% and 8,90%) have a moderate and high level of anxiety. The moderate and high levels of anxiety which teenagers prove to have are considered dysfunctional because it causes blocking in behaviors,

minimize and limit the resources and potential of teenagers, lower the learning capacity, yield and creativity in activities and communication deficiencies. All the emphasized features influence the psycho-emotional wellbeing and harmonious and optimal level of social functioning of teenagers [45]. A comparative analysis at the level of teenagers batch, depending on the dimension of gender, concerning the anxiety, allows us to declare that the high level of anxiety has a reverse trend in comparison with the low level of anxiety: 12,70% of the teenage girls and 4,90% of the teenage boys manifest accentuated anxiety [45]. The T-student test outlines the existence of significant statistic differences for anxiety between the teenage boys results ($M = 1,69$) and teenage girls results ($M = 1,84$) ($T = 2,088$, $p \leq 0,05$) with a higher average among teenage girls. We will emphasize here that teenage girls are more anxious in comparison with teenage boys. We presuppose that the high anxiety of teenage girls results from the specific and features of teenage period, appreciated as the most complex development phase of the individual. The intensification of anxiety at teenage girls is conditioned by their sensitivity to the multiple changes and biological, cognitive, emotional and social modifications. We consider that the tendency towards anxiety of teenage girls depends on the complex process of building and consolidation of self-identity, as well as to obtain autonomy and maturity. Moreover, we will explain high anxiety of teenage girls by the problems and difficulties which they face: relationships with relatives, with males, misunderstandings and conflicts with parents and choices concerning the personal future, etc. [45]. Depending on the dimension of age for anxiety, we note the following: the biggest frequency for the high level of anxiety is met at teenagers of 16 – 17 years (12,10%), being followed by a lowering of teenagers of 18 – 19 years (8,50% and teenagers of 14 – 15 years (5,50%) [45]. According to the T-student test, we identify significant statistic differences between the results of teenagers of 14 – 15 years ($M = 1,72$) and results of teenagers of 16 – 17 years ($M = 1,90$) ($T = 2,074$ $p \leq 0,05$) and between the results of teenagers of 16 – 17 years ($M = 1,90$) and the results of those of 18 – 19 years ($M = 1,68$) ($T = 2,401$ $p \leq 0,05$), in both cases with an average higher than at teenagers of 16 – 17 years. We emphasize here that teenagers of 16 – 17 year are more anxious in comparison with teenagers of 14 – 15 years and those of 18 – 19 years. The increase of anxiety once with age can be explained by the challenges concerning the personal future, training for high school graduation examinations, etc. [45].

The frequencies for the depressive feelings at teenagers are illustrated in figure 2.

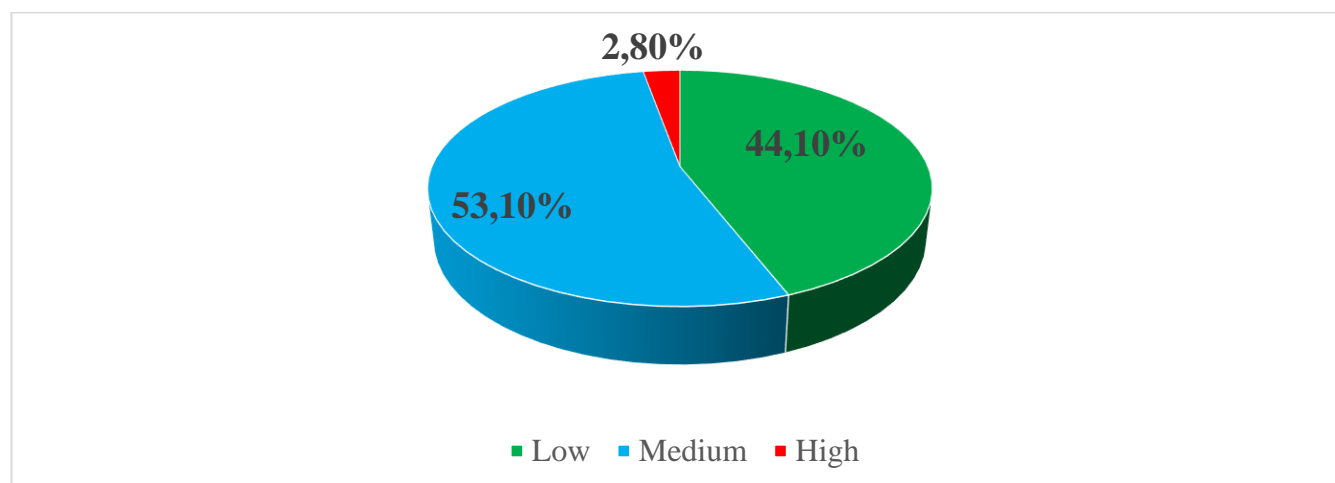


Fig. 2. Distribution of results concerning the variable of depressive feelings at teenagers

Figure 2 shows that more than half of the teenagers (53,10% and 2,10%) experience moderate and high levels of depressive feelings. The depressive feelings felt at moderate and high level at teenagers are considered as negative and dysfunctional because these are associated with multiple emotional and behavioral problems, diminution of self-esteem and trust, defective socialization with the others (relatives and adults), as well as the loss of interest for learning and other activities [50]. The correlation coefficient between anxiety and the depressive feelings ($r = 0,358$, $p \leq 0,01$) confirms the existence of an interrelationship between anxiety and depressive feelings. Teenagers with a high level of anxiety have depressive feelings of pronounced intensity. Comparing the frequencies for depressive feelings depending on the dimensions gender for the high level of depressive feelings we will emphasize that teenagers are characterized by higher frequencies (7,90%) while the teenagers' frequencies are: 2,80%. Even though there are no gender differences in manifesting the depressive feelings at teenagers, the teenage girls have an obvious higher frequency for depressive feelings than the teenage boys. We will associate the worse disposition and despair feelings of teenage girls with a higher vulnerability at biological aging and psychosocial changes. The depressive feelings of teenage girls can be caused by different life experiences in front of which they feel overwhelmed [50]. The investigation of the method for the manifestation of high level of depressive feelings at teenagers depending on the dimension age allows us to emphasize the following: it is predominant at teenagers of 16 – 17 years (10%) while 1,10% of the teenagers of 14 – 15 years and 4,50% of the teenagers of 18 – 19 years present this level. The experience of intense depressive feelings is characteristic to teenagers of 16 – 17 years. Thus, the results concerning the depressive feelings, depending on the dimension age can report to those established for anxiety [50].

Together with the negative emotions at teenagers, we have examined their psychological correlations: aggressivity and types of manifestations of aggressivity. To investigate the aggressivity and types of manifestation of aggressivity (physical aggressivity, indirect aggressivity, negativism, suspicion, irritability and oral aggressivity) at teenagers, we have administered the *Self–appreciation of psychic feelings Eysenck test* and the *Hostility inventory by A. Buss and A. Darkee*.

Figure 3 presents the frequency of teenagers for aggressivity and types of manifestation of aggressivity.

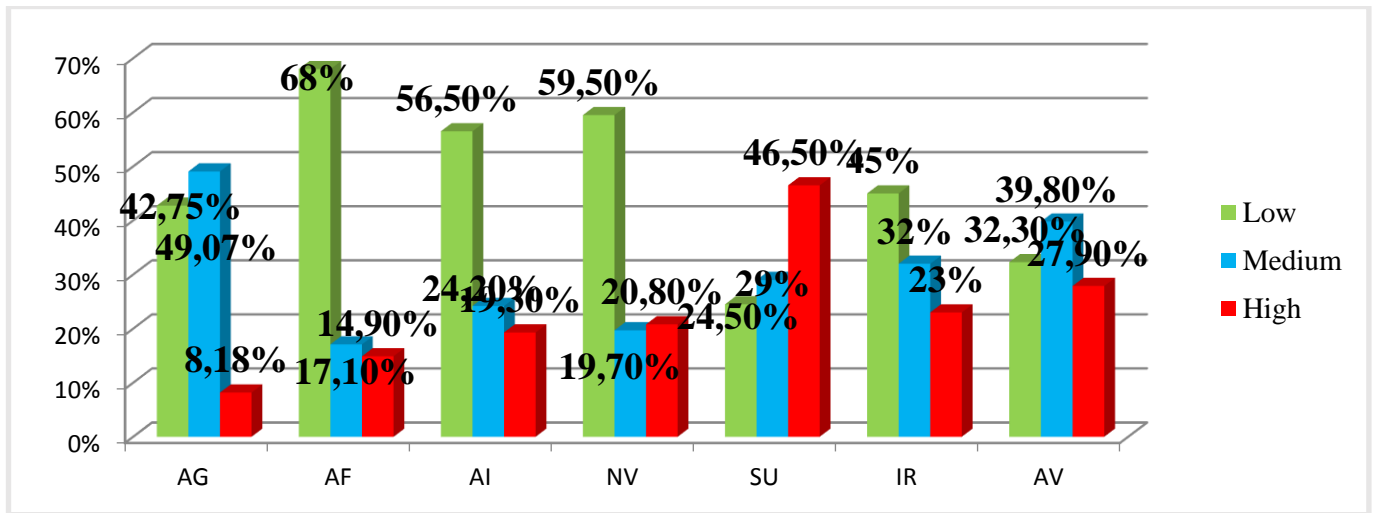


Fig. 3. Distribution of results concerning the variable aggressivity and types of manifestation of aggressivity at teenagers

