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# THE VALUE ORIENTATIONS OF ADOLESCENTS WITH DIFFERENT LEVELS OF EMOTIONAL INTELLIGENCE

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Emotional Intelligence, Value Orientations, Terminal Values, Instrumental Values, Adolescent.

## ABSTRACT

This article presents general characteristics of the concepts of emotional intelligence and value orientations from the perspective of several authors. There are presented some theoretical approaches with reference to the components of emotional intelligence and the types of value orientations. Moreover, in this paper some sequences of the research carried out on the subject of emotional intelligence and value orientations in adolescents are described. They directly relate to the hierarchies of terminal and instrumental value orientations of adolescents with different levels of emotional intelligence development: high level and low level. At a comparative level, priority values and values rejected by teenagers are presented, which denote different levels of emotional intelligence. The obtained results demonstrate that the value hierarchies in the experimental subjects are not identical. We emphasize that the research sample consists of 341 teenagers from the Republic of Moldova.

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## Introduction.

Psychosocial studies show that emotional intelligence, the person's ability to relate to people around them, are the basis of success in life, being frequently more important in success than technical or intellectual skills. Moreover, success in life does not come so much from the amount of known information or the ability to manipulate it, as from the skill of knowing and regulating your own impulses and emotions, as well as those of people around us. Emotional intelligence is about being aware of one's own emotions, mastering these emotions by controlling the generative causes, the inner motivation to evolve, doubled by initiative, optimism, dedication, empathy and, last but not least, social skills, i.e. the ability to establish positive relationships, to cooperate and collaborate with others, to resolve conflicts, to capture attention, etc. These particularities inevitably influence the orientation and direction of one's own value system.

### **Concept and Argument.**

The concepts analyzed in this paper, emotional intelligence and value orientations, are the subject of scientific research, respectively we consider important the studies carried out by authors such as L.U. Shelley with reference to emotional intelligence and moral values in adolescents [12], M.A. Radin on value orientations, emotional intelligence and pedagogical innovations [11], А.И. Комарова about the cultural and psychological characteristics of the relationship between values and emotional intelligence [9]. These are the researches that present the concepts analyzed together, but we frequently encounter the phenomena of emotional intelligence and value orientations analyzed in studies separately.

In the view of the author D. Goleman, the constructs that make up emotional intelligence are: self-awareness - self-confidence; self-control – desire for truth, conscientiousness, adaptability, innovation; motivation – the desire to conquer, dedication, initiative, optimism; empathy – understanding others, diversity, political capacity; social skills – influence, communication, conflict management, leadership, establishing relationships, collaboration, cooperation, teamwork [2; 3; 4].

According to the conceptions of the author Hein, emotional intelligence means:

1. to be aware of what you feel, what others feel and to know what to do about it,
2. to know how to distinguish what is good for you, what is bad for you and how to go from bad to good,
3. have emotional awareness, sensitivity and leadership to help you maximize long-term happiness and survival [apud 1].

Currently, there is disagreement as to whether emotional intelligence is more of an innate potential or whether it represents a set of skills, competencies, or learned dispositions. D. Goleman claims that unlike the degree of intelligence, which remains the same throughout life or the personality that does not change, competencies based on emotional intelligence are learned skills [2].

In D. Goleman's opinion, any person can raise his level of emotional intelligence through education and exercises, but some components of emotional intelligence are treated as personality traits and therefore could not change during individual's life [3; 4].

Referring to the research on value orientations, the authors mention that they differ in diversity and ambiguity. Sometimes value orientations are defined as the content of personality's orientation or as a variety of relationships, in the same way there is a definition that highlights value as a system of fixed social attitudes belonging to material and spiritual culture or as conscious and accepted personal meanings.

But, of course, all authors, in one way or another, mention that value orientations are analyzed as a complex of conscious and ordered values of the individual, thus determining one's behavior and activity. Accordingly, it is important to analyze in more detail the opinions of several authors regarding the perception of the concepts of values and value orientations. Personal values present one of the most important subsystems of the sphere of personality content.

Starting from the classification proposed by D. Leontiev with reference to the psychological nature of individual values [10], Л. Карпушина, А. Капцов believes that personal values have a double essence [7; 8]. On the one hand, they assume that the relationship (ratio, attitude) has the function of directing and structuring, and on the other hand, it is located in the same row as needs and reasons, presenting as such value education, which manifests stimulating power, i.e. it has the function of orientation and motivation. In the view of the author F. Kluckhohn, value orientation is an organized and generalized conception, influencing behavior, regarding nature, the place of people in it, the relations with others, regarding desirable and undesirable, as they may be related to the environment and interpersonal relations [apud 5].

