THE EMOTIONAL IMPACT ON ADOLESCENTS DURING THE PANDEMIC SUBSTANTIATION FROM THE PERSPECTIVE OF SOCIO-EMOTIONAL AND SPIRITUAL INTELLIGENCES[*]

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Abstract

Training and development during adolescence are the main activities, with effects/ consequences/ benefits on the entire personality and with projections for the adult life of the human person.

This paper aims to answer the question related to the relationship between emotional and spiritual intelligence of the high school teenagers, pursuing other educational aspects influenced by the consequences of this relationship (behaviours, habits and school adjustment).

Key words: Emotional impact; Socio-emotional and spiritual intelligences; Adolescents.

1. Introduction

Training and development during adolescence are the main activities, with effects/ consequences/ benefits on the entire personality and with projections for the adult life of the human person. School success has motivational values for teenagers, contributing to their personal achievement by setting objectives and performance standards in accordance with individual potential (Sălăvăstru, 2004, p. 24). School success correlates with school adjustment and they are in an interdependent relationship. Also in the educational plan, the (school) adjustment gives the possibility of analysing the relationship between the two dimensions of intelligence: the emotional and spiritual intelligence. Each of these two concepts has composite structures, levels that can be reached through analysis. This reality makes it possible to relate the two multidimensional concepts. The projection of each of the enunciated concepts is found in the educational reality, in different level/ gradients in terms of school adjustment of students, especially teenagers.

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2. Socio-emotional intelligence - training, feedback, guidance, control and self-control. Interpersonal relationship management

From a practical point of view, affectivity ("with rational components, relatively conscious, explaining the psychic life") and emotions ("difficult to control, understanding life") are fundamentally distinct (Neacșu, 2010, p. 161). Emotional structures are "excellent examples of fictive causes that can be attributed to behaviours" (Skinner, 1999, apud Neacșu, 2010, p. 164). The management of emotional-affective feelings is related to "the process of evaluating the ability to adapt and approach the target as a way to achieve goals" (Neacșu, 2010, p. 164).

The fundamental directions of socio-affective development, adjusted to the educational programs, can be synthesized on a multidirectional basis, characterized by social values accepted in the social environment of affiliation. Therefore, we can identify the following components specific to curricular programs in schools and universities: ways and attitudes developed by social behaviour, learning patterns of interpersonal relationships, self-control, empathic abilities. The fundamental question that intervenes in approaching this topic is the following: What is the role of developing socio-media skills in an individual's life?

The model of learning socio-emotional skills has a predetermined path: first level of interest from the perspective of educational life, is related to preparing young people for active life, the second level of analysis of educational training regards the usefulness of socio-emotional skills alongside with cognitive acquisition in obtaining thinking and action autonomy which every adult should express in the active social life; the third level consists of the importance of developing interpersonal skills to achieve success in life.

The perspectives of educational training lead to the development of a reasoning, scientifically acceptable, through which we can understand the development of social behaviours based on work variables, specific to an integrative psychological model: it is noticed that a developed socio-emotional capacity determines a high level of performance among students, the high level of emotional intelligence generating an increased capacity for social interaction, appropriate to the requirements and needs of daily life, and the developed socio-emotional skills, create a system of personal self-control, exploitable in terms of social life. People who develop their social skills feel the improvement of the ability to understand general human emotions, which leads to benefits in terms of socio-professional development.

The development of socio-emotional intelligence becomes a necessity of contemporary educational training. Emotion management can differentiate and structure the capacity of mature people, just as the management of interpersonal relationships can optimize personal and socio-professional life, eliminating failure as an effect of socio-human mismatches and differences.

Affective education becomes socio-empathic and involves addressing individual needs in relation to the requirements of the social group. The students' training needs must be assessed and analysed and the contribution of non-formal education must not be forgotten.

