

REZONANȚA INTERVENȚIEI TERAPEUTICE ÎN PROFILUL SOCIO-EMOȚIONAL AL ADOLESCENȚILOR PROVENIȚI DIN FAMILII MONOPARENTALE

THE RESONANCE OF THERAPEUTIC INTERVENTION IN THE SOCIO-EMOTIONAL PROFILE OF ADOLESCENTS COME FROM SINGLE-PARENT FAMILY

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Abstract. According to Thorndike, social intelligence is represented by the ability to understand and work with people (Cantor 2000) [4]. Other theorists at the time indexed social intelligence as sensitivity to social stimuli and cues, viewing it as a kind of insight into the disposition of others, as an X-ray of their temperaments and personalities (Strang 1933, Wedeck 1947, Wechsler 1958, apud Cantor, 2000) [4]. Currently, specialists define social intelligence as: "*the individual's fund of knowledge about the social world*" (Kihlstrom and Cantor 2000) [10]. Other researchers say that social intelligence would represent: "*...a person's ability to understand interpersonal situations and transactions and to use this understanding to help a person achieve a desired interpersonal outcome (...) social intelligence can be considered as cognitive anchor for social competence and is an important factor contributing to the success of social activities such as work and interpersonal relationships*" (Greenspan and Love, 1997) [9]. The common thrust of these definitions is that social intelligence is that knowledge or understanding that a person needs to function effectively and comfortably for himself and others in society. Specialists believe that social intelligence is not of purely cognitive origin, because it represents the ability to act wisely in human relationships, so it was proposed that it be defined rather by terms such as social knowledge and social facilitation (Goleman, 2006) [8]. Under the new umbrella of social knowledge we will find elements such as empathy (feeling like the other), but also non-verbal affective language, as for social facilitation, here we will discover the care of the individual towards the needs of others and his active behavior as a consequence of these need.

Keywords: social intelligence, emotional competences, emotional maturity, communication, adolescent, family, psychotherapeutic intervention.

Rezumat. Potrivit lui Thorndike, inteligența socială este reprezentată de capacitatea de a înțelege și de a lucra cu oamenii (Cantor 2000). Alți teoreticieni au indexat la vremea respectivă inteligența socială ca reprezentând sensibilitatea la stimuli și indicii sociale, privind-o ca pe un fel de introspecție în dispoziția celorlalți, ca pe o radiografiere a temperamentelor și personalităților acestora (Strang 1933, Wedeck 1947, Wechsler 1958, apud Cantor, 2000). În prezent, specialiștii definesc inteligența socială drept „fondul de cunoștințe al individului despre lumea socială” (Kihlstrom și Cantor 2000). Alți cercetători susțin că inteligența socială ar reprezenta o „ancoră cognitivă pentru competența socială și este un factor important care contribuie la succesul activităților sociale, cum ar fi munca și relațiile interpersonale” (Greenspan și Love, 1997). Ideea comună a acestor definiții este faptul că inteligența socială este acea cunoaștere sau înțelegere de care o persoană are nevoie pentru a activa în mod eficient și confortabil pentru sine și pentru ceilalți în societate. Specialiștii consideră că inteligența socială nu este

de origine pur cognitivă, deoarece aceasta reprezintă abilitatea de a acționa cu înțelepciune în cadrul relațiilor umane, astfel că s-a propus ca aceasta să fie definită mai degrabă prin termeni precum cunoaștere socială și facilitare socială (Goleman, 2006). Sub noua umbrelă a cunoașterii sociale vom regăsi elemente precum empatia (a simți ca celălalt), dar și limbajul afectiv non-verbal, cât despre facilitarea socială, aici vom descoperi grija individului față de nevoile celorlalți și comportamentul activ al acestuia ca o consecință a acestor nevoi. Programele de intervenție terapeutică ameliorează daunele psihologice create adolescenților din familii incomplete și pot contribui la dezvoltarea lor emoțională și socială, cu beneficii atât în planul bunăstării psihologice personale, cât și sociale, prin creșterea atitudinilor și comportamentelor prosociale.

Cuvinte-cheie: inteligență emoțională, stare de bine, adolescent, inteligență socială.

Social intelligence is represented by the ability to understand and work with people, the sensitivity to social stimuli and cues, "*the individual's fund of knowledge about the social world*" [8, pp. 359-379].

The common thrust is that social intelligence is that knowledge or understanding that a person needs to function effectively and feel comfortably with himself and others in society, "the ability to understand the feelings, thoughts, and behaviors of persons, including oneself, in interpersonal situations and to act appropriately upon that understanding" [15, p. 52].

Specialists believe that social intelligence is not of purely cognitive origin, because it represents "*the ability to act wisely in human relationships*" [25, p. 228], so it was proposed that it be defined rather by terms such as **social knowledge** and **social facilitation** [ibidem].

Under the new umbrella of **social knowledge** we will find elements such as empathy (feeling like the other), but also non-verbal affective language, as for **social facilitation**, here we will discover the care of the individual towards the needs of others and his active behavior as a consequence of these needs.