Values being analyzed from the aspect of that social significance, which is offered to them by society as a whole or by a certain social group, are:

- elements or phenomena of social life;
- the reason of activity and behavior, because a person's orientation in the world and the desire to achieve certain goals correlate strictly with the values included in personality structure;
- concepts and beliefs that are related to desired final states or behavior, are superior to specific situations, regulate the selection or evaluation of behavior or events, and are ordered by relative importance;
- the firm belief that a certain way of behavior is prioritized from a personal or social point of view, compared to the opposite way or the opposite behavior [6].

There is an interpretation of values, which identifies them as elements of the structure of a person's consciousness: interests, beliefs, etc. At the same time, in the definitions of value, there is another aspect of value relationship: only those elements of the social environment are called values for which the individual or group has the evaluation position; if the values - are interests, then they constitute interests in some components of the social environment.

Therefore, in the process of researching the value system, first of all we encounter a set of external conditions and internal features of human behavior. Highlighting the concept of value attributed to the internal and external world of the individual in general does not coincide with the division of values into the values of society and the values of the individual.

Value orientations are the most generalized and hierarchical relationships of the individual with the values of that culture in which a personality was formed; a structured, generalized system consisting of value representations, which express the subjective attitude of a personality towards the objective conditions of life [apud 5].

It is necessary to mention that the problem of emotional intelligence, of value orientations in psychology has not been fully studied, researchers highlighting only some aspects of this phenomenon. We point out that there is a lack of complex research on the mutual link between emotional intelligence, value orientations, psychosocial factors of influence and personality dimensions that determine these concepts.

### **Materials and Methods.**

The presented article is a sequence of research carried out on the subject of emotional intelligence and value orientations in adolescence.

The purpose of the research is to determine the relationship between emotional intelligence and value orientations at the age of adolescence.

Formulating the research hypothesis, we assume that adolescents with different levels of emotional intelligence development present differences in the hierarchies of terminal and instrumental value orientations.

We mention that the presented aspects of emotional intelligence and value orientations highlight the researchers' interest in this subject from the perspective of contemporary societal approaches.

The sample was built based on the needs to determine the relationships between emotional intelligence and value orientations at the age of adolescence. In the research were involved 341 experimental subjects belonging to a certain age group, they were teenagers studying at high school (grade 10 and 12), college (year 1 and 2) and university (year 1 and 2). The interviewed teenagers studied at two universities in the Republic of Moldova: the State University of Moldova (Chisinau municipality) and the "Bogdan Petriceicu Hasdeu" State University in Cahul. The specialties they studied were different, namely: Psychology; Physics and Engineering; Informatics; Accounting, Business and Administration; Sociology, Social work, Law, Pedagogy; Pedagogy in primary education and preschool pedagogy; Social assistance.

The gender composition of the sample was the following: 78% of the participants were female and 22% of the research participants were male.

The sample involved in the experiment, according to the subjects' origin, was distributed a little disproportionately in the favour of urban environment. Of the total number of participants, 53.0% were from the urban environment, and 47.0% of subjects came from the rural environment.

Teenagers did their studies in different profiles, namely 251 teenagers, which represented 74.0%, did their studies in the humanistic profile, and 90 teenagers, which represented 26.0%, did their studies in the real profile.

Of the total number of teenagers (341 subjects) who participated in the research, most subjects – 116, which represents 34.0%, had an academic average between grades 8-9; 111 subjects (32.6%) had an academic average between grades 7-8; 67 subjects (19.6%) had an academic average between grades 9-10; 40 subjects (11.7%) had an academic average between grades 6-7; 7 subjects (2.1%) had an academic average between grades 5-6 and no subject indicated an academic average lower than 5 points.

In the conducted research, the following empirical methods were administered: 1. Psychosocial investigation; 2. Questionnaire for the diagnosis of emotional intelligence (N. Hall); 3. Value orientations test (M. Rokeach); 4. Social Intelligence Test (Ph. Carter); 5. Self-confidence study test (V.G. Romek); 6. Scale of values (V. Gouveia); 7. FPI personality questionnaire Form B (F. Fahrenberg,

H.Selg, R.Hampel); 8. The success motivation diagnostic test, T. Elers; 9. The diagnostic questionnaire of communicative and organizational skills COS – I (V.V. Sineavski, B. A. Fedorišin).