3. The assessment of socio-emotional intelligence. Models, valorizations and applications of emotional intelligence in training and education

In Reuven Bar-On's opinion, emotional intelligence (socio-emotional, Emotional Quotient-inventory, 2005, p. 178) consists of five meta-factors:

▪ the intrapersonal meta-factor, which refers to self-awareness and self-expression,

▪ the interpersonal meta-factor, which refers to consciousness, skills and social interactions,

▪ the stress management meta-factor, which refers to emotional management and control, to a person's ability to manage emotions,

▪ the adaptability meta-factor, which refers to change management,

▪ the general state meta-factor, which refers to self-motivation and to a person's ability to enjoy oneself, others and life in general.

Within the evaluation, the EQ gives five composite scores.

The Friedman Maturity Scale (EMS) measures the level of emotional intelligence (infantilism, infantile reactions, childhood, adolescent, immature reactions, slightly emotional immaturity, borderline situations, tendency to imbalance, average level of maturation/ normal emotional development).

The concept of emotional "mature" behaviour is reflected in what we can call normal emotional development. Emotional maturity develops throughout life and is the form of maturity out of which one can regress the fastest.

Therefore, emotional maturity is not a stage within which all problems are solved, but rather a continuous process of clarification and evaluation, an attempt to integrate feelings, thoughts and behaviour.

In assessing socio-affective competence, the dimension of socio-affective adaptability must be taken into account, meaning the ability to be flexible in relationships with others, to readjust our emotional behaviours when situations change, to the ability to approach realistically relational situations or problems of personal life (the ability to see them as they are) to the adequacy of emotional behaviours to current situational contexts, the ability to properly identify and address emotional problems (to solve emotional problems appropriately).

At the highest level, emotional intelligence also involves a spiritual dimension that completes the power of interpersonal love through the great power of divine love.

4. The socio-emotional development of adolescents mediated by teachers during Online School

The increased importance of digital technology resources in the lives of digital natives, determines the analysis of the forms of use of new information and communication technologies by and for current generations of students (Prensky, 2001; Bennett *et al*., 2008; Kennedy *et al*., 2010; Smith, 2012, apud Chicu, 2018).

Representing an essential and mandatory component of their existence, transforming the notions of learning, socialization, play, the use of technology is not only an option, but is mandatory in the development and training of future adults for all learning environments.

The extension of teaching activities using new tools outside the formal school context has become the distinguishing factor between young people ready to integrate into the digital society, which requires increasingly competent people for the digital environment and those who have been trained only in elementary schools.

The behavioural and attitudinal profile of the digital native can be achieved by addressing the characteristics of the current generation of students on three levels of analysis: cognitive level, psycho-behavioural level and socialization level.

Therefore, at *cognitive level*, there have been noticed a turn for *multitasking activities*, young people having the necessary skills to perform them, being able of *distributive attention* to distribute attention, consequences of the technology-rich environment in which they live in, which changes the way they think and process the information they own.

These characteristics have led to the development of new learning styles: *fluency in the use of multiple types of media; capitalizing on each type of communication, activities, experiences; learning through search, synthesis and collective analysis to the detriment of individual documentation from a single source; active learning based on experience that includes frequent opportunities for reflection; non-linear, interconnected expression of thought; personalized learning experiences for individual needs and preferences*, (Oblinger and Oblinger, 2005, p. 48), which obviously entails the need to understand why and for what young people use modern technology. The interest of all research, including ours, is to see ways of improvements, "reasonable" renewals for teaching methods and curriculum.

Browsing up compressed, synthesized information, consulting graphs, which allows quantitative structuring of information to the detriment of reading detailed text, permanent connection in the online environment, the habit of searching for information in several sources, to compare it, are characteristics of the learning style of digital natives.

Viewed through a psycho-behavioural prism, the generation of digital natives is characterized by egocentrism, individualism and autonomy, shows a heightened confidence in the activities carried out and has a high level of self-esteem, without a demand for patience, because it is not a characteristic of this generations. On the other hand, we can speak of a generation highly motivated by instant gratification for any action performed, depending on feedback for every action but with an open, confident, free speech and great capacity to adapt quickly to anything.

By reference to social skills, as opposite to the appearance of an excessive use of technology and constant connection with the online environment, digital natives are considered by some authors to be extremely sociable, both in face-to-face meetings and online, manifesting themselves. The need to keep in touch with friends in the online environment is a priority, an aspect allowed by modern technology.