49,07% and 8,18% of teenagers have a moderate and high level of aggressivity. Behaviors, attitudes and aggressive words expressed by teenagers open or in a more insidious manner can start as a replica, a more active aggressivity. We signal that aggressive teenagers are cruel, often avoid responsibilities, defy easily the authority, violate social rules, they control themselves difficulty. Referring to the sphere of relationships we will emphasize: conflicts with those around them, hostile interpersonal relationships, a low affection for relatives and family. We emphasize the presence of relationships between negative emotions (anxiety and frustration) and aggressivity ($r = 0,658$, $p \leq 0,01$ and $r = 0,310$, $p \leq 0,01$). Teenagers who manifest such negative emotions as anxiety and frustration, accentuated aggressive reactions are embedded in their emotional sphere [48].

Concerning the moderate and high levels of physical aggressivity, we find that these are met at 17,10% and 14,90% of teenagers. In the teenagers' behaviors, the following obstruction and dangerous reactions can be found: hits with palm, fist or leg, slamming certain objects, thrusts and smash against the walls of relatives. Also, we certify the existence of a relationship between aggressivity and physical aggressivity supported by the coefficient of correlation ($r = 0,327$, $p \leq 0,01$). From those presented, we will conceptualize that teenagers with accentuated aggressive behaviors prove physical aggressivity. After the T – Student test, we identify significant statistic differences for physical aggressivity between teenagers of 14 – 15 years ($M = 1,54$) and the results of teenagers of 18 – 19 years ($M = 1,30$), ($T = 2,29$, $p \leq 0,05$) with a higher average among the teenagers of 14 – 15 years and between the results of teenagers of 16 – 17 years ($M = 1,55$) and the results of teenagers of 18 – 19 years ($M = 1,30$) ($T = 2,29$, $p \leq 0,05$) and those of 16 – 17 years prove a more accentuated physical aggressivity level in comparison with their peers of 18 – 19 years. For the emphasized statistic differences, we will enunciate the following explanations: teenagers of 14 – 15 years and those of 16 – 17 years are still in full development and aging process for the emotional sphere and personality, not having completely developed the expression and management of reactions and negative behaviors mechanism, among which physical aggressivity.

Referring to the teenagers with obvious indirect aggressivity (24,20% and 19,30%), we will emphasize that these prove a manipulating behavior which is intended to damage and be to the detriment of social relationships or relationships with a group. Very frequently in the behavior of teenagers, the following reactions can be found: spread of false information, gossips, rumors, exclusion of certain peers from the communication circle and from common activities, as well as intimidation, rejection and ignoring of a person. The manifestation of aggressivity indirectly diminishes the responsibility and guiltiness feelings for those done. The calculation of correlations proves the existence of interrelationships between negative emotions (anxiety, anxiety (Taylor), depressive feelings) and indirect aggressivity ($r = 0,304$, $p \leq 0,01$, $r = 0,434$, $p \leq 0,01$ and $r = 0,400$, $p \leq 0,01$). Teenagers who live negative emotions, meaning experience an intense level of anxiety and depressive feelings use indirect aggressivity reactions.

Together with the already characterized aggressivity types, teenagers manifest negativism (moderate and high level of negativism: 19,70% and 20,80%). At teenagers with accentuate negativism, we note the following particularities: irritability, stubbornness, distrust and increased anxiety, permanent conflicts, difficulties in communication and interaction with those around them or isolation, a rare will to compromise, as well as the refusal to fulfill the parents' requirements or exigencies and duties of professors. Also, we will emphasize the existence of inter-relationships between aggressivity and negativism and between physical aggressivity and negativism, fact confirmed by obtained correlation coefficients ($r = 0,361$, $p \leq 0,01$ and $r = 0,347$ and $p \leq 0,01$). We will mention that teenagers with a high level of aggressivity and physical aggressivity have frequent negativism reactions.

A good part of teenagers (29% and 46,50%) have a moderate and high level of suspicion. At teenagers who characterize themselves by suspicion, we identify unfavorable features: agitation, fears, concern, obsessions. Moreover, we emphasize at these teenagers the avoidance of certain locations or persons, limitation of communication, inconsistency in actions. We emphasize interrelationships between negative emotions (anxiety and resentment) and suspicion, facts confirmed by the correlation coefficients and significance thresholds ($r = 0,432$, $p \leq 0,01$ and $r = 0,307$ and $p \leq 0,01$). We will say that at teenagers who have negative emotions (anxiety and resentment), we discover intense suspicion. Statistically, after the T-student test, we obtain significant differences for suspicion between the results of teenagers at 16 – 17 years ($M = 2,37$) and teenagers of 18 – 19 years ($M = 2,04$) ($T = 2,78$, $p \leq 0,05$) with a higher average for teenagers of 16 – 17 years. The results reveal us that teenagers of 16 – 17 years are more suspicious than teenagers of 18 – 19 years. The results for suspicion are similar to those for anxiety, depressive feelings, aggressivity and physical aggressivity. We consider that the intense suspicion of teenagers of 16 – 17 years is conditioned by the same factors which determine the manifestation of other negative emotions and their psychological correlations.

More than half of the teenagers prove a moderate and high level of irritability (32% and 23%). Excessive irritability at teenagers lead to unusual and impulsive behaviors, as well as to exaggerate frustration. Teenagers can manifest irritability in the relationships with those around them, mainly when

they feel anxiety, depressive feelings or stress. Thus, irritability can affect the teenagers' relationships. The correlation coefficients confirm the existence of relationships between negative emotions (Taylor anxiety and rigidity) and irritability ($r = 0,322, p \leq 0,01, r = 0,317, p \leq 0,01$) and between the aggressivity and types of aggressivity (physical aggressivity, indirect aggressivity and negativism) and irritability ($r = 0,333, p \leq 0,01, r = 0,364, p \leq 0,01, r = 0,408, p \leq 0,01$ and $r = 0,358, p \leq 0,01$). Teenagers who experience negative emotions (anxiety and rigidity) are tending to feel irritability. Also, we will emphasize that teenagers who prove aggressivity, physical aggressivity, indirect aggressivity and negativism are characterized by irritability. After the T – student test, we identify significant statistic differences for irritability between the results of teenagers of 14 – 15 years ($M = 1,70$) and results of teenagers of 16 – 17 years ($M = 1,94$) ($T = 2,035, p \leq 0,05$) with the average for teenagers of 16 – 17 years. We will note here, that certain teenagers of 16 – 17 years prove a higher level of irritability. The data obtained for irritability are registered in the negative psycho-emotional feelings characteristic to teenagers of 16 – 17 years in which anxiety, depressive feelings, as well as their psychological correlations (aggressivity, physical aggressivity and suspicion). Irritability of teenagers of 16 – 17 years can be conceptualized by the modifications of adolescence emphasized previously for negative emotions, and their psychological correlations (aggressivity and types of aggressivity).

More than half of the teenagers (39,80% and 27,90%) prove a moderate and high level of oral aggressivity. The oral aggressivity has damaging consequences, as well as physical aggressivity: hurting the feelings of those from around us, irritability, anger and damaging of relationships. The intense the oral aggressivity is, the more the conflicts evolve. We have emphasized the presence of interrelationships between aggressivity and types of aggressivity (indirect aggressivity and negativism) and oral aggressivity ($r = 0,397, p \leq 0,01, r = 0,343, p \leq 0,01$ and $r = 0,304, p \leq 0,01$). The conceptualization concerning aggressivity and types of aggressivity (indirect aggressivity and negativism) at teenagers are completed by the presence of oral aggressivity at them. The statistic study of teenagers' results for oral aggressivity after the T-student test allows us to emphasize significant differences between the teenagers' results of 14 – 15 years ($M = 2,03$) and results of teenagers of 18 – 19 years ($M = 1,79$) ($T = 2,024, p \leq 0,05$) with a higher average at the teenagers of 14 – 15 years and the results of teenagers of 16 – 17 years ($M = 2,04$) and the results of teenagers of 18 – 19 years ($M = 1,79$) ($T = 2,216, p \leq 0,05$) with a higher average at teenagers of 16 – 17 years. Teenagers of 14 – 15 years and those of 16 – 17 years have a more accentuated oral aggressivity. We will explain this findings by the fact that the beginning and middle of adolescence are marked by the maintenance of an agitation, impulsivity feelings, frequent moments of irritability, expressed in communication and in the relationships with those around them, all due to the life changes [44].