In the sequence presented in this article, we will analyze the results of the *Emotional Intelligence Diagnostic Questionnaire (N. Hall)* and the *Value Orientations Test (M. Rokeach)*.

### Results and Discussions.

We considered important for the carried out research to determine the levels of manifestation of emotional intelligence. We emphasize that the research sample consists of 341 teenagers aged between 15-25 years.

Therefore, according to the hypotheses, there were determined the levels of development of emotional intelligence and its scales at the age of adolescence.

Administering the **Questionnaire for the diagnosis of emotional intelligence (N. Hall)** we determined the levels of development of emotional intelligence and its scales:

1. Emotional competence – awareness and understanding of emotions, self-observation and awareness of feelings as they appear;

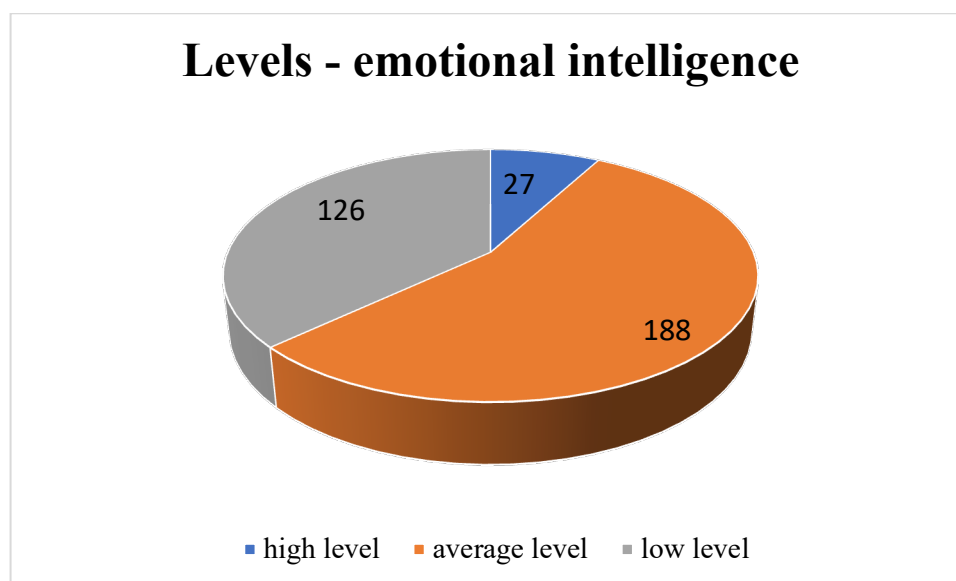
2. Managing one's emotions - controlling emotions for adapting them to the situation, being aware of the cause that generated a certain feeling, finding ways to control fears and anxieties, anger and sadness;

3. Self-motivation – channeling emotions towards achieving a certain goal; self-control of emotions;

4. Empathy – is an understanding of other people's emotions, sensitivity to other people's feelings and problems and the ability to see from their point of view; awareness of the fact that people feel things differently;

5. Recognizing other people's emotions - controlling other people's emotions; social competence and social skills.

The results are presented in figure 1 for a clearer visualization of the levels of intelligence development in the teenagers who participated in the observational experiment.



*Fig. 1. Levels of emotional intelligence development.*

Therefore, the obtained results demonstrate different levels of emotional intelligence development. As we can see from figure 1, only 7.9% of those investigated show a high level of emotional intelligence development. A large percentage of subjects (55.1%) shows an average level of emotional intelligence development, and a low level of emotional intelligence development - is characteristic for 126 subjects, which represents 37.0% of the entire sample.

As mentioned earlier, the *Questionnaire for the diagnosis of emotional intelligence (N. Hall)* allows determining the levels of the component scales of emotional intelligence. These are the following:

1) emotional competence; 2) managing one's emotions; 3) self-motivation; 4) empathy; 5) recognizing the emotions of others. The results are presented in table 1.