The literature highlights eight main features characterizing this generation, defining it as: (1) having new ways of knowing and being, (2) pioneers of a digital revolution that transforms society, (3) original and inherently technologically intelligent, (4) able to perform multiple tasks at the same time, (5) team-oriented and collaborative, (6) native speakers of technology, (7) embracing gaming, interaction,

and simulation, (8) willing immediate gratification and (9) reflecting and responding to the knowledge economy", (Prensky, 2001; Bennett *et al.,* 2008; Kennedy *et al.*, 2010; Smith, 2012 apud Chicu, 2018).

Here comes the *teacher's part*, who, by demanding the student to use ICT in formal and non-formal education, in different institutionalized contexts and outside them, highlights their educational potential.

The teacher's priority is to teach students how, for what and at which of the sources to "run", how to use them wisely, providing them with criteria for identification, selection, analysis and interpretation of available information. The acquisition of these criteria is essential given that we discuss the students' crucial need to make valuable selections between the messages they find or receive in their intentional or accidental searches.

There have been noticed an increased urge to organize learning, to articulate its forms with the help of new means, to accentuate the interest in favour of pedagogical perspectives. The mere presence of technological resources, through the new means brought to the level of schools and classes, does not guarantee the capitalization of their educational potential. At the same time the mere access of students to a wide range of new technologies, (personal or from school), does not determine them to use them on their own initiative for educational purposes, personal development, etc.

The conclusion is that the use of new technologies should be transformed into educational technologies.

Although the transformation of the digital age has required, fostered and improved access to ICT resources in schools, research has shown that there are significant differences between them, depending on the environment in which they operate, urban or rural, to the detriment of the latter, which still lacks the basic technological devices.

Though technology has the noteworthy advantage of facilitating collaboration between individuals, facilitating the transfer of materials of any kind in real time, the study indicated that the school environment influences their use in activities, highlighting that the use of ICT is present in 35% of schools located in rural areas compared to 59% in urban areas. The differences between the two environments become all the more prominent when associating technology with the use of the Internet, noting that only 11% of rural schools use these connections compared to 43% of institutions located in urban areas. Of course, we cannot fail to notice that both percentages are unsatisfactory, if the Internet does not cover even half of the total number of schools in the urban area.

At the same time, there are obvious pregnant differences, as comparing the students' background, to the detriment of those in rural areas, where not all students benefit at home from the existence of high-frequency ICT devices among students - smartphone and computer / laptop and Internet connection.

These differences are also visible in terms of access to ICT resources at home, especially for teachers with teaching experience of over 21 years, which affects the process of preparing their educational activities.

The use of ICT resources in the classroom is influenced by the seniority of teachers in education and teaching experience.

There is a pronounced need to organize learning, to articulate its forms with the help of new means, to emphasize in favour of pedagogical perspectives. Teachers' simple documentation activities indicate a basic / elementary level of the applications used (word, PowerPoint, adobe reader).

5. The logic of the research design regarding the relationship between teenagers' emotional-affective and spiritual intelligence from the perspective of school adaptation at the level of IX and X grades
5.1. The reason of the research

The pedagogical research is approached in an applicative and interpretative manner and aims to track the pedagogical realities listed above, their relation, the relationships between them, by comparing groups of subjects (ninth and tenth grade students from two high schools, two courses, three profiles, four high school specializations).

It is a fact-finding research, which aims at "gathering informational data and verifying relationships and correlations" (Neacșu, Căprioară, 2015, p. 34), validating hypotheses related to the concepts of "teenagers' emotional-affective and spiritual intelligence" and "school adaptation", all these mentioned earlier producing an interpretive, generative analysis of focused explanations and meanings.

5.2. Thematic interrogation, purpose and objectives

The goal of the research is to examine the co-presence of socio-emotional and spiritual intelligence, based on their progressive development, with effects on the school adaptation of ninth and tenth grade students to the level of high school education.

The research objectives are specified in Table no. 1

Table 1. The objectives of the research

	The objectives of the research
O. 1	Identifying the level of socio-emotional development of adolescents in various existential and educational contexts of formal learning.
O. 2	Defining and / or assessing the level of spiritual intelligence in ninth and tenth grade adolescents.
O. 3	Identifying the types of correlations between school adaptation and the two types of intelligence in adolescence.