Together with the psychological correlations of negative emotions: aggressivity and types of aggressivity (physical aggressivity, indirect aggressivity, negativism, suspicion, irritability and oral aggressivity), we have investigated another dimension at teenagers, namely stress. To investigate the levels

for the manifestation of stress at teenagers, we have administered on the entire batch of teenagers the *Levenstein stress perception scale*.

We will present the frequencies for the low, moderate and intense level of stress at teenagers (figure 4).

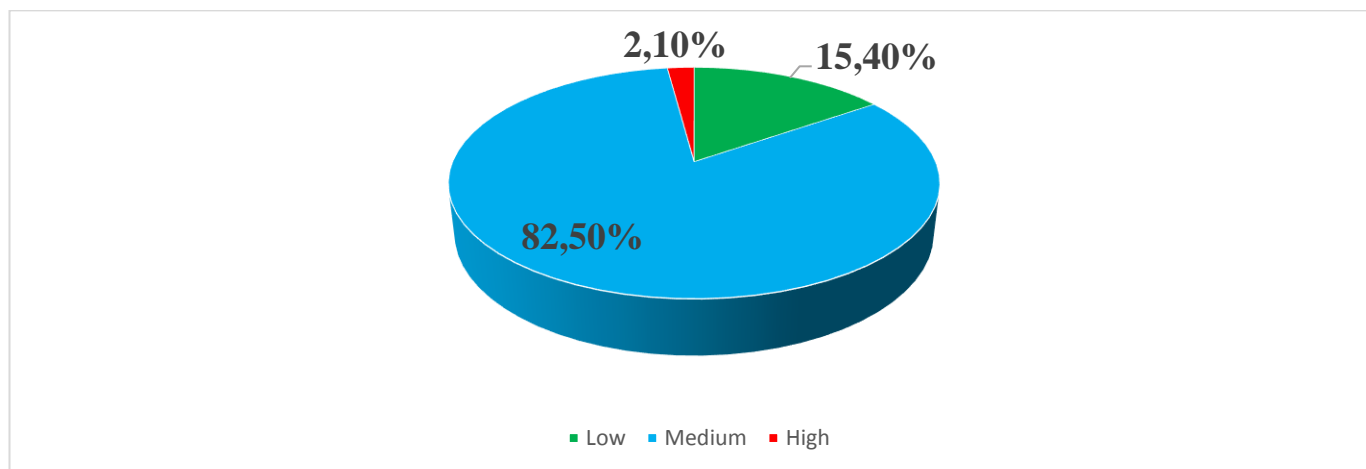


Fig. 4. Distribution of results concerning the variable stress at teenagers

We note that for us, it is the existence of a large number of teenagers with moderate and intense level of stress (82,50% and 2,10%). Intense stress experienced by teenagers can have negative consequences both for short – term and long – term and can damage the emotional sphere and spirit. Thus, stress can have effects on the school learning, self-image and self-esteem and group relationships at teenagers. We have certified the existence of four correlation coefficients between negative emotions (anxiety and guiltiness) and stress ($r = 0,412, p \leq 0,01$ and $r=0,389, p \leq 0,01$) and between the types of aggressivity (suspicion and irritability) and stress ($r=0,506, p \leq 0,01$ și $r=0,453, p \leq 0,01$). The emphasized interrelationships allow us to enunciate the following finding for teenagers: prolonged negative emotions (anxiety and guiltiness) as well as intense manifestation of aggressivity (suspicion and irritability) can cause stress [37, 49].

The integrated approach of negative emotions and their psychological correlations is possible by the study of personality features. The personality features at teenagers have been examined by the administration of *FPI personality inventory HB Form*. The averages for personality features at teenagers are presented in figure 5.

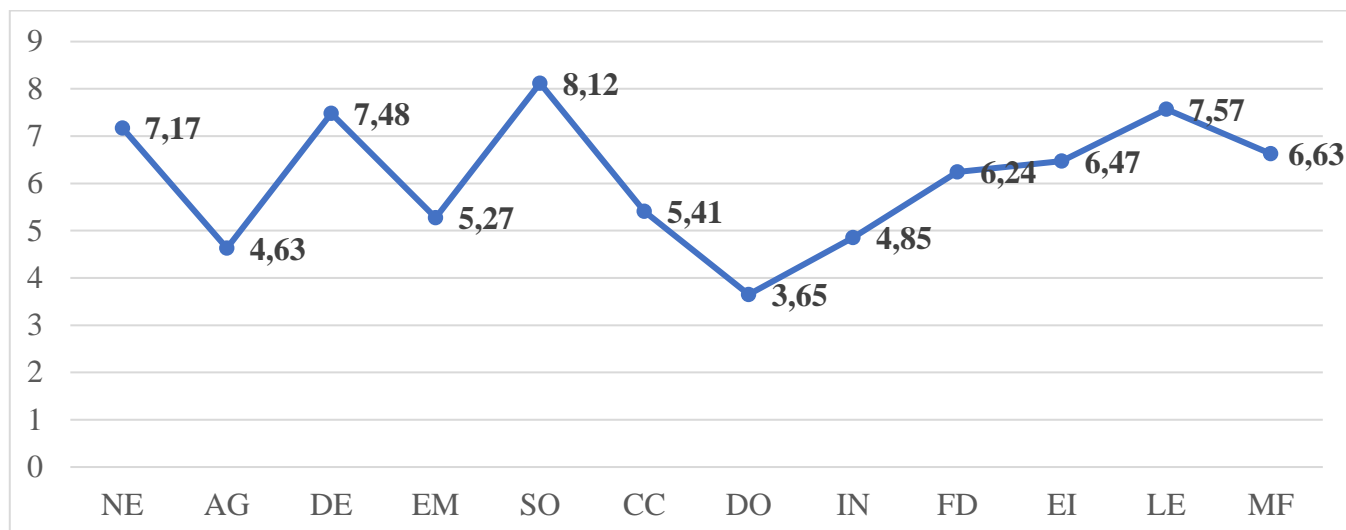


Figure 5. Averages for the personality features at teenagers

According to the exposed averages, we will emphasize the most pronounced and obvious personality features characteristic to teenagers: sociability, emotional instability, depression and neurosis. More detailed, we will characterize the personality of teenagers. Teenagers are sociable, active, talkative, establish easily friends. Also, we emphasize at the teenagers from the research sample, the unstable disposition or indisposition or high fluctuations in disposition, sadness, irritability, agitation, tension, anxiety, with the feeling of an undefined danger, apathy, guilty feelings, discontent and self – reproach. We have emphasized interrelationship between negative emotions (anxiety and depressive feelings) and personality features (neurosis, emotional instability and inhibition) ($r=0,652$, $p\leq 0,01$, $r=0,527$, $p\leq 0,01$, $r=0,358$, $p\leq 0,01$, $r=0,321$, $p\leq 0,01$), as well as between the psychological correlation of negative emotions (aggressivity, types of manifestation of aggressivity: indirect aggressivity, negativism and irritability) and personality features (emotivity, neurosis, inhibition, emotional instability, domination and depression) ($r=0,300$, $p\leq 0,01$, $r=0,426$, $p\leq 0,01$, $r=0,336$, $p\leq 0,01$, $r=0,373$, $p\leq 0,01$, $r=0,313$, $p\leq 0,01$, $r=0,319$, $p\leq 0,01$, $r=0,390$, $p\leq 0,01$, $r=0,347$, $p\leq 0,01$, $r=0,350$, $p\leq 0,01$). Teenagers who live negative emotions (anxiety and depressive feelings) differentiate itself by the following personality features: neurosis, emotional instability and inhibition. Teenagers who prove aggressivity and some types of manifestation of aggressivity (indirect aggressivity, negativism and irritability) embed in the personality profile psychological dimensions such as: emotivity, neurosis, inhibition, emotional instability, domination and depression.

Chapter 3 „**DIMINUTION OF NEGATIVE EMOTIONS AND THEIR PSYCHOLOGICAL CORRELATIONS AT TEENAGERS**” includes the description of formative experiment designed and performed mentioning the purpose, hypothesis, objectives and principles of work with teenagers. Chapter 3 contains the presentation of results of diminution of negative emotions and their psychological correlations at teenagers by analysis and comparisons on many directions: comparisons between the test and retest experimental group, comparisons between the test and retest control group and comparisons between the retest experimental group and the retest control group.