Theoretical aspects of socio-emotional skills

Theoretical milestones in the conceptualization of socio-emotional skills:

1. Emotional competences represent those interpersonal skills such as social or intrapersonal skills such as awareness of one's own emotions and managing emotions [27, p. 4].
2. The ways in which the person expresses the management of emotions in life situations and professional situations, related to the workplace [21, p. 10].
3. The ability to identify, understand, express and control one's own and others' emotions [9, p. 827].
4. Socio-emotional competences involve the ability to continuously improve skills to effectively manage environmental challenges (Seal, Beauchamp, Miguel, Scott, Naumann, Dong and Galal, 2012) [19, p. 1].
5. Socio-emotional competences include the ability to self-motivate, persist in the face of impulses, control impulses, delay gratification, regulate one's own states, empathy and hope [24, p. 163].

Aspects of specialized research in social intelligence

The study of social intelligence has been conducted through several types of empirical approaches, such as **psychometric**, **ideographic**, and **implicit theories**.

Regarding the **psychometric approach**, proponents of this method believe that a person's psychological attributes can be identified, measured and compared, for them social intelligence represents a series of traits and abilities that the respective persons possess. Thorndike (1920)

noted that social intelligence "requires human beings to respond to, time to adapt its responses, and face, voice, gesture, and mien as tools" [25, p. 231]. Thus, individual performance on tasks related to social intelligence, such as judgment in social situations or recognizing the mental state of a speaker, can be measured, evaluated and compared.

Ideographic approach is supported by Cantor and Kihlstrom (1987, apud Kihlstrom and Cantor 2000), followed by Taylor (1990, idem), who try to understand the cognitive structures and processes that underlie human personality, how they are constructed and how in which they operate in people's lives, without raising the issue of measuring individual social intelligence according to psychometric norms and standards [2, pp. 359-379]. The implicit theoretical approach is a method promoted in some specialist studies that has focused on discovering what people mean by social intelligence by investigating the understanding of this concept.

The psychometric and ideographic approaches are in a relationship of complementarity, this conception identifying the cognitive and affective processes involved in social intelligence. In this way an attempt is made to explain how social intelligence is acquired and how it works. Here the psychometric approach has the role of evaluating the degree to which different representative elements are used and establishes which ones are part of the composition of social intelligence, as defined by the ideographic approach. A first conclusion that can be drawn from this is that social intelligence is different from academic intelligence. Researchers have found sufficient evidence to separate academic intelligence from behavioral efficiency. This evidence was also confirmed by other psychologists as Lee, Wong, Day, Maxwell and Thorpe, (2000) who captured aspects of social intelligence through personality questionnaires administered to a number of 169 students, who validated the multidimensional character of social and academic intelligence, which according to them represent two distinct domains [10, p. 539-553].

Social intelligence research is interested in the mechanisms used in interpersonal situations for balanced social functioning, such as types of memory, cognition, affective card, interpretive skills, and problem-solving skills.

Social-cognitive units are represented by a series of variables such as beliefs, desires, feelings, expectations, values and self-regulatory plans that can be activated in two situations: either as a response to the external situations in which a person is, or as a response to the internal stimuli that a person experiences, and the repeated use of these sets of variables can lead to the construction of stable personality traits.

Social psychologists Ross and Nisbett (1991) describes a conceptual triad that places situations, constructs and a tension system. Situations and constructions are at the base of the tripod and are related to cognitive and affective constructions, the third element of the triad being the tension system, a concept that refers to the idea that the psyche and individual behavior dynamically coexist in a field of forces. Therefore, in order to decipher a person's behavior, it is necessary to identify and know all these forces within the field in which that behavior is manifested.

Research in the field of social intelligence enables the understanding of the cognitive-affective processes that participate in the perception and interpretation of social situations. Also included in this framework are studies on how a number of elements shape and influence constructive processes, such as cultural norms, interpersonal dynamics and other factors representative of tension systems. Social knowledge is part of the set of knowledge that social

intelligence includes as material for study and investigation, including knowledge of cultural norms and ways of applying them in various situations.

Social intelligence, social competence and social incompetence

Social intelligence implies the same knowledge, skills and competences as social competence, with the difference that, in a socially intelligent person, knowledge is better integrated, deeper and more easily accessible, skills and abilities are more developed and more effectively used in social interactions of the individual. The result is therefore that social intelligence stands at a higher level than social skills, its achievement presupposing effort, time and becoming. Thus, social intelligence can be seen as a form of expertise.

This principle also applies to the dyad of academic intelligence and academic competence. Thus, if we say of someone that he possesses academic intelligence, that person is ascribed both the knowledge and the skills necessary to use that knowledge. In other words, academic intelligence does not only involve the possession of crystallized intelligence, as researchers call it, but also fluid intelligence, that is, the ability to think flexibly and creatively according to the situations that the person may encounter [10, pp. 539-553].