5.3. The status of the variables

In formulating the hypotheses were included the following variables:

Table 2. Types of variables and their correlation with working hypotheses

The variable	The category of the variable	The correlation with working hypotheses
V. 1: Degree of socio-emotional intelligence (ISEA)	Autonomy/ Independence	The working hypothesis no. 1
	Autonomy/ Independence	The working hypothesis no. 3
	Dependency	The working hypothesis no. 1 The working hypothesis no. 2
V. 2: Degree of spiritual intelligence (IS)	Autonomy/ Independence	The working hypothesis no. 2
	Dependency	The working hypothesis no. 3
V. 3: Degree of school adjustment (AȘ)	Autonomy/ Independence	The working hypothesis no. 4
	Dependency	The working hypothesis no. 1
V. 4: Training and education strategies	Autonomy/ Independence	The working hypothesis no. 1
	Autonomy/ Independence	The working hypothesis no. 3
V. 5: Gender	Autonomy/ Independence	All
V. 6: Class	Autonomy/ Independence	All
V. 7: Educational establishment	Autonomy/ Independence	All
V. 8: Education branch	Autonomy/ Independence	All
V. 9: Education profile	Autonomy/ Independence	All
V. 10: Specialization	Autonomy/ Independence	All
	Dependency	The working hypothesis no. 1
V. 11: The place of residence where the school is located	Autonomy/ Independence	All
V. 12: Current environment of residence	Autonomy/ Independence	All
V. 13: Educational valorisation of the IQ	Dependency	The working hypothesis no. 1
V. 14: Formal educational space	Autonomy/ Independence	The working hypothesis no. 3
V. 15: Non - formal educational space	Autonomy/ Independence	The working hypothesis no. 3
V. 16: School behaviour	Dependency	The working hypothesis no. 3
V. 17: Methodological and curricular spectrum	Autonomy/ Independence	The working hypothesis no. 3
	Dependency	The working hypothesis no. 1

5.4. Research hypotheses

This research aims to verify and validate the following statements (presented in Table no. 3):

Table 3. Research hypotheses

Hypothesis	
I. 1	To what extent do socio-emotional maturity (ISEA), education and training / development strategies influence the school adaptation (SA) of adolescents attending Humanities (social sciences and philology specialization), Real (mathematics-computer science specialization) and Technical (technical specialization)?
I. 2	To what extent does the coefficient of spiritual intelligence (SI) and its educational valorisation influence the degree of school adaptation (SA) of adolescents, depending on the residential environment and the specialization they study in high school of those investigated?
I. 3	To what extent does the high level of socio-emotional intelligence (ISEA) associated with the specific methodological and curricular spectrum become a premise for the manifestations of spiritual intelligence (IS) in the formal and / or non-formal educational space?
I. 4	If the level of socio-emotional maturity is high, when connected with an increased degree of spiritual intelligence, then school adjustment and integration will be optimally achieved at the level of school conduct.

5.5. Sample. Characteristics

The questioned samples: (two: 9th and 10th grade, two: male/ female), distribution/ origin (two residential environments), place where they work (incidence on research: students from two schools, two fields: theoretical and technological, three educational profiles: real/ humanist/ technical, four specializations (mathematics-computer science, social sciences, philology, technical).

6. Results, comments, interpretations, open issues

The presentation of the research results is a descriptive-ascertaining one, starting from a transversal approach of the researched concepts/ problems: emotional (socio-affective) maturity and spiritual intelligence associated with training/ development strategies, their valorisation and their contribution to school adjustment of the students in 9th and 10th grade who study various educational profiles (Humanist, Real, Technical), their specializations.

The composition of the sample, the variables "gender" and "studied profile" show an equal representation/ distribution of the sampled population at the level of the two high school classes: IX (102 students) and X (109 students).

There has been analysed the general hypothesis, according to which there are relationships between the level of socio-emotional intelligence and that of spiritual intelligence, mediated by education/ training strategies, the specific methodological and curricular spectrum and formal - non-formal educational contexts for ninth grade and tenth grade from different profiles/ specializations.