For the formative experiment, we have launched the following purpose: *drafting and implementation of a program of psychological intervention oriented towards the diminution of negative emotions.*

Corresponding to the purpose of formative experiment, we enunciate the following **hypothesis for this part of research**: *we presuppose that by a program of psychological interventions we can diminish the negative emotions and psychological correlations of negative emotions at teenagers.*

The objectives of the program for psychological interventions drafted for the diminution of negative emotions and their psychological correlations at teenagers are: 1) development of identification, recognition, awareness, management, adjustment of negative emotions and their psychological correlations by personal development, self – cognition, self – trust, learning of new models of reaction and behaviors (positive, happy, optimist, harmonious, proactive, independent, responsible), development of communication skills and efficient and empathic interrelationship and 2) removal of tensions and psycho-emotional tension by practicing and exercising relaxation and meditation techniques.

The program of the psychological interventions has been conceptualized having as fundamentals the following principles: *therapeutic relationship: psychologist – teenager, observing the individual particularities of each teenager, personality of psychologist, transfer, modelling, principle of guidance, promotion of a positive group atmosphere, establishment of some common group objectives* [47].

The program of psychological intervention has had as basis the techniques, models and features of cognitive – behavioral therapy. It has been considered as opportune and beneficial the choice of this type of therapy, for the program of psychological interventions, as accurate for the diminution of negative emotions and their psychological correlations.

In the program of psychological interventions oriented towards the diminution of negative emotions and their psychological correlations, 24 teenagers haven added: 12 teenagers have created the experimental group and 12 teenagers have created the control group. 16 sessions of 60 – 90 minutes each have been designed and implemented, and 1 – 2 a week for 3,5 months.

The evaluation of efficiency of the program for psychological interventions has been done by the comparison of teenagers' results on three directions: averages of teenagers from the test and retest experimental group, averages of teenagers from the test and retest control group and averages of teenagers from the retest experimental group with the averages of teenagers from the retest control group.

We will present the efficiency of the psychological intervention program oriented to the diminution of negative emotions and of their psychological correlations based on the presentation of averages for negative emotions (anxiety, depressive feelings, guilt, resentment, frustration and rigidity), their psychological correlations (aggressivity, types of manifestation of aggressivity and stress) and the personality features **at teenagers from GE test and GE retest.**

The average for anxiety (*Self-appreciation of Eysenck psychic conditions – test and Taylor anxiety manifestation scale*) and the depressive status of teenagers from GE are in figure 6.

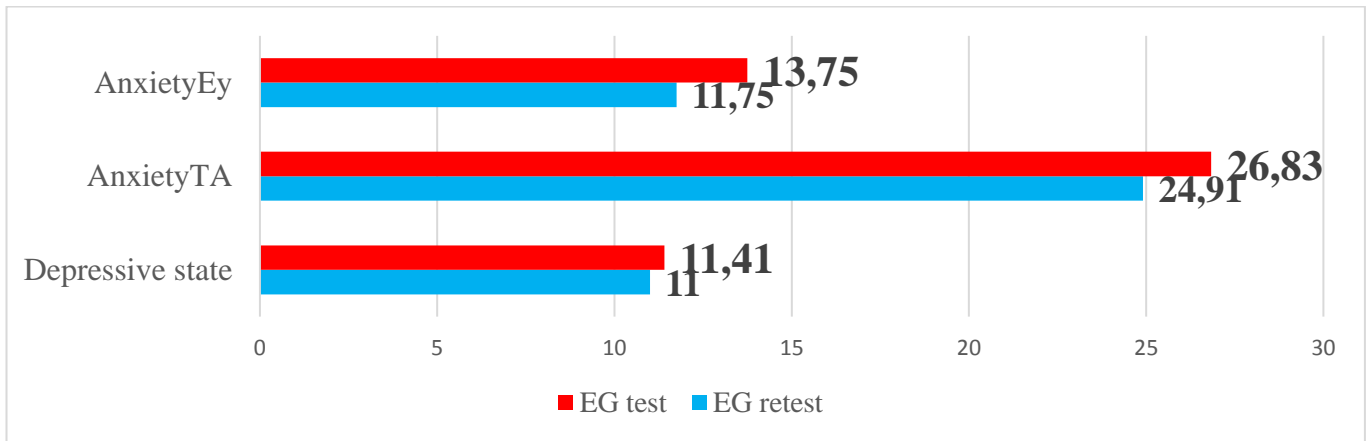


Fig. 6. Averages for anxiety and depressive feelings at adolescence from the test and retest experimental group

Upon the repeated evaluation of anxiety at teenagers, we certify lower averages among teenagers from retest GE. Thus, the averages for anxiety (*Self-appreciation of Eysenck psychic conditions test*) and teenagers from retest and test GE are: 11,75 (um) and 13,75 (um). The averages for anxiety (Scale for manifestation and anxiety Taylor) obtained by teenagers from retest GE 24,91 (um) and those of GE test 26,83 (um). According to the Wilcoxon test, significant differences are registered for anxiety (*Self-appreciation of Eysenck psychic conditions test* and Scale for manifestation and anxiety Taylor between the results of teenagers from GE test and the result of teenagers from GE retest ($Z=-2,546$, $p\leq 0,05$, $Z=-2,68$, $p\leq 0,05$). The diminution of anxiety at teenagers is conditioned by the inclusion of teenagers in the formative experiment. The self-cognition, exposure to problematic situations, modelling, resolution of problems, relaxation and meditation, as well as technique for control of breathing have conditioned that teenagers become more quiet, calm, balanced and temperate, as well as more relaxed from psycho-emotion point of view [47]. Accordint to the exposed averages from the same figure, we emphasize that a lower average (11 um) is more particular to the teenagers from GE retest in comparison with the average obtained by them in the situation of test (11,41 um). Even though we certify a difference between the average of teenagers, these are not significant statistic, fact which allow us to mention that the program of psychological interventions must be extended as duration of time and test that it is applied to ages predecessor of adolescence [47].

Averages for negative emotions: guilt, resentment, frustration and rigidity (Hostility inventory by A. Buss and A. Darkee and Self-appreciation of psychic feelings Eysenck test) are illustrated in figure 7.

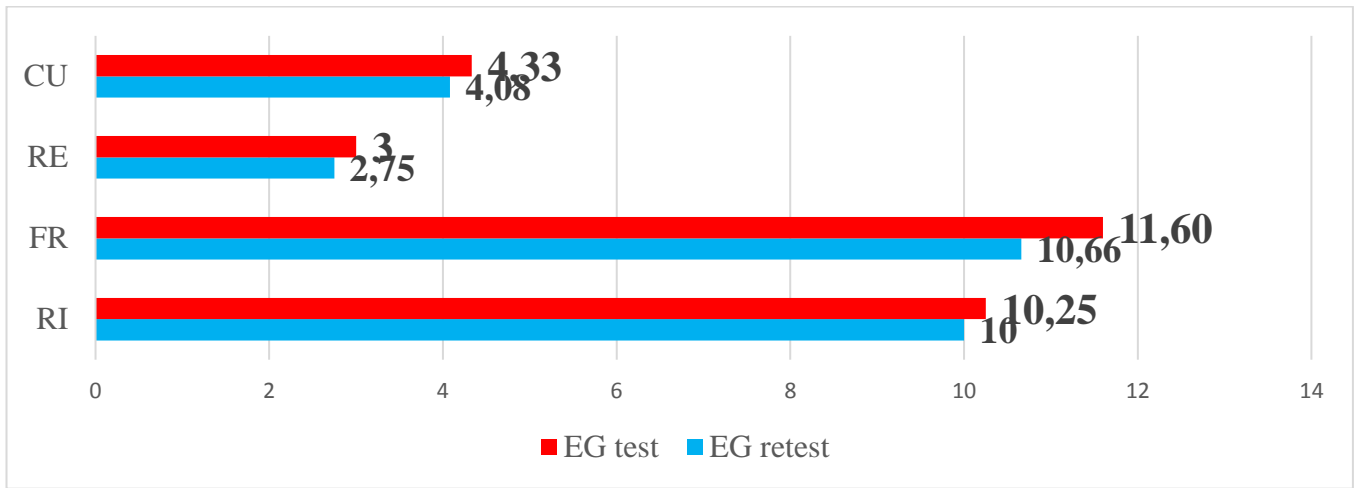


Fig. 7. Averages for guilt, resentment, frustration and rigidity at adolescence from the test and retest experimental group

For guilt, a smaller average is registered among retest GE teenagers (4,08 um) in comparison with GE test teenagers (4,33 um). At resentment, teenagers from GE retest are characterized by average 2,75 (um), their average is 3 (um) in the situation of test). We note positive changes at teenagers, whereas changes are significant we will emphasize about the necessity of involving teenagers in programs of psychological interventions from early ages [47]. For frustration, teenagers from GE retest obtain an average of 10,66 (um), while their initial average is 11,60 (um). At rigidity, the averages of teenagers from GE retest and GE test are the following: (10 um) and 10,25 um). And for frustration and rigidity we will score those exposed previously in the case of depressive feelings, guilt and resentment [47].