Academic competence involves certain limitations in the student's potential to to acquire knowledge and skills as well as to demonstrate fluid intelligence and processing skills. Thus, a person who is said to possess academic competence will possess sufficient theoretical knowledge as well as the necessary skills to use it, but only so much as to "get by". The performance level is there, it's adequate, but it doesn't excel at anything in particular. Academic intelligence implies, apart from a higher degree of knowledge of acquired content and better application skills, more **potential**.

Academic incompetence can be included. To say that someone is academically incompetent in a subject is actually to say that the person's performance is below the minimum of some standards, either because he or she has not properly mastered the content of the subject or because he or she lacks the skills necessary to put that knowledge into practice, even if it is not capable of solving new problems based on prior knowledge. The explanations for academic incompetence can be diverse, for example the person is not motivated enough or fails to reach an adequate level of understanding of some problems.

Social competence requires a division of functions, and we refer here to social participation and a person's role as a social observer. It can have an active social life by performing a multitude of social functions, by being involved in social situations and by the differentiation provided by its cognitions on the way it processes them. The position occupied by this person depends on a number of aspects of the social scene, for example if the person is not paying attention to what is happening around him (does not perform the function of an observer), either by observing what is happening around him, but does not interpret correctly (does not possess the skills necessary for adequate social perception) and thus is unable to provide concrete (and correct) social reactions. Other times it may happen that an individual is socially competent and has the necessary social knowledge base, but does not exhibit that fluid intelligence, that is, is not able to flexibly apply knowledge to new social situations encountered.

A person endowed with social intelligence is engaged in social life as a participant with an integrative role, as a result of the fact that he is capable of mental representations of social life starting from the foundations he owns and on the basis of which he acts. This type of person is most often able to decipher their peers accurately and possesses all the knowledge and norms

that underlie social interactions. They have the ability to easily achieve their goals and show the flexibility to apply their entire body of knowledge to any new social situation that may arise. Social intelligence is not a goal within everyone's reach, and achieving this attribute requires a lot of time and effort, as well as a very high degree of personal motivation.

The demarcation *between intelligence, competence, and social incompetence* is not as clear in real life as it appears in theoretical models. Often a person can be competent in one area of social life and incompetent in another. Moreover, the degree of competence can also differ depending on the social situation, things are not always identical. Competence and incompetence are most often a problem of gradualness, since social situations are not identical either. Beyond competence, a person can be considered to have social intelligence in a number of areas and be merely competent in others, and why not, downright incompetent in a few. However, once a person has acquired social intelligence, adjusting their level to other areas in which they are not so proficient should not be a problem.

Background and difficulties in defining social intelligence

As a discipline, social intelligence could for example be used to improve the field of artificial intelligence in an AI context such as robotics. In a second example, Hatch and Gardner I argue that the art of leading would be a sui-generis form of social intelligence specialized in recognizing the feelings of others and having the ability to make quick connections with them (which could be an explanation of charisma). According to these researchers, the components of social intelligence are:

- **Organizational skill**, an essential trait for any leader involved in initiating and coordinating the effort of group members. This talent is part of the mandatory props of individuals who carry out certain activities, such as directors, military commanders, business directors or captains of sports games: they must be able to organize and lead their groups - a talent that manifests itself from the earliest age, the child thus gifted will take over the leadership of the game and make decisions for each individual, becoming the leader of his group.
- **Negotiating solutions** requires a mediator's talent, dealing with the prevention of conflicts and their resolution on peaceful and fair principles. Individuals who excel in these skills can easily pursue careers in diplomacy, mediation, or negotiation. This talent also manifests itself from the earliest ages, the child thus gifted becoming a mediator for arguments on the playground.
- **Personal connections** refer to relating to others, being a skill based on empathy. People who possess this ability are good friends and good business partners. Children who can easily decipher facial expressions (and reproduce them!) are much more talented in this area compared to their peers who cannot do the same.
- **Social analysis** is the ability to discern what lies behind a person's feelings, motives, and concerns. People with this ability can become successful therapists, counselors, or even novelists or playwrights.

These skills are an integrated part of "interpersonal politics", being the necessary ingredients for social success, and, as I said, even charisma.

The first attempts to measure social intelligence were based on Thorndike's idea (Thorndike, 1920, apud Cantor, 2000), according to which intelligence would have three sides [2, pp. 359-379], related to:

- **Abstract intelligence**, given by the ability to understand and manipulate ideas,
- **Mechanical intelligence**, materialized by the ability to understand and manipulate concrete objects,
- **Social intelligence**, embodied by the ability to understand and manipulate people.

Moss and Hunt (Moss and Hunt, 1927, apud Cantor, 2000) defined social intelligence similarly as "*the ability to get along with others*" [2, p. 108].

Vernon (1993) offers the most comprehensive definition of the concept of social intelligence for that period: "*the individual's ability to get along with others, generally ease in society, knowledge of social matters, sensitivity to stimuli provided by other members of the group and also intuition temporary moods or personality traits that might explain them*" [28, p. 44].