Table 1. Levels of development of emotional intelligence scales.

| Component Scales of EQ                | Levels        | Frequency | %    |
|---------------------------------------|---------------|-----------|------|
| 1. Emotional competence               | high level    | 87        | 25,5 |
|                                       | average level | 175       | 51,3 |
|                                       | low level     | 79        | 23,2 |
| 2. Managing one's own emotions        | high level    | 28        | 8,2  |
|                                       | average level | 104       | 30,5 |
|                                       | low level     | 209       | 61,3 |
| 3. Self-motivation                    | high level    | 84        | 24,6 |
|                                       | average level | 154       | 45,2 |
|                                       | low level     | 103       | 30,2 |
| 4. Empathy                            | high level    | 106       | 31,1 |
|                                       | average level | 182       | 53,4 |
|                                       | low level     | 53        | 15,5 |
| 5. Recognizing the emotions of others | high level    | 65        | 19,1 |
|                                       | average level | 178       | 52,2 |
|                                       | low level     | 98        | 28,7 |

The research results (table 1) demonstrated, for the researched subjects, different levels of development of the emotional intelligence scales.

Moreover, as we can see from table 1, for the first scale - emotional competence - 25.5% of the surveyed subjects have a high level; 51.3% of teenagers have an average level, and a low level of emotional competence - is characteristic for 23.2% of subjects, from the entire sample.

For the scale - managing one's own emotions, high level presents 8.2% of teenagers, medium level – 30.5%, and low level 61.3% of teenagers from the entire sample.

The presented results highlight the following indices for the self-motivation scale: high level presented 24.6% of teenagers, medium level – 45.2%, and low level - 30.2% of teenagers.

High level for the empathy scale presented 31.1% of the teenagers, medium level – 53.4%, and low level only 15.5% of the teenagers.

The results presented for the last scale, recognition of others' emotions, show that 19.1% of teenagers had a high level; 52.2% had an average level, and 28.7% of the surveyed subjects had a low level.

We mention that, in accordance with the results presented in this study, we considered it important to know the hierarchy of value orientations for adolescents with different levels of emotional intelligence development.

Thus, the results established for the terminal values, according to the **Value Orientations Test (M. Rokeach)** depending on the levels of emotional intelligence are presented in figure 2. The differences between environments depending on the level of emotional intelligence of adolescents are presented for the terminal value orientations: *active life, wisdom of life, health, interesting work, beauty of nature and art, love, wealth, good and faithful friends, social appreciation, knowledge, productive life, continuous development, entertainment, freedom, happy family life, happiness of others, creation, self-confidence.*