The method used to analyse the variables: "methodological and curricular spectrum, formal/ non-formal education contexts", was the comparative analysis of high school admission averages/ averages at the end of the ninth grade/ at the end of the first semester of the ninth grade, school progress/ school achievements recorded in school records documents. This is a variable dependent on different profiles / specializations (Working Hypothesis No. 1) and independent in relation with socio-emotional intelligence (Working Hypothesis No. 3). Specific correlations were observed with the different specializations of the students from the sample, but not a significant one in terms of socio-emotional intelligence.

The variable assumed by the "education and training / development strategies" was analysed by the method of qualitative analysis of school documents: the entire sample of students was analysed in the form of the educational path from high school to research (school progress - formal and non-formal -, results at school Olympiads and competitions, extracurricular and extracurricular activities, disciplinary offenses, attendance / number of absences, commute to / from school).

From the comparative analysis of the average admission in the ninth grade (MFA) and the average obtained at the end of the first semester (for students sampled in the ninth grade) / at the end of the ninth grade for students sampled in the ninth grade there was an obvious difference between the two values of the comparison, some cases meaning a better average, others a weaker one. The averaging was done on intervals (10; 9-9.99; 8-8.99; 7-7.99; 6-6.99; 5-5.99, under grade 5), most grades being recorded in intervals that offered admission to specializations that enjoyed a competitive context: philology, social sciences, mathematics-computer science.

There were 149 changes in the values of school averages compared to the high school admission benchmark or grade at the end of the first year of high school.

Of the 209 students surveyed, the analysis of school documents showed that 23 students received disciplinary sanctions on grounds of cumulative absences (13), altercations with colleagues (8), facts inconsistent with school conduct (3):

▪ 84 students were involved in volunteer and non-formal activities, personal development, participating in Debate, sports, cultural competitions.

The composition of the sample changed from the perspective of the residence environment: 64 students changed their residence from urban to rural (25) and vice versa (39) after admission to high school.

The comparative qualitative analysis of the students' school documents aimed at detailing some aspects with a focus on the research topic: the school progress of the students investigated during the current school year (for the 9th grade) and the previous school year (for the 10th grade): the dynamics of school environments, the interest shown to come and stay at school (number of absences), the number and type of school deviations, personal development courses held in school, instructive-educational methods (non-formal) declared and used by teachers.

In this regard, there have been investigated the high school admission files, the school situations of the investigated students, the minutes of the Teachers' Council meetings, the record of the commuting students, the Report of the Discipline

Commission, the Analysis reports of the counsellor's activity with school and extracurricular programs and projects, catalogues.

The results were constituted in a descriptive database that completed, diversified, strengthened/ validated the results of the statistical research.

The two complementary research methods revealed realities that validate statistical findings: socio-emotional intelligence is a prerequisite for the level of spiritual intelligence of teenagers in high school, both concepts, through the constructs they have in the formation of adolescents' personality, contribute, influence and determine integration and their school adaptation. In this regard, the residence environment during the gymnasium has a decisive influence for the school adaptation of the 9th and 10th grade students, the specialization undertaken being important from the perspective of emotional maturity and the coefficient of spiritual intelligence (differences in favour of the human and real profile, to the detriment of the technical one). The 10th grade, as an age, is characterized by a higher degree of emotional maturity and a high degree of spiritual intelligence.

Participants: 39 people, students' representatives (30), graduate students (4), teachers (5).

The topic of the interview guide referred to the concepts verified using the questionnaire survey: socio-emotional dimensions, relationships in the school group, types of conflict, conducts and behaviours, views on oneself and the relationship with others, how students feel/ felt at school (openness, trust, emotional security).

It was established that students talk too little about themselves (at least in such contexts!) but more about others.

The researched topic is of real help for the teachers, for the orientation and dynamization of the relationship they have with the students.

In the previous presentation are descriptive aspects of some realities found investigating school documents, which were subsequently taken into account in the analysis of research results. They were meant to clarify the school context, the relationships in the school environment in which the students surveyed work, the training and development strategies they benefit from.