Currently, although social intelligence is increasingly highlighted as an individual characteristic, the research undertaken has not been able to demonstrate its validity [23, pp. 313-319]. Difficulties and inconsistencies in the perception of the construct of social intelligence are particularly related to the different ways in which attempts are made to define this concept.

Researchers have agreed that social intelligence is a multidimensional construct, but there is still no well-founded, universally recognized definition. The many overlapping similarities contain the constructs called "emotional intelligence", "social competence", "practical intelligence" etc. [12, pp. 66-77].

The difference between the constructs is not clear and this contributes to the use of different terminologies in research, the most serious inconsistency being the emphasis on the behavioral as well as the cognitive components of social intelligence.

A number of authors believe that any social component should be qualified and categorized as social intelligence, while others use a narrow interpretation of social intelligence, and a third category considers social intelligence an element of adaptability in social performance. Also, some of these researchers tend to favor the psychometric approach, while others strongly believe in the personality theory that presents social intelligence.

Communication

Communication styles in conflict resolution

A common approach to communication takes into account individual conflict management styles. A frequent approach is that developed by the Thomas-Kilmann couple. As can be seen from fig. 1, the first axis denotes assertiveness and the other cooperation. According to these axes, 5 styles of communication/behavior in conflict situations are described.

Competitive/directive – people with this preference have a high level of assertiveness, but a low level of cooperation. They focus on their own agenda and are not too concerned about maintaining the relationship. These people tend to focus on exercising power.

Collaboration/cooperation – people who prefer this style have high levels of assertiveness and cooperativeness. They focus on their own agenda, but they also want to maintain the relationship. These people are probably the most attentive to achieving a "win-win" resolution to extinguish conflicts.

Accommodation/harmonization – those who prefer this style have high levels of cooperation, but low levels of self-confidence. They tend to focus more on the relationship than their own agenda. They are inclined to give in to each other's wishes in order to maintain the relationship.

Avoidance – in the face of conflict, some people are neither assertive nor cooperative. These people tend to withdraw or postpone attempts to resolve the conflict.

The compromise – those who prefer compromise have a moderate and balanced approach to both assertiveness (self-belief) and cooperation. They have some concerns about their own agenda, but also a serious concern about the relationship. Those with this style look for a moderating position and try to resolve the conflict relatively quickly. based on this position in a relatively quick way.



Figure 1. Conflict management

We cannot say that one style of conflict management is better than others, it depends a lot on the situation. But each of us adopts a certain style. That is why it is recommended that each of us train in dealing with styles that we do not prefer in order to be prepared for different situations.

The role of the family in the social-emotional development of adolescents

Children and adolescents seem to be more prone to problem behavior when they are raised by a single parent [3, pp. 3-8] [29, pp. 139-153]. Sieh (2012) define a single-parent family as a family in which one or more children live with one parent [22, pp. 384-397]. In 2007, the percentage of children living in single-parent families was estimated at 14% in European countries (Organization for Economic Cooperation and Development, 2014). Behavioral problems of children from single-parent families consist of lower school achievement, impaired social development (eg, problems getting along with parents, teachers or peers) and more delinquent behavior [11, pp. 75-82] [32, pp. 139-153]. According to Blum (2000) and Lipman (2002), children from single-parent families are also at increased risk of developing psychiatric problems, such as driving problems, depressive symptoms, anxiety, and suicidal thoughts or attempts [1, pp. 1879-1884] [11, pp. 75-82]. Furthermore, they are much more likely to smoke and present a greater risk of underage drinking and substance abuse [3, pp. 3-8] [13, pp. 876-893] [29, pp. 128-143]. Carlsund (2012) found that 15-year-olds from single-parent families were almost twice as likely to smoke, drink and have first intercourse earlier than teenagers from non-separated families [3, pp. 3-8]. Blum (2000) found similar results in these risk behaviors [1, pp. 1879-1884], although the differences between single parents and non-separated families appear to be as large compared to those found by Carlsund (2012) [3, pp. 3-8].

With an increasing number of single-parent families and an increased risk of problem behavior in children from single-parent families, it is important to investigate why children from single-parent families exhibit higher risk behavior. Identifying the mechanisms that lead to

increased problem behavior could help develop preventive measures. One possible mechanism that causes problem behavior is parent-child attachment [4, pp. 364-379]. To our knowledge, no studies have investigated whether children or adolescents from single-parent families have lower parent-child attachment quality than those from non-separated families. The purpose of this study is to identify risk factors for lower quality of parent-child attachment by investigating whether and to what extent family type influences parent-child attachment as experienced by adolescents.

Experimental research of the socio-emotional profile

The purpose of this research lies in the identification of the socio-emotional characteristics of adolescents from single-parent families.

The objectives of the ascertainment research are the following:

1. Identifying the particularities of socio-emotional skills
2. Identifying communication styles
3. Investigating self-concept.