We continue with the exposure of averages for the psychological corrections of negative emotions (agresivity and types of manifestation for aggressivity) at teenagers from GE test and GE retest. The averages for aggressivity and types of manifestation of aggressivity (self-appreciation of psychic feelings Eysenck test and Hostility inventory by A. Buss and A. Darkee) at teenagers from GE test and GE retest can be viewed in figure 8.

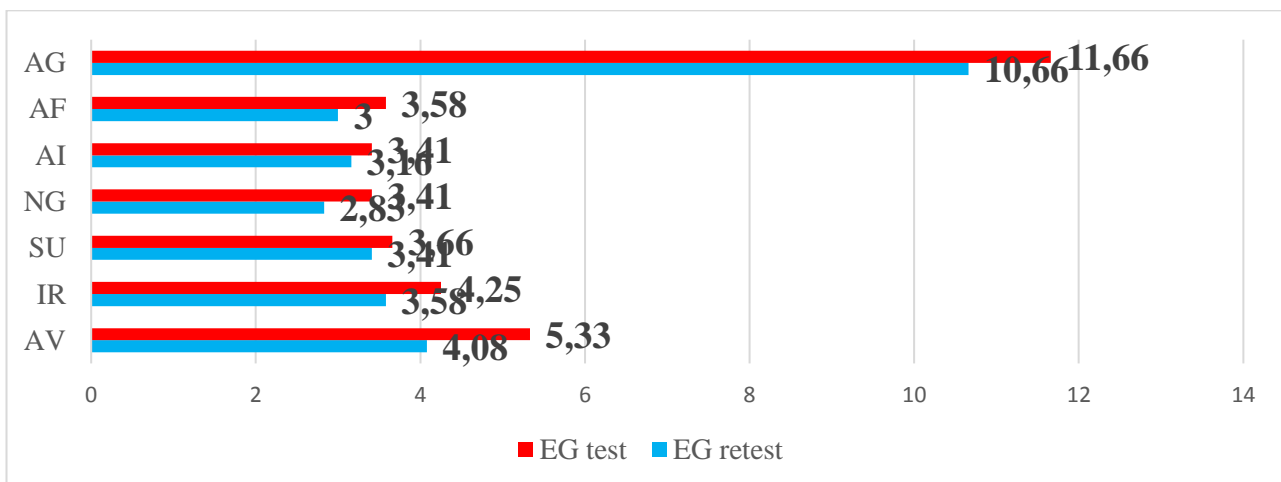


Fig. 8. Averages for aggressivity and types of manifestation of aggressivity at teenagers from the test and retest experimental group

According to figure 8 we will mention that teenagers from GE test and retest have different averages for aggressivity. Teenagers from GE retest obtain a lower average (10,66 um) in comparison with what has been registered until the formative experiment (11.66 um). At the same time, we note significant statistic differences after Wilcoxon test between the results of teenagers from GE test and retest ($Z=-2,456$, $p\leq 0,05$). The diminution of aggressivity at teenagers is caused within the conditions of formative experiment which has as content activities of exposure to problematic situations, techniques of efficient communication, modeling, resolution of problems, as well as techniques of relaxation and meditation by which teenagers have learnt to manifest positive, happy, optimist and harmonious behaviors contrary to those proved previously. Also, we underline that changes registered at teenagers from GE retest are not constant and long – term behaviors [47]. For physical aggressivity at teenagers from GE retest, we certify a diminution of average until 3 (um) from 3.58 (um) (GE test). In the case of indirect aggressivity, the average of teenagers in the retest situation is 3,16 (um) lower than the average emphasized at them in the phase of initial test (3,41 um). For negativism, the average of teenagers GE are: 3.41 (UM) – GE retest and 2.83 (um) – GE test. Even though average differences are characteristic for all types of aggressivity, the significant statistic differences after Wilcoxon test, we establish only for physical aggressivity and negativism between the results of teenagers from GE test and results of teenagers from GE retest ($Z=-2,646$, $p\leq 0,05$ și $Z=-2,646$, $p\leq 0,05$). We explain the differences in physical aggressivity and negativism as due to the program of psychological interventions. Thus, teenagers by the techniques from the program learn to prove more self – control, patience, balance, good, empathy and positive attitude, understanding for the others [47]. And for the following types of manifestation of aggressivity: suspicion, irritability and oral aggressivity we see smaller averages at teenagers from GE retest in comparison with the averages from the same teenagers in the testing situation. At suspicion the average of teenagers from GE retest: 3.41 (um) while the average of teenagers from GE test: 3.66 (um). For irritability, the average of teenagers from GE retest is 3,58 (um) and the average of teenagers from GE test is 4.25 (um). For oral aggressivity the average of teenagers from GE retest: 4.08 (um) while the average has been 5.33 (um) GE test. Statistic after the Wilcoxon test, we note significant differences for irritability and oral aggressivity between teenagers from Ge tst and the results of teenagers from GE retest ($Z=-2,82$, $p\leq 0,05$, $Z=-2,719$, $p\leq 0,05$). The modifications occurred during the manifestation of irritability and oral aggressivity are conditioned by the program of psychological interventions. We motivate that by the varied activities and techniques teenagers have exercised and learned to express less brutal, not to prove impulsivity and not to react to the smallest challenge. In the behavior of teenagers we see the balance. Also, we want to emphasize that the program of psychological interventions has contained efficient communication techniques which have contributed to the development of communication skills and appropriation of harmonious and positive communication skills without gossip, scream, critics and threats [47].

Another psychological correlation of negative emotions is stress. The averages for stress (Levenstein Stress perception scale0 at teenagers from GE test and GE retest can be viewed in figure 9.

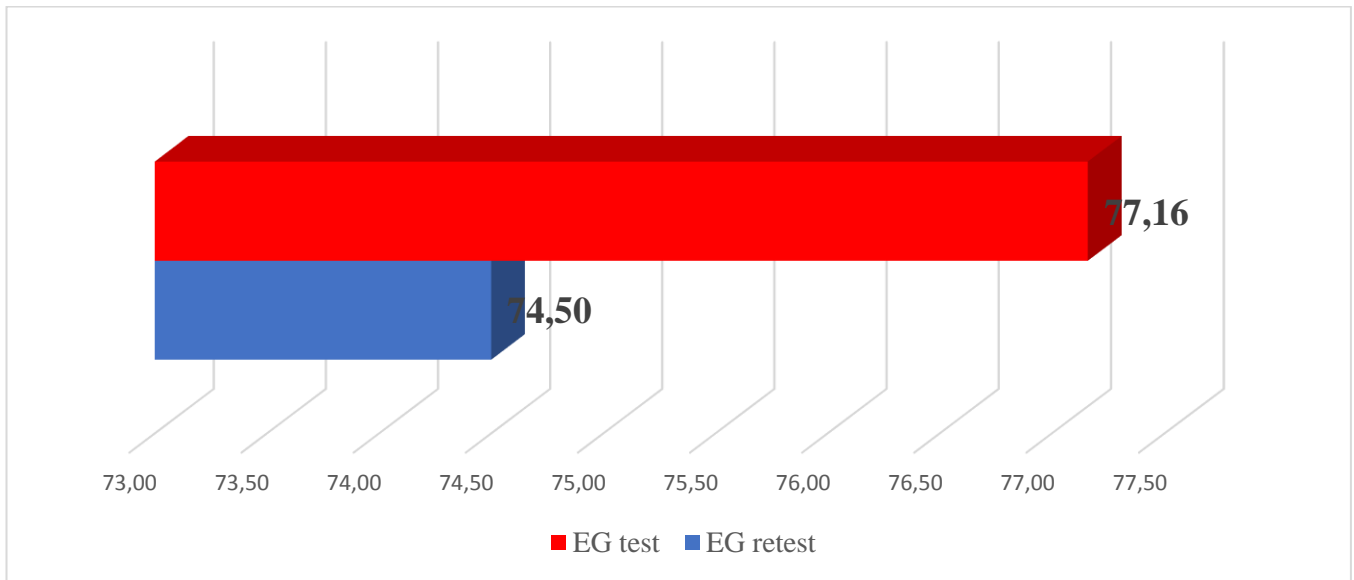


Fig. 9. Averages for stress at teenagers from the test and retest experimental group

For stress, teenagers from GE retest and test register the following averages: teenagers from GE retest (74,50 um) and those from test (77,16 um). After the Wilcoxon test for stress, we certify significant statistic differences between the results of teenagers from GE test and the results of teenagers from GE retest ($Z = -2,724$, $p \leq 0,05$). The lowering of stress level at teenagers will be explained by activities and techniques for the exposure to problematic situations, resolution of problems, cognitive restructuring of the program of psychological interventions. Thus, teenagers have learnt independent, responsible, positive and efficient behaviors in stressful situations, have practiced positive thinking and optimism. By practicing the relaxation techniques and meditation, teenagers have become more relaxed, calm, quiet [47].