The results obtained after **the analysis of the answers to the items of the CAS Questionnaire, the variable "school adaptation"** offers the following conclusions:

▪ Among the items of the "socio-affective dimension" cluster, the highest values were received by item no. 5, "are you an empathetic person, do you understand the feelings of others?", which can accredit the idea that responding students are aware of the value of empathy as an emotional and social dimension.

▪ The item with the lowest response values is item no. 7, "Do you like to share, to reveal to others what you feel, to trust others?" and may show the lack of openness in the school group manifested by adolescents. This finding is reinforced by the results provided by items no. 1 and no. 2 of the cluster "types of conflict" which shows the preponderance of types of intrapersonal conflicts with another person, as well as with item no. 1 of the cluster "relationships / roles in the group of students", where the ability to follow, to be coordinated by someone is appreciated.

▪ Item no. 1 of the cluster "socio-affective dimension", "you manage to observe your own person and recognize your emotional states and feelings" has response values above the average of the cluster items, showing that students recognize and become aware of their emotions, feelings, sentiments. Therefore, as can be seen from item no. 2 of the cluster "relationships in the school group", the relations of cooperation and acceptance are easy, mediated by the understanding of one's own feelings.

▪ Item no. 3 of the cluster "relationships/ roles within school group", "of control, I know when and how to lead", shows that adolescents are not prepared to assume roles such as involvement/ leadership in the school group, cannot ensure a relational leadership that expresses emotional maturity. These values correlate with those highlighted by the levels of the Friedman Scale where, either vertically (from the ninth grade to the tenth grade) or horizontally (depending on profiles/ specializations), adolescents have different scores.

▪ Item no. 4 of the cluster "types of conflict" shows that adolescents have more group conflicts (intergroup) than individually, which is correlated with the results of research on human behaviours during adolescence on the idea of group membership, sharing common and mutually accepted values.

The "school adaptation" variable is independent in relation to school integration, but dependent within the same variable no. 4 of socio-emotional maturity and the level of spiritual intelligence. Equally, it significantly correlates with the residence environment, the attended class, the specializations they study.

The variables named "the environment where the student lived while studying in high school" and "environment where the student lives during high school" are independent. There were changes in values in the sense of changing the domicile after graduating from high school. A longitudinal analysis to verify the level of emotional and spiritual intelligence at the end of the eighth grade could show more eloquently the influence of the residential environment (with all its components and social levels) on school adaptation, the relationship between the two types of intelligence (emotional and spiritual).

Correlations of the "profile/ specializations" variable with the "school adaptation" variable

The Cas questionnaire was globally analysed, depending on the answers to the items of each cluster. The analysis was done simultaneously, being aware of the specificity, structure, dimensions of each concept (socio-affective dimension, relationships within school group, functional/ non-functional roles of respondents, types of conflict). With regard to the "profile/ studied specializations" variable, here are the following conclusions:

▪ Pupils who study the Humanist profile prove higher levels of school adaptation than those who study profiles such as real or technical. Within the Humanist profile, the students of the social sciences specialization registered higher scores in the questionnaire regarding the appreciation of personal comfort during the time spent at school and of the adaptation to the school environment, unlike the philology specialization. Between the other two profiles, the lowest level of school

adaptation, according to the results obtained from the questionnaire, the students of the Technical profile are the ones who record the lowest scores. The same conclusion is appropriate regarding the values obtained on each cluster of the questionnaire.

▪ The answers to the cluster items aiming the emotional-affective dimensions show variations of values depending on specialization, the differences being in favour of the specializations of the Humanities, Social Sciences profile, and the constant is that students from rural residential areas show a higher degree of school adaptation, unlike students from urban areas: each time, in relation to any of the clusters, the variable residence of the graduated school (gymnasium) shows higher values in terms of rural areas.

▪ The values got from the CAS items, increase uniformly depending on the class in which the responding students are: the older the student gets, the higher, more diversified and clarifying the values offered for the questionnaire items for the research topic, are. At the level of the 10th grade, the results offered higher values in terms of items that question the types of relationships that students in the Technical profile have in the class group, as opposed to students in the Humanist profile who are, as values of answers, following those from the Real profile.