In this experiment, we stated the following **general hypothesis**: the single-parent family environment can be a dysfunctional factor in the socio-emotional development of adolescents. The general hypothesis allowed the advancement of the following working hypotheses:

Hypothesis 1. We assume that adolescents from single-parent families register a lower level of development of socio-emotional skills than adolescents from single-parent families (ref. To self-management and influence on others).

Hypothesis 2. We estimate that adolescents from single-parent families differ in terms of socio-relational quality from adolescents from single-parent families.

Hypothesis 3. We hypothesize that the communication styles of adolescents from single-parent and complete families are different.

Research methodology. The experimental research was based on the theoretical study on the influence of the family structure on the development of the socio-emotional profile of adolescents.

The research variables are:

1. Emotional competences : self-management and influence on others
2. Communication styles.

In order to fulfill the proposed objectives, we have chosen a series of methods and techniques to examine the investigated variables as validly as possible:

Delaware Social-Emotional Competence Scale

The Delaware Social-Emotional Competency Scale (DSECS-S) (Mantz, 2018), the Social-Emotional Competency Scale composed of two specific factors 1. Self-Management and 2. Influence on Others. The total social-emotional competence score is significantly and positively correlated with students' cognitive, behavioral-emotional engagement. At the academic level, social-emotional competence correlated positively with academic achievement and negatively with suspensions/expulsions [14, pp. 137-157].

Thomas-Kilmann Communication Style Questionnaire

Conflict style inventories have been used since the 1960s, most of them based on the leadership grid developed by Robert R. Blake and Jane Mouton. In 1999, CPP, Inc (Mountain View, CA) acquired Xicom and is currently the sole international publisher and distributor of TKI. In this request, only a section of this inventory is used, the one available to the public on the publisher's website. TKI uses two axes called "self-confidence" and "cooperation". TKI

identifies five different conflict styles: Competing (assertive, uncooperative), Avoiding (unassertive, uncooperative), Accommodating (unassertive, cooperative), Collaborative (assertive, cooperative), and Compromise (intermediate assertiveness and cooperation).

Self Concept Scale

The Self-concept Scale is part of the APS-SF Test (Reynolds, 1998) [17, pp. 295-312], it includes nine items that evaluate the fundamental aspects of self-concept and self-esteem. The scale assesses two broad domains of self-concept: (a) feelings of worthlessness and self-denigration, and (b) physical and social self-concept and perception of evaluation by others. The Self-Concept items are designed so that high scores indicate a low level of self-esteem and self-concept.

Psychotherapeutic intervention and statistical-mathematical methods after therapy

The psychological intervention took place over 12 modules and had the following objectives:

- Development of social intelligence
- Emotional maturation

Training technique:

Cognitive-behavioral therapy (role play and psychodrama methods). The intervention program lasted for 6 months, each meeting lasting 2 hours.

For data analysis we use descriptive and inferential techniques, the IT processing being carried out with IBM SPSS Statistic 25 and Microsoft Excel Plus 2016 programs.

Comparative analysis of GE/retest and GC/retest. The U Mann-Whitney test shows us that the level of manifestation of **self-management** is significantly higher in adolescents who participated in the psychological intervention (GE) compared to those who did not participate in the intervention (GC).

Table 1. Means and Rank Sums for Self-Management and Dimensions, GE/retest and GC/retest Ranks

	Group	N	Mean Rank	Sum of Ranks
MS total retest	GE	12	16.38	196.50
	GC	12	8.63	103.50
	Total	24		
MS self-awareness retest	GE	12	15.71	188.50
	GC	12	9.29	111.50
	Total	24		
MS self-tuning retest	GE	12	10.92	131.00
	GC	12	14.08	169.00
	Total	24		
MS emotional self-control retest	GE	12	15.54	186.50
	GC	12	9.46	113.50
	Total	24		
MS flexibility retest	GE	12	16.46	197.50
	GC	12	8.54	102.50
	Total	24		
MS Motivation retest	GE	12	14.50	174.00
	GC	12	10.50	126.00
	Total	24		
MS retest achievements	GE	12	11.67	140.00

	GC	12	13.33	160.00
	Total	24		
MS good condition retest	GE	12	14.29	171.50
	GC	12	10.71	128.50
	Total	24		

Table 2. Mann-Whitney U-test for MS and dimensions, GE/retest and GC/retest
Test Statistics ^a