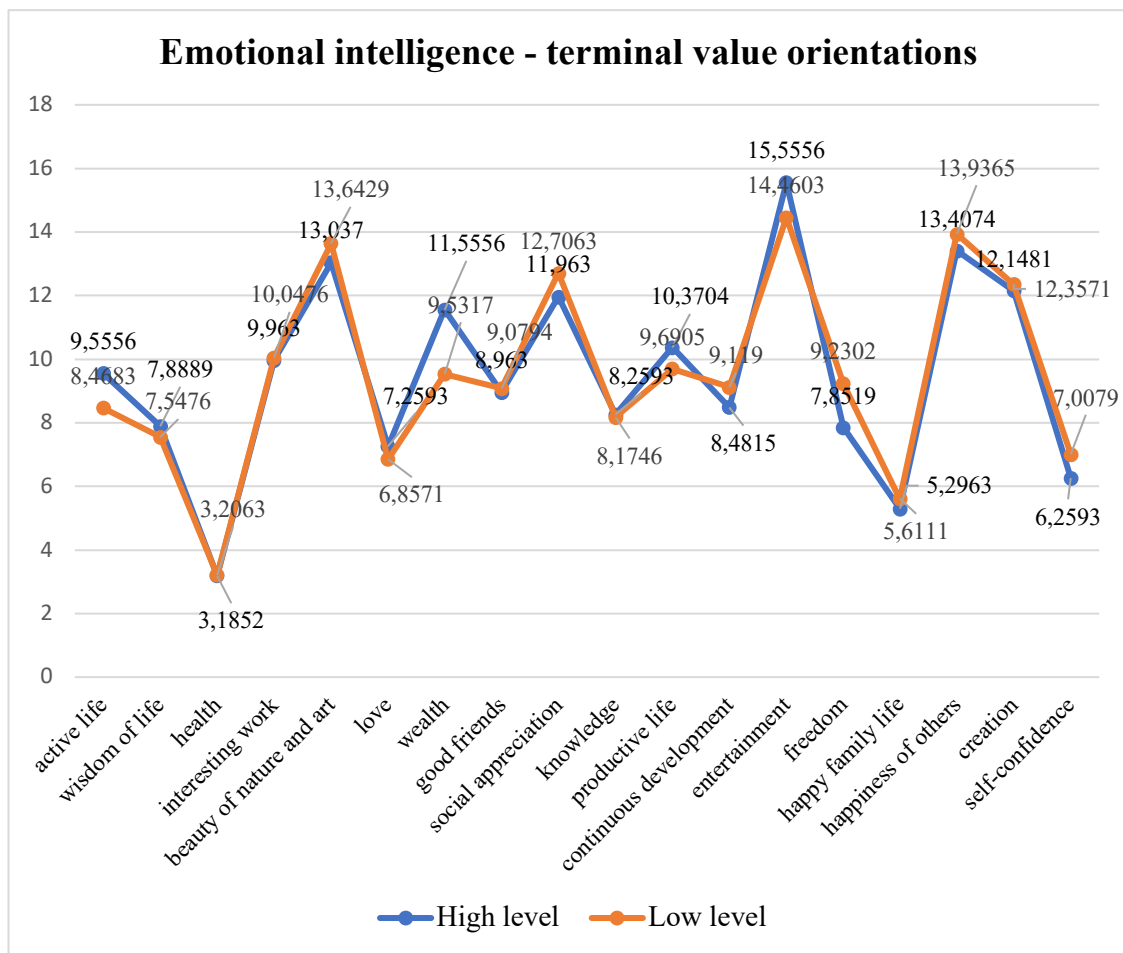


Fig. 2. Personality profile of an adolescent with high and low level of emotional intelligence from the perspective of terminal value orientations.

There are differences in the averages presented in the **personality profile of adolescents with a high and low level of emotional intelligence from the perspective of terminal value orientations**. Adolescents with a high level of emotional intelligence compared to subjects with a low level of emotional intelligence recorded higher averages for terminal value orientations such as: active life, life wisdom, love, wealth, knowledge, productive life, entertainment.

Adolescents with a low level of emotional intelligence compared to those with a high level of emotional intelligence presented, according to the results, lower averages for the following terminal value orientations: interesting work, beauty of nature and art, good friends, social appreciation, development continuous, happy family life, freedom, happiness of others creation, self-confidence. At the same time, subjects with a high level of emotional intelligence and subjects with a low level of emotional intelligence recorded equal averages for the health value.

To indicate the differences in the averages of the variables according to the level of emotional intelligence of the adolescents, the T-test was performed. Analyzing the data presented, in the given case, for the terminal values (*active life, wisdom of life, health, interesting work, beauty of nature and art, love, wealth, good friends, social appreciation, knowledge, productive life, continuous development, entertainment, freedom, happy family life, happiness of others, creation, self-confidence*) we can state that there are significant differences between teenagers with different levels of emotional intelligence for the value : material well-being ( $t=1.99$ ;  $p=0.04$ ).

According to the purpose of the research, we identified the hierarchies of terminal and instrumental value orientations for both groups of subjects. In the following, we present these results in

detail. Hierarchies of value orientations were identified by the cumulative score that provided different ranks for each of the 18 terminal and instrumental values.

As we pointed out, the teenagers arranged the value orientations in order of importance for them, so they obtained different scores. Thus, in accordance with the obtained score, there were identified certain ranks for both, the terminal orientations and the instrumental value orientations. In table 2 we present the score and rank in the hierarchy for *the terminal values* of adolescents with high and low levels of emotional intelligence.

Table 2. Score and rank in the hierarchy for *terminal values* of adolescents with high and low levels of emotional intelligence.

| Rank in hierarchy | TERMINAL VALUES – high level of emotional intelligence (EQ) | Scores  | Rank in hierarchy | TERMINAL VALUES – low level of emotional intelligence (EQ) | Scores  |
|-------------------|---|---------|-------------------|--|---------|
| 1                 | health  | 3,1852  | 1                 | health   | 3,2063  |
| 2                 | happy family life   | 5,2963  | 2                 | happy family life  | 5,6111  |
| 3                 | self confidence   | 6,2593  | 4                 | self confidence  | 7,0079  |
| 4                 | love  | 7,2593  | 3                 | love   | 6,8571  |
| 6                 | wisdom of life  | 7,8889  | 5                 | wisdom of life   | 7,5476  |
| 10                | active life   | 9,5556  | 7                 | active life  | 8,4683  |
| 7                 | knowledge   | 8,2593  | 6                 | knowledge  | 8,1746  |
| 9                 | good friends  | 8,9630  | 8                 | good friends   | 9,0794  |
| 8                 | continuous development                                      | 8,4815  | 9                 | continuous development                                     | 9,1190  |
| 5                 | freedom   | 7,8519  | 10                | freedom  | 9,2302  |
| 13                | wealth  | 11,5556 | 11                | wealth   | 9,5317  |
| 12                | productive life   | 10,3704 | 12                | productive life  | 9,6905  |
| 11                | interesting work  | 9,9630  | 13                | interesting work   | 10,0476 |
| 15                | creation  | 12,1481 | 14                | creation   | 12,3571 |
| 14                | social appreciation   | 11,9630 | 15                | social appreciation  | 12,7063 |
| 16                | beauty of nature and art                                    | 13,0370 | 16                | beauty of nature and art                                   | 13,6429 |
| 17                | happiness of others   | 13,4074 | 17                | happiness of others  | 13,9365 |
| 18                | entertainment   | 15,5556 | 18                | entertainment  | 14,4603 |