▪ The situation is not the same when we analyse the values offered by the ninth grade students regarding the group relations: the responding students studying the Humanist profile offered higher values than those from the other profiles, but in terms of the Technological profile, the variable Gymnasium's residency environment offers changes in values in terms of the answers given by students.

▪ Students from 10th grade offer higher values regarding the types of conflict, the analysis highlighting a constant of the high values of the intrapersonal conflict. Students who study the Technical profile have high values given to the types of interpersonal conflict.

The "residence environment" variable offers different values regarding the answers to the items related to the types of conflict: students who graduated from high school in rural areas have high frequency values when assigning rank to the type of interpersonal conflict (me with another, with others), and respondents who study theoretical profiles (Real, Human) assign a high frequency range to the type of intrapersonal conflict.

The results obtained after analysing the answers to the items of the TISEA Questionnaire (the "socio-emotional maturity" variable) offer the following conclusions:

▪ The lower levels of the Friedman maturity scale (infantile, childish reactions; adolescent, immature reactions; slight emotional immaturity) include values in the 9th grade students, as opposed to the 10th grade students who have values in the upper grades of scale.

▪ The Technical Profile is the least represented on the lower steps, which correlates with the values obtained in items no. 2, 3 and 4 of the CAS "Conflict Types" cluster, providing a possible explanation for the frequency of its approaching: I am more emotionally mature.

▪ The Friedman maturity scale has 9 stages of appreciation (from "infantilism": 1-10, to "perfectly emotionally matured": over 25. We can notice,

observing the recorded values, that biological age makes the difference in recording scores on each level: if we choose the average as "situation towards the limit, tendency towards balance", at the level of the 10th grade, the highest scores are at the top of the scale, unlike the ninth grade. No student recorded values for the inferior grade (infantilism) or the superior (perfectly emotionally matured).

▪ Thus, it is certified the fact that emotional intelligence needs time to be educated, while cooperation between individuals needs time to be developed. Therefore, we may observe that the interaction between the 10th grade students contributes to a higher degree of emotional maturity.

▪ Vertically, in the same logic, we can see higher scores for specializations of the Humanist profile as compared to the Technical and Real profile/ specialization.

▪ There is a "faction" of values at the average level of maturity that might indicate a link between emotional maturity and the biological age: at this point in life, adolescents are in full development of their emotional component, a dynamic that begins at the entrance to high school and is at its highest score during the 10th grade. From the analysis of the obtained values it can be deduced that the level of emotional maturity is increased in the case of students studying the specializations of the Humanities (first the Social Sciences, then the Philology).

▪ When the values reach the level of "tendency towards balance", their dispersion is higher depending on the studied profile and the class in which the student is: most values are at the average level of maturation, then the corresponding level, the highest values belong to social sciences, the ninth grade offers the most values corresponding to the level of "good maturity".

▪ The conclusion may surprise: a level of good maturity in the ninth grade, but most intermediate levels of "medium level" and "appropriate level of maturity" are found in the values of respondents for the 10th grade. It is the consistency of the level, not the jumps that makes the difference!

The "emotional intelligence" variable was understood at the beginning of the research as an independent one (working hypothesis no. 1, working hypothesis no. 3, working hypothesis no. 4). As a result of the analysis of the values obtained on the Friedman Emotional Maturity Scale, it has been ascertained that the status of this variable can also be dependent: in association with education and training strategies it becomes dependent on the profile/ specialization chosen by students, and associated with the methodological and curricular spectrum (forms of formal/ non-formal education also depending on the students' residential environment.

7. Comments, discussions

The research aims to analyse the relationship between emotional intelligence and spiritual intelligence. Emotional intelligence has been nuanced from a social perspective, being approached as a manifestation of socio-emotional intelligence among teenagers. This is, in my personal opinion, the level at which the encounter and the correlation with the level of spiritual intelligence in adolescents takes place. As personality dimensions, they have convergence and divergences. The social context brings them together, proving their existence together and at the age of

adolescence, as a moment of development and growth of the human being, they are manifest, coexisting.