	MS total retest	MS self-awareness retest	MS self-tuning retest	MS emotional self-control retest	MS flexibility retest	MS Motivation retest	MS retest achievements	MS good condition retest
Mann-Whitney U	25,500	33,500	53,000	35,500	24,500	48,000	62,000	50,500
Wilcoxon W	103,500	111,500	131,000	113,500	102,500	126,000	140,000	128,500
Z	-2,688	-2,251	-1.103	-2,144	-2,770	-1,409	-.584	-1,254
Asymp. Sig. (2-tailed)	.007	.024	.270	.032	.006	.159	.559	.210
Exactly Sig. [2*(1-tailed Sig.)]	.006 ^b	.024 ^b	.291 ^b	.033 ^b	.005 ^b	.178 ^b	.590 ^b	.219 ^b

a. Grouping Variable: Grup

b. Not corrected for ties

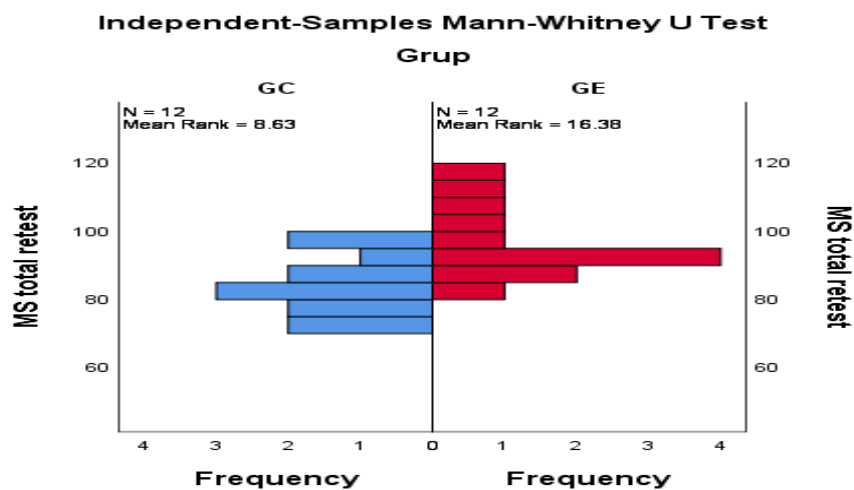


Figure 2. Histogram for Self Management, GE and GC (retest)

GE test/retest comparative analysis

The Wilcoxon test (difference of ranks for two paired samples) shows us that the level of manifestation of Self-Management is significantly higher in adolescents who participated in the psychological intervention compared to the initial stage ($Z=-3.065$, $p=0.002$).

Table 3. Mean ranks for Self-Management, GE test and retest

		Ranks		
		N	Mean Rank	Sum of Ranks
MS total retest - MS total test	Negative Ranks	0^a	.00	.00
	Positive Ranks	12^b	6.50	78.00
	Ties	0^c		
	Total	12		
MS self-awareness retest - MS self-awareness test	Negative Ranks	0^d	.00	.00
	Positive Ranks	11^{a,m}	6.00 am	66.00
	Ties	1^f		
	Total	12		
MS self-tuning retest - MS self-tuning test	Negative Ranks	0^g	.00	.00
	Positive Ranks	10^{a,m}	5.50	55.00
	Ties	2ⁱ		
	Total	12		
MS emotional self-control retest - MS emotional self-control test	Negative Ranks	0^j	.00	.00
	Positive Ranks	11^k	6.00 am	66.00
	Ties	1^l		
	Total	12		
MS flexibility retest - MS flexibility test	Negative Ranks	1^{meter}	1.50	1.50
	Positive Ranks	8ⁿ	5.44	43.50
	Ties	3^o		
	Total	12		
MS Motivation retest - MS Motivation test	Negative Ranks	0^p	.00	.00
	Positive Ranks	10^{sq}	5.50	55.00
	Ties	2^r		
	Total	12		
MS retest results - MS test results	Negative Ranks	0^s	.00	.00
	Positive Ranks	8^t	4.50	36.00
	Ties	4^u		
	Total	12		
MS health status retest - MS health status test	Negative Ranks	0^v	.00	.00
	Positive Ranks	10^w	5.50	55.00
	Ties	2^x		
	Total	12		

Table 4. Wilcoxon test for Self-Management and components, GE test and retest

Test Statistics ^a								
	MS total retest - MS total test	MS self-awareness retest - MS self-awareness test	MS self-tuning retest - MS self-tuning test	MS emotional self-control retest - MS emotional self-control test	MS flexibility retest - MS flexibility test	MS Motivation retest - MS Motivation test	MS retest results - MS test results	MS health status retest - MS health status test
Z	-3.065 ^b	-2,956 ^b	-2,814 ^b	-2,956 ^b	-2,501 ^b	-2,823 ^b	-2,555 ^b	-2,823 ^b
Asymp. Sig. (2-tailed)	.002	.003	.005	.003	.012	.005	.011	.005