Together with the negative emotions, their psychological correlations, we have investigated the modifications in the personality features (*FPI Personality inventory*) at teenagers from GE test and retest. The averages for neurosis, aggressivity, depression, emotivity, sociability, calm character, domination, inhibition, talkative, extraversion / introversion, emotional instability and masculinity / femininity at teenagers from GE test and retest are illustrated in Figure 10.

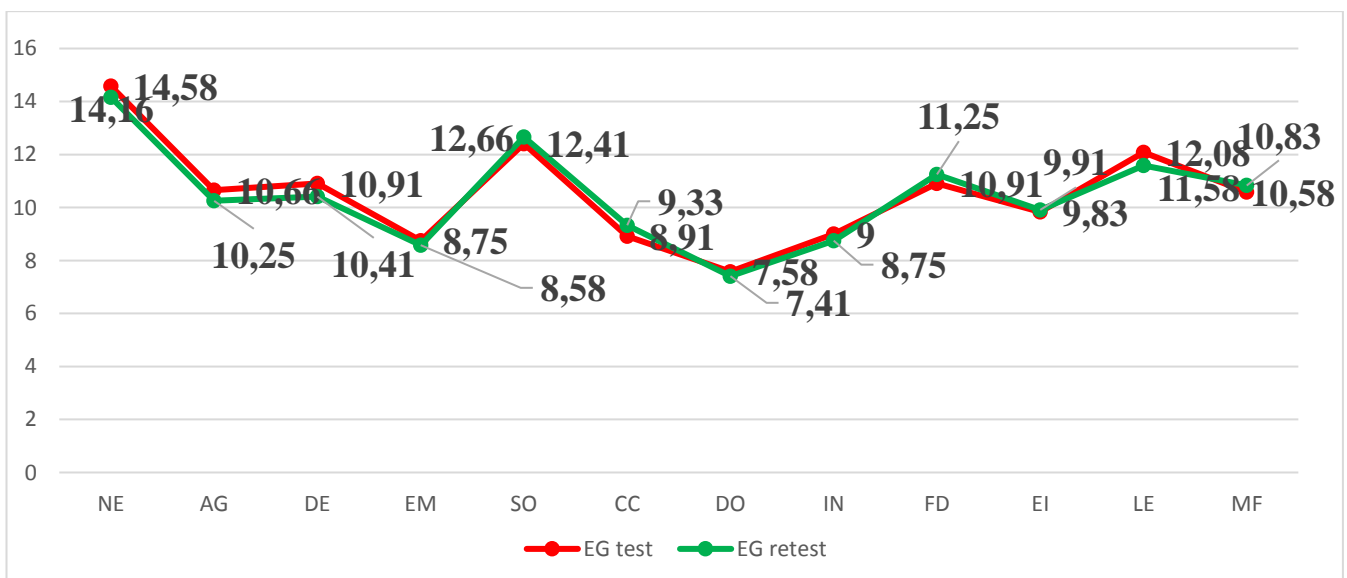


Fig. 10. Averages for the personality features at teenagers from test GE and retest

For teenagers from GE retest and test, close average are particular for the following personality features: emotivity (GE retest: 8,58 um, GE test: 8,75 um), sociability (GE retest: 12,66 um, GE test: 12,41 um), domination (GE retest: 7,41 um, GE test: 7,58 um), inhibition (GE retest: 8,75 um, GE test: 9 um), extraversion / introversion (GE retest: 9,91 um, GE test: 9,83 um) and masculinity / femininity (GE retest: 10,83 um, GE test: 10,58 um) [47].

The different averages at teenagers from GE retest and test are seen for the following personality features: neurosis (GE retest: 14,16 um, GE test: 14,58 um), aggressivity (GE retest: 10,25 um, GE test: 10,66 um), depression (GE retest: 10,41 um, GE test: 10,91 um), calm character (retest: 9,33 um, GE test: 8,91 um), talkative (GE retest: 11,25 um, GE test: 10,91 um) and emotional instability (GE retest: 11,58 um, GE test: 12,08 um). Statistically, after the Wilcoxon test, we establish significant differences for neurosis ($Z = 2,36$, $p \leq 0,05$), aggressivity ($Z = 2,236$, $p \leq 0,05$), calm character ($Z = -2,236$, $p \leq 0,05$), talkative ($Z = -2$, $p \leq 0,05$) and emotional instability ($Z = -2,121$, $p \leq 0,05$) between the results of teenagers from GE test and results of teenagers from GE retest. The modifications in the manifestation method of personality features are due to the modifications occurred in the negative emotions and their psychological correlations [47].

GENERAL CONCLUSIONS AND RECOMMENDATIONS

The paper has been directed for research of the specificity of negative emotions, their psychological correlations and personality features at teenagers, as well as drafting and implementation of a program for psychological interventions oriented to the diminution of negative emotions.

As conclusions for the experimental research for finding and formative, we will emphasize the following:

1. Emotion is a vast and complex psychological phenomenon which is presented as an affective living, psychic / mental condition which starts as a result to certain outside and / or inside circumstance with different force and duration. All emotions are related to physiological and psychological changes which are reflected in conduct. Emotions described the attitudes of people towards those surrounding him and towards the world around him. Emotions are related to the psychic processes and personality and are responsible for adaptation, involvement in action and interpersonal relationships cannot be conceived without emotions. **We have defined dysfunctional negative emotions** as emotional feelings with accentuated intensity and prolonged during of time which determine solid suffering by alarming, sad, discouraging, demobilizing and obstructed thoughts, avoidance of certain actions, doubts in taking decisions, diminution or absence of motivation, a careful communication and distance from people. The experience of dysfunctional negative emotions influences the emotional and mental wellbeing. The negative emotions can be accompanied by moods, feelings and behaviors such as: aggressivity and stress.
2. Anxiety and depression are dysfunctional negative emotions. Anxiety is a psychological phenomenon which can be approached and defined as a low emotional condition or as a constant personality feature.

Anxiety is accompanied by nervousness, vague fears, care, overdrive, tension and suffering. Depression is a vast psychological entity which is delimited as a low spirit disposition, or as a disorder of affectivity which embeds psychological pain, demoralization, tiredness, extenuation, distrust, lack of interest for daily activities, detachment, distance and lack of vivacity. **The terms of psychological correlations are understood as dimensions / psychological conditions which are related to dependence, association and tangency with negative emotions.** The psychological correlations of negative emotions (anxiety and depression) are aggressivity and stress. We give aggressivity the significance of: reaction, conduct or personality feature of the individual which can cause damages and injuries. Aggressivity can take many methods of manifestation: physical aggressivity, oral aggressivity, irritability, negativism and suspicion. Referring to stress, we will outline that it is a vast psychosocial phenomenon which is determined by conditions with external or internal negative meaning. The experience and living of stress have as effects: tension, pressure, agitation, nervousness, frustration, aggressivity, depression, etc.

3. **Teenagers have the following negative emotions:** *anxiety, depression, culpability, resentment, frustration and rigidity.* From the listed emotions, the strongest as intensity are: **culpability, anxiety and rigidity.** Living the negative emotions as we consider it as dysfunctional which influence the wellbeing and mental health. Both at teenage boys and teenage girls, we emphasize the same negative emotional experiences: culpability, anxiety and rigidity. For anxiety, we find gender differences, such that anxiety predominates at teenage girls. We the predominant anxiety at teenage girls by the particularities of teenage when they are more sensitive. During the teenage years, different negative emotions characterize its subperiods: emotional sphere of teenagers of 14 – 15 years is contoured by culpability, anxiety and resentment, of 16 – 17 years by culpability, anxiety and rigidity, while at 18 – 19 years the dominant emotional experiences are: culpability, rigidity and anxiety. Age differences are seen for anxiety and rigidity. Anxiety contours the emotional image at teenagers of 16 – 17 years, and rigidity at teenagers of 18 – 19 years. The emotional manifestation result from the biological, psychic and social specificity which characterizes the final phases of teenage years and the beginning ones for adults.
4. **The expression of an emotion with negative feature determines the presence of the others.** The affective sphere of teenagers with anxiety contains the living of depressive feelings, frustration and rigidity. In the emotional manifestations of teenagers with accentuated level of frustration we identify the resentment and rigidity.
5. **The image of emotions with negative valence at teenagers is completed by the following psychological correlations:** *aggressivity, types of manifestations for aggressivity (physical aggressivity, indirect aggressivity, negativism, suspicion, irritability, oral aggressivity) and stress.* From the psychological correlations mentioned above, the most intense ones at teenagers are the experience of **suspicion, oral aggressivity, irritability and negativism.** The emotional sphere of

teenage boys is completed by suspicion, oral aggressivity and negativism, and for teenage girls: suspicion, indirect aggressivity, irritability and oral aggressivity. According to the highlighted gender differences, indirect aggression predominates in teenage girls. We hypothesize that adolescent girl' s indirect aggression is conditioned by gender characteristics. During adolescence, adolescents of different ages are characterized by arouse psychological correlates of negative emotions: at 14-15 years: suspicion, verbal aggression and negativism; for 16-17 years –old: suspicion, irritability and verbal aggression; and for 18-19 years old teenagers, the emotional sphere is defined by: suspicion, indirect aggression, negativism and verbal aggression. We note significant age differences for physical aggression, suspicion, irritability and verbal aggression. We note significant age differences for physical aggression, suspicion, irritability and verbal aggression. Physical aggression and verbal aggression are more strongly manifested in 14-15 years- old and 16-17 years- old teenagers; suspicion and irritability are more dominant in 16-17 years old teenagers. As arguments for these findings, we will point out the specifics of the adolescent age and the way of personality development:

6. Adolescent emotionality is characterized by the highlighted **interrelationship between negative emotions and their psychological correlates**. Negative emotions (anxiety, depressive states, guilt, resentment, frustration and rigidity) have as inherent characteristics manifestations of aggression, type of aggression and stress.
7. **The conceptualization of the emotional sphere in adolescents can be described and characterized by the highlighted interrelationship between negative emotions** (anxiety and depressive states) and **personality traits** (neuroticism, emotional lability and inhibition); and **between their psychological correlates** (aggression, indirect aggression, negativism and irritability) and **personality traits** (emotionality, neuroticism, inhibition, emotional lability, dominance and depression). Adolescents who manifest negative emotions and their psychological correlates are also characterized by important change in personality traits.
8. The presence of negative emotions and their psychological correlates in adolescents, produce changes in personality, generating the following distinct features: neuroticism, depression, emotionality, dominance, inhibition and emotional lability.
9. **Adolescent GE retests demonstrate changes in negative emotions their psychological correlates and personality traits**. In these teenagers we highlight a reduction in anxiety, physical aggression, negativism, irritability, verbal aggression and stress. Changes also occur in personality traits such as: neuroticism, aggressiveness, calmness, openness and emotional lability. The changes that occur are conditioned by the totality of techniques used for self- knowledge, effective communication, problem solving, as well as techniques foe exposure to problematic situations, modelling, cognitive restructuring, and relaxation and meditation techniques. After the program of psychological interventions, adolescents are able to manage, direct and regulate the experienced negative emotions

and their psychological correlates; they have developed improved behavioral skills and reactions: positive, happy, optimistic, harmonious, independent and responsible

10. The administration of a program to reduce negative emotions and their psychological correlates in adolescents has beneficial, favorable and propitious effects on the development of the emotional sphere, and the personality.

Recommendations for implementation:

The psychodiagnostic methods described and administered can be used by psychologists, psychological counselors and psychotherapists in diagnosing the emotional sphere and personality at different ages.

The program of psychological interventions aimed at reducing negative emotions can be used by specialists in order to reduce negative emotions in adolescents, as well as related problems;

The conclusions of the thesis, and the theoretical and applied information can be used by parents, teachers, psychologists and other specialists, by publishing a good practice guide.

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ADNOTARE

STANCIU Mirela, Emoțiile negative la adolescenți și modalități de diminuare

Teză de doctor în psihologie, Chișinău 2023

Structura tezei: Teza este constituită din: adnotări, lista abrevierilor, introducere, trei capitole, concluzii generale și recomandări, bibliografia din 232 de surse bibliografice; 7 anexe, 140 pagini de text de bază, 77 figuri și 16 tabele. Rezultatele obținute sunt publicate în 12 articole științifice.

Cuvinte-cheie: emoții negative, corelate psihologice ale emoțiilor negative, trăsături de personalitate, vârsta adolescență.

Domeniul de studiu: Psihologia dezvoltării, Psihologia adolescenților, Psihologia emoțiilor.

Scopul cercetării a constat în *studiul specificului emoțiilor negative, a corelatelor lor psihologice și a trăsăturilor de personalitate la adolescenți, precum și elaborarea și implementarea unui program de intervenții psihologice orientat la diminuarea emoțiilor negative.*

Obiectivele cercetării: obiective pentru cercetare: analiza literaturii de psihologie cu privire la emoții, emoții negative, vârsta adolescență, modalitățile de investigare a emoțiilor negative, precum și a metodelor, tehnicilor și procedurilor de diminuare a emoțiilor negative; stabilirea modalităților de manifestare a emoțiilor negative și a corelatelor lor psihologice la adolescenți în funcție de dimensiunea gen și vârstă; identificarea relațiilor dintre emoțiile negative, corelatele lor psihologice și trăsăturile de personalitate la adolescenți; elaborarea și implementarea unui program de intervenții psihologice orientat la diminuarea emoțiilor negative și a corelatelor lor psihologice la adolescenți; evaluarea eficienței programului de intervenții psihologice de diminuare a emoțiilor negative și a corelatelor lor psihologice la adolescenți.

Rezultatele obținute care contribuie la soluționarea problemei științifice importante constau în abordarea holistică a emoțiilor negative la adolescenți ce reiese din abordarea de gen și de vârstă, în explicarea manifestărilor corelatelor lor psihologice în dependență de gen și de vârstă și prin prisma evidențierii relațiilor între emoțiile negative, corelatele lor psihologice și trăsăturile de personalitate, fapte ce au constituit fundamentul pentru elaborarea și implementarea unui program de intervenții psihologice ce a contribuit la diminuarea emoțiilor negative.

Noutatea și originalitatea științifică a rezultatelor obținute rezidă din realizarea unui demers teoretico-experimental privind emoțiile negative și corelatele lor psihologice la adolescenți. S-a fundamentat un model psihodiagnostic pentru investigarea emoțiilor negative, a corelatelor lor psihologice și a trăsăturilor de personalitate la adolescenți. S-a identificat modul de manifestare și evoluție a emoțiilor negative pe tot parcursul vârstei adolescenței. S-a stabilit caracterul specific al emoțiilor negative și a corelatelor lor psihologice la adolescenți și adolescențe. Au fost evidențiate relațiile între emoțiile negative, corelatele lor psihologice și trăsăturile de personalitate la adolescenți. A fost elaborat și verificat experimental un model de intervenții psihologice orientat la diminuarea emoțiilor negative și a corelatelor psihologice ale acestora la adolescenți.

Semnificația teoretică a lucrării. Rezultatele cercetării teoretico-experimentale vin să completeze domeniile psihologia dezvoltării și psihologia educației cu cunoștințe actuale și cuprinzătoare cu privire la dezvoltarea sferei emoționale la adolescenți, la diferențele de gen și de vârstă în manifestarea emoțiilor negative și în corelatele psihologice ale acestora, precum și cu privire la interrelațiile dintre modul de manifestare a emoțiilor negative și particularitățile de personalitate la adolescenți. Rezultatele cercetării, explicațiile și legitățile expuse, precum și concluziile formulate sunt importante pentru reconceptualizarea și actualizarea compartimentului dedicat sferei emoționale și celei a personalității în contextul secvenței „Dezvoltarea psihosocială în adolescență” din cadrul disciplinei Psihologia dezvoltării.

Valoarea aplicativă a lucrării. Ideile și legitățile descrise în prezenta cercetare despre manifestarea emoțiilor negative, a corelatelor lor psihologice și interrelațiile emoțiilor negative cu corelatele lor psihologice și cu trăsăturile de personalitate pot fi întrebuințate ca repere în procesul de formare și dezvoltare a unei personalități armonioase. Modelul psihodiagnostic descris și validat experimental poate fi utilizat în investigarea sferei emoționale și a personalității la preadolescenți, adolescenți și tineri de către psihologii școlari, psihologii clinicieni și psihoterapeuți, etc. Programul de intervenții psihologice orientat la diminuarea emoțiilor negative și a corelatelor lor psihologice poate fi folosit atât pentru controlul și reducerea emoțiilor negative, cât și pentru alte dificultăți sau probleme din aria sferei emoționale și cea a personalității la preadolescenți, adolescenți și tineri de către psihologi, consilieri școlari, cadre didactice, psihoterapeuți, părinți și chiar adolescenți.

Implementarea rezultatelor științifice. Rezultatele cercetării teoretico-experimentale au fost implementate în procesul didactic de pregătire și formare a studenților în cadrul disciplinelor Psihologia dezvoltării, Psihologia personalității, Psihologia afectivității și a proceselor reglatorii, a masteranzilor și doctoranzilor la facultățile de psihologie din instituțiile superioare de învățământ și în cadrul cursurilor de formare continuă și seminarelor științifico-metodice cu psihologii, consilierii școlari și cadrele didactice.