In order to highlight them, to show their usefulness and educational value, their relational dynamics were researched related to the concept of "school adaptation". Mediation effects of the two constructs (socio-affective maturity and level of spiritual intelligence) on school adaptation were found.

The values of these effects and the differences are influenced by the type of educational profile studied by students and the residence environment.

The general conclusion is that the level of spiritual intelligence is based on the teenager's socio-affective maturity. The influences of the residential environment (we believe that the family ones too) also show significant contributions to this relationship.

For the working hypothesis no. 1 different values (high for some profiles at the level of the 9th grade, low for others at the level of the 10th grade, constant for adolescents belonging to a type of residential environment) for profiles/ specializations, classes of students, gender, emotional maturity, they correlated with different levels of school adjustment. The mediation role was played by specializations, while educational and training/ development strategies have had a less significant influence on them.

Within the working hypothesis no. 2 the coefficient of spiritual intelligence shows average and high values for certain profiles/ specializations, a significant association with the biological factor: "age", an even more significant one with the variable "residence environment". The influence of spiritual intelligence is obvious in relation to school adjustment, but not in a direct relationship, but mediated by profile/ specialization and residence environment.

With the mediation of the methodological and curricular spectrum (with all its aspects and definitions) and with the correct understanding of the educational form, socio-emotional intelligence is a strong premise for defined/ understood, specific, high behaviours of spiritual intelligence (working hypothesis no. 3).

The school environment is perceived as a "place of well-being", where students find the state of personal comfort, where they progress, they are fulfilled, when a high spiritual intelligence is placed next to the socio-emotional maturity (working hypothesis no. 4). School integration and adaptation, school employment, school aptitude, school success (results and personal development) are dimensions with which the two variables in the relationship can correlate.

Open issues. Interrogations

Equally, emotional intelligence, its facets (such as emotional maturity, socio-affectivity) contribute to school success (school commitment, adaptation in the context of school activities, increasing emotional connection with school, by engaging in positive interpersonal activities and behaviours), to positive academic results for adolescent students. The studied specializations included in the curricula must be thought beginning with the awareness of this reality, of the holistic approach of the student. High school, the period of schooling that corresponds to adolescence,

is necessary to form/ develop students' emotional intelligence. Their academic success depends on their emotional maturity.

The development of spiritual intelligence synergistically completes the emotional development of adolescents during high school. It has an individual/ personal contribution, comes along with a person's consciousness, with the awareness and the correct understanding of what happens to the adolescent, it defines him in the relationship with himself and with the others. It has social values.

Based on the socio-affective support, the spiritual conduct refines the axiology of the adolescent: he feels, he is convinced, he understands, he knows how to choose, he overcomes the anxiety, he has vision, his future is more secure, and the decisions are accordingly. At the interpersonal level, he will know how to approach relationships with others correctly, to distinguish between what brings him added value and what relationship is bankrupt, he will get involved or remain lonely, he will be socially fulfilled or he will depend on others.

He will be with himself, he will know how to validate his choices, he will be aware of his limits. He will have a conscience. He will have the knowledge of his own conscience. This way, spiritual intelligence can contribute to the development of a complete student, he/ she being the own decision maker of the educational path.

Self-esteem awareness, building a high self-esteem (to which we believe spiritual intelligence has a considerable contribution) of adolescents in school, mediate school achievement, educational path, educational and professional guidance.

The research conducted on the sample of adolescents approached the relationship between emotional and spiritual intelligence in adolescents. One of the merits of the research is that it took into account factual variables, whose mediations bring nuances in the relationship between students' socio-affectivity and their spiritual intelligence in school context: environment, specialization influences the relationship between the two of them.

The relationship between spiritual intelligence and the teenagers' school behaviours, in the specific conditions of the educational path can also be analysed. Can school conduct be mediated by spiritual intelligence?

What does the dynamics of the longitudinal relationship between emotional and spiritual intelligence in adolescents look like, outside the educational context, this being a dimension of the aspect of interpersonal social relations?

There are premises that bring together, either from the perspective of teachers or students, the dimensions of the human personality that ensure a complete educational approach, according to the stated aims of education: emotional intelligence (socio-affectivity), spiritual intelligence in the post-pandemic period.

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