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

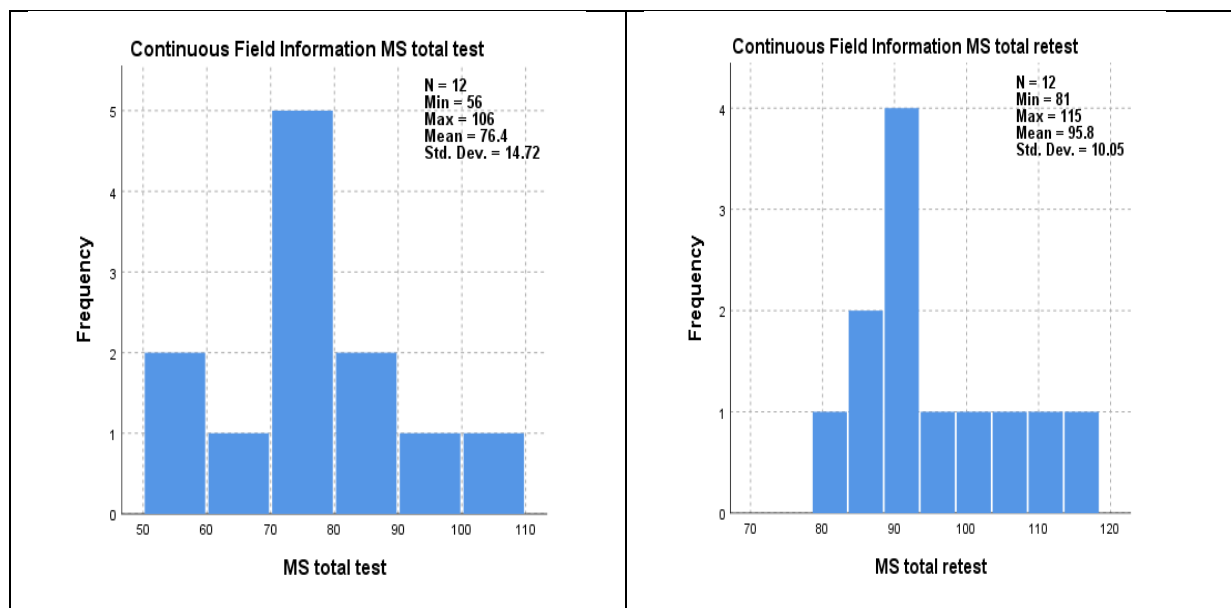


Figure 3. Histograms for Global Self-Management, GE test and retest

GC test/retest comparative analysis. The Wilcoxon test shows us non-significant differences for GC in the test and retest stages.

Emotional maturity

GE retest/GC retest comparative analysis

Emotional maturity was assessed with *the Friedman Scale*.

The Mann-Whitney U test shows us that the level of maturity is significantly higher among young people who participated in the psychological intervention (GE) compared to those who did not participate in the intervention (GC) (U=32, N1=12, N2=12 , p=0.019).

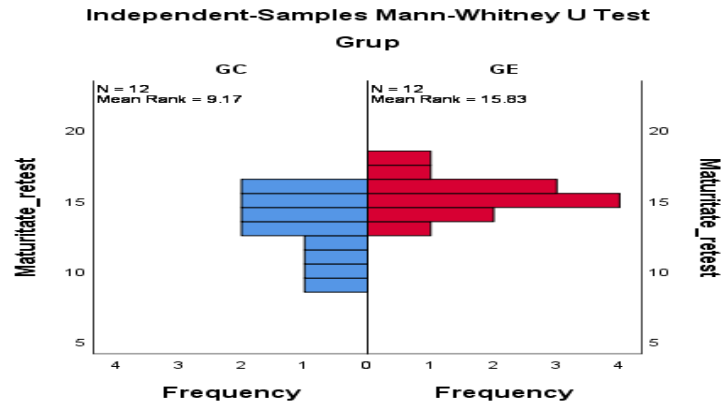


Figure 4. Histogram for Emotional Maturity, GE and GC retest

Comparative analysis GE/ test/retest

The Wilcoxon test (difference of ranks for two paired samples) shows us that the level of emotional maturity is significantly higher in young people who participated in the psychological intervention (GE/retest) compared to the initial stage (GE/test) ($Z=3.086$, $p= 0.002$).

**Table 6. Wilcoxon Test for Emotional Maturity, GE test-retest
Related-Samples Wilcoxon Signed Rank Test Summary**

Total N	12
Statistical Test	78,000
Standard Error	12,639
Standardized Test Statistics	3,086
Asymptotic Sig. (2-sided test)	002