ANNOTATION

STANCIU Mirela, Negative emotions in adolescence and ways of reduction. PhD thesis in Psychology, Chişinau 2023

Volume and structure of thesis: The thesis is composed of: annotations, list of abbreviations, introduction, three chapters, general conclusions and recommendations, references of 232 bibliographical sources; 7 annexes, 140 pages of basic text. The paper contains 77 figures and 16 tables. The obtained results are published in 12 scientific articles.

Keywords: negative emotions, psychological correlations of negative emotions, personality features, teenage.

Field of Study: Developmental Psychology, Adolescent Psychology, Psychology of Emotions.

The purpose of research consists of the *study of negative emotions specificity, their psychological correlations and personality features for teenagers, as well as drafting and implementation of a program of psychological interventions oriented towards the diminution of negative emotions.*

Research objectives: 1) analysis of psychology literature concerning emotions, negative emotions, teenage, methods for the investigation of negative emotions, as well as methods, techniques and procedures for the diminution of negative emotions; 2) establishment of methods for the manifestation of negative emotions and their psychological correlations at teenagers depending on the dimension gender and age; 3) identification of relationships between negative emotions and their psychological correlations and the personality features at teenagers; 4) drafting and implementation of a program of psychological interventions oriented to the diminution of negative emotions at teenagers; 5) evaluation of efficiency of program of psychological interventions for the diminution of negative emotions at teenagers.

The obtained results which contribute to the resolution of the important scientific problem consist of the holistic approach of negative emotions at teenagers which result from the gender and age approach, in explaining the manifestations of their psychological correlations in the dependence of gender and age and by the emphasis of interrelationships between negative emotions, their psychological correlations and the personality features, fact which has represented the basis for drafting and implementation of a psychological intervention program which has contributed to the diminution of negative emotions.

The scientific novelty and originality of the obtained results is in the performance of a theoretical – experimental proceeding concerning negative emotions and their psychological correlations at teenagers. A psycho-diagnosis model has been done for the investigation of negative emotions, of their psychological correlations and personality features at teenagers. The method of manifestation and evolution of negative emotions during the teenage period has been identified. The specific feature of negative emotions and their psychological correlations at teenagers and teenage girls has been established. The relationships between the negative emotions and personality features at teenagers have been emphasized. A model of psychological interventions oriented to the diminution of negative emotions at teenagers has been drafted and verified experimentally.

Theoretical significance of paper. The results of the theoretical – experimental research complete the fields of psychology of development and psychology of education with current and vast knowledges concerning the development of psycho-emotional sphere at teenagers, gender and age differences in the manifestation of negative emotions and their psychological correlations, as well as concerning the interrelationships between the method for the manifestation of negative emotions and personality particularities of teenagers. The results of research, presented explanations, as well as the enunciated conclusions are important for the reconceptualization and update of the department dedicated to the emotional sphere and the one of personality within the context of sequence “Psychosocial development during the teenage years”.

Applicative value of paper. The ideas and governing laws described and contoured in this research about the manifestation of negative emotions, of their psychological correlations and the inter-correlations of negative emotions / their psychological correlations with the personality features can be used as landmarks in the creation and development process of a harmonious personality. The psycho-diagnosis model described and validated experimental can be used in the investigation of the emotion sphere and personality at pre-teenagers, teenagers and young people by the school psychologists, clinical psychologists and psychotherapists, etc. The program of psychological interventions oriented towards the diminution of negative emotions can be used both for the control and diminution of negative emotions and for other difficulties or problems from the area of emotional sphere and that of personality at pre-teenagers, teenagers and young people by psychologists, school advisers, teachers, psychotherapists, parents and even teenagers.

Implementation of the scientific results. The results of the theoretical experimental research have been implemented in the didactic process of students’ training within the disciplines of development psychology, personality psychology, psychology of affectivity and regulatory process, of master and doctoral students at the faculties of psychology from the higher education institutions and within the courses of permanent training and scientific – methodic seminars with psychologists, school advisers and professors.

АННОТАЦИЯ

СТАНЧУ Мирела, Отрицательные эмоции в юношеском возрасте и способы их снижения.

Диссертация на соискание ученой степени доктора психологии, Кишинев, 2023.

Структура диссертации: Диссертация состоит из: аннотаций, списка сокращений, введения, трех глав, общих выводов и рекомендаций, библиография насчитывает 232 источника; 7 приложений, 140 страницы основного текста, 77 рисунков и 16 таблиц. Полученные результаты опубликованы в 12 научных статьях.

Ключевые слова: отрицательные эмоции, психологические корреляты отрицательных эмоций, черты личности, юношеский возраст.

Область исследования: психология развития, психология юношеского возраста, психология эмоций.

Цель исследования: изучение специфики негативных эмоций, их психологических коррелятов и личностных особенностей в юношеском возрасте, а также разработка и реализация программы психологической интервенции, направленной на снижение негативных эмоций.

Задачи исследования: анализ литературы по психологии отрицательных эмоций, юношеского возраста, способов исследования отрицательных эмоций, а также методов и приемов снижения отрицательных эмоций; установление особенностей проявления отрицательных эмоций и их психологических коррелятов у юношей и девушек в зависимости от возраста; выявление связи отрицательных эмоций с их психологическими коррелятами, а также чертами личности в юношеском возрасте; разработка и реализация программы психологической интервенции, направленной на снижение негативных эмоций у юношей; оценка эффективности программы психологической интервенции по снижению негативных эмоций в юношеском возрасте.

Полученные результаты, способствующие решению важной научной проблемы, заключаются в целостном гендерно-возрастном подходе к исследованию негативных эмоций у юношей, в выявлении особенностей проявления отрицательных эмоций от возраста у юношей и девушек, в установлении взаимосвязи между негативными эмоциями, их психологическими коррелятами и личностными чертами, что послужило основой для разработки и реализации программы психологической интервенции, которая способствовала снижению негативных эмоций в юношеском возрасте.

Научная новизна и оригинальность полученных результатов заключается в реализации теоретико-экспериментального подхода к изучению отрицательных эмоций и их психологических коррелятов у юношей и девушек. Обоснована и предложена психодиагностическая модель исследования негативных эмоций, их психологических коррелятов и личностных черт юношей. Выявлены особенности проявления и эволюции отрицательных эмоций на протяжении юношеского возраста. Установлена специфика проявления негативных эмоций и их психологических коррелятов у юношей и девушек. Выделены взаимосвязи между отрицательными эмоциями и чертами личности юношей. Разработана и экспериментально проверена модель психологической интервенции, направленной на снижение негативных эмоций в юношеском возрасте.

Теоретическая значимость работы. Результаты теоретико-экспериментального исследования дополняют психологию развития и педагогическую психологию современными и всесторонними знаниями о развитии психоэмоциональной сферы в юношеском возрасте, половых и возрастных различиях в проявлении отрицательных эмоций и их психологических коррелятов, а также о взаимосвязи проявления отрицательных эмоций с особенностями личности у юношей и девушек. Результаты исследования, выявленные закономерности, а также сформулированные выводы важны для концептуализации и актуализации научных данных в области психологии, посвященной эмоциональной сфере в контексте раздела «Психосоциальное развитие личности в юношеском возрасте».

Практическая значимость исследования. Экспериментально выделенные и представленные в данной работе закономерности и особенности проявления отрицательных эмоций, взаимосвязи отрицательных эмоций/их психологических коррелятов с чертами личности могут быть использованы в качестве оснований в процессе формирования и развития гармоничной личности. Описанная и экспериментально подтвержденная психодиагностическая модель может быть использована школьными и клиническими психологами, психотерапевтами и другими специалистами при изучении эмоциональной сферы и личности в подростковом, юношеском возрастах и молодости. Программа психологической интервенции, направленная на снижение негативных эмоций, может быть широко использована психологами, школьными консультантами, учителями, психотерапевтами, родителями, а также самими юношами, как для контроля и редукции негативных эмоций, так и при различных трудностях и проблемах в эмоциональной сфере личности.

Внедрение научных результатов. Результаты теоретико-экспериментального исследования были внедрены в процессе обучения и подготовки студентов, мастерантов и докторантов по дисциплинам «Психология развития», «Психология личности», «Психология эмоциональных процессов» на факультетах психологии в вузах и на факультетах повышения квалификации, а также в рамках образовательных курсов и научно-методических семинаров с участием психологов, школьных консультантов и дидактических кадров.

STANCIU MIRELA

NEGATIVE EMOTIONS IN ADOLESCENCE AND WAYS OF REDUCTION

Summary of the thesis of Doctor of Psychology

Specialty: 511.02 – Developmental psychology and educational psychology

Approved for printing:
Offset paper. Offset pattern.
Sheet pattern 1.5

Sheet pattern 1.5
Circulation 40 ex.
Order No 49

**Centrul Editorial-Poligrafic al Universității Pedagogice de Stat „Ion Creangă” din Chișinău,
str. Ion Creangă, nr. 1, MD-2069**