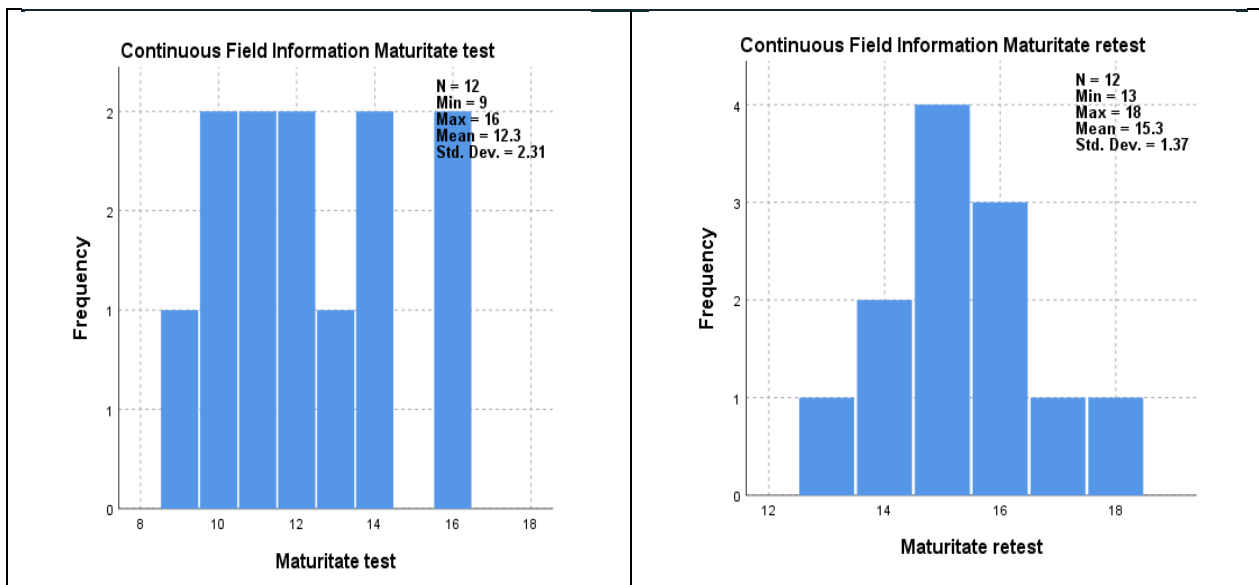


Figure 5. Histograms for Emotional Maturity, GE test and retest

GC test/retest comparative analysis

The Wilcoxon test shows us non-significant differences for GC in the test and retest stages.

Psychological well-being

Comparative analysis GE retest/ GC test

Well-being was investigated with the Psychological Wellbeing (PWB) Scale (Ryff et al., 2007; adapted from Ryff, 1989). The Mann-Whitney U test shows us significant differences between the scores of adolescents who participated in the intervention program and those who did not, on the 6 dimensions of psychological well-being:

Table 7. Wilcoxon Test for Psychological Well-Being GE retest/ GC test

Test Statistics ^a	WB autonomy	WB environment mastery	WB personal growth	WB positive relationships	WB purpose in life	WB self-acceptance
	retest	retest	retest	retest	retest	retest
Mann-Whitney U	26,000	24,000	.000	.500	3,000	.000
Wilcoxon W	104,000	102,000	78,000	78,500	81,000	78,000
Z	-2,685	-2,812	-4,172	-4,150	-4,000	-4,175
Asymp. Sig. (2-tailed)	.007	.005	.000	.000	.000	.000
Exactly Sig. [2*(1-tailed Sig.)]	.007 ^b	.005 ^b	.000 ^b	.000 ^b	.000 ^b	.000 ^b

GE test/retest comparative analysis

The Wilcoxon test (difference of ranks for two paired samples) shows us that the manifestation levels of the Psychological Well-Being (WB) dimensions are significantly higher in the young people who participated in the psychological intervention.

Table 8. Wilcoxon Test for the Well-Being Scale (WB), GE/test and GE/retest

Test Statistics ^a	WB autonomy	WB environmental mastery	WB personal growth	WB positive relations	WB purpose in life	WB self-acceptance
	Z	-3,165 ^b	-3,108 ^b	-3,069 ^b	-3,084 ^b	-3,070 ^b
Asymp. Sig. (2-tailed)	.003	.001	.000	.002	.000	.002

GC test/retest

The Wilcoxon test shows us non-significant differences for GC in the test and retest stages.

Conclusions

After participating in the intervention program to facilitate the development of socio-emotional skills in adolescents from single-parent families, it was found that:

1. Improved the Furious Suffering component and increased Willingness and target-corrected Partnership, as a result of reducing the sense of frustration and injustice resulting from perceived hostile conditions.
2. Self-management strategies improved (self-awareness, emotional self-regulation, emotional self-control, flexibility, motivation, achievement, well-being).

3. Increased the level of manifestation of Social Intelligence (components such as empathy, energy, social skills, tolerance, persuasion, leadership, responsible decisions).
4. The level of emotional maturity has increased.
5. The perception of psychological well-being improved both globally and by increasing the feelings of personal Autonomy, Mastery of the environment and personal growth and self-acceptance, the perception of improved relationships, the awareness of a purpose in life despite adversities.

In conclusion, the functions of the family have moved from the instrumental-economic ones to the expressive-emotional ones, one of the most important functions of the family being the socialization of children; the family constitutes a socio-affective background for children (Iluț, 2004). Significant people in the child's life mediate the internalization of the social world. The social world appears to the child filtered through the social status and the axiological profile of significant persons.

Therapeutic intervention programs will ameliorate the psychological damage created for adolescents from incomplete families and can contribute to their emotional and social development, with benefits in terms of both personal and social psychological well-being by increasing prosocial attitudes and behaviors.

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