Thus, the identification ranks in table 2, according to the score accumulated for each value, contribute to establishing the hierarchy of value orientations.

In the completed work, the conceptions of the authors М.С. Яницкий and А.В. Серый, which divides the individual hierarchy of value orientations into three equal groups, namely: the first group - the group of preferred, significant values (rank 1-6 in the hierarchy); the second group – that of indifferent, insignificant values (rank 7-12 in the hierarchy); and the third group – that of rejected, insignificant values (rank 13-18 in the hierarchy).

Next, in table 3 we presented the hierarchy identified for the *terminal values* of the adolescents with high and low levels of emotional intelligence.



Table 3. Hierarchy for *terminal values* of adolescents with high and low levels of emotional intelligence.

| Order number in the hierarchy | TERMINAL VALUES – high level of emotional intelligence | Order number in the hierarchy | TERMINAL VALUES – low level of emotional intelligence |
|-------------------------------|--|-------------------------------|---|
| 1.                            | health   | 1.                            | health  |
| 2.                            | happy family life                                      | 2.                            | happy family life                                     |
| 3.                            | self confidence  | 3.                            | love  |
| 4.                            | love   | 4.                            | self confidence                                       |
| 5.                            | freedom  | 5.                            | wisdom of life  |
| 6.                            | wisdom of life   | 6.                            | knowledge   |
| 7.                            | knowledge  | 7.                            | active life   |
| 8.                            | continuous development                                 | 8.                            | good, faithful friends                                |
| 9.                            | good friends   | 9.                            | continuous development                                |
| 10.                           | active life  | 10.                           | freedom   |
| 11.                           | interesting work                                       | 11.                           | wealth  |
| 12.                           | productive life  | 12.                           | productive life                                       |
| 13.                           | wealth   | 13.                           | interesting work                                      |
| 14.                           | social appreciation                                    | 14.                           | creation  |
| 15.                           | creation   | 15.                           | social appreciation                                   |
| 16.                           | beauty of nature and art                               | 16.                           | beauty of nature and art                              |
| 17.                           | happiness of others                                    | 17.                           | happiness of others                                   |
| 18.                           | entertainment  | 18.                           | entertainment   |

The results included in table 3 demonstrate that **for teenagers with a high level of emotional intelligence**, among *the priority terminal values* are: *health; happy family life; self-confidence; love; freedom as well as wisdom of life*. The hierarchy, in the given case, ends with the following terminal values: *wealth; social appreciation; creation; beauty of nature and art; happiness of others and entertainment, respectively, these values are unimportant for the teenagers surveyed*.

From the same table 3 we identify that **for teenagers with a low level of emotional intelligence** among *the priority terminal values* are: *health; happy family life; love; self-confidence; wisdom of life as well as the value of knowledge*. Non-priority or rejected by adolescents with a low level of emotional intelligence are the terminal values: *interesting work; creation; social appreciation; beauty of nature and art; happiness of others and entertainment*. Comparing the priority and non-priority terminal value orientations of these two groups of teenagers, namely teens with a high level of emotional intelligence development and teens with a low level of emotional intelligence, we find that they are different.

Next, in figure 3 we presented the results obtained for the instrumental values according to the levels (high / low) of emotional intelligence (*accuracy, education, high requirements, life energy, diligence, independence, intransigence towards oneself and others, studies, responsibility, rationalism, self-control, courage in sustaining one's own opinion and beliefs, strong will, tolerance, broad visions, honesty, efficiency in activity, delicacy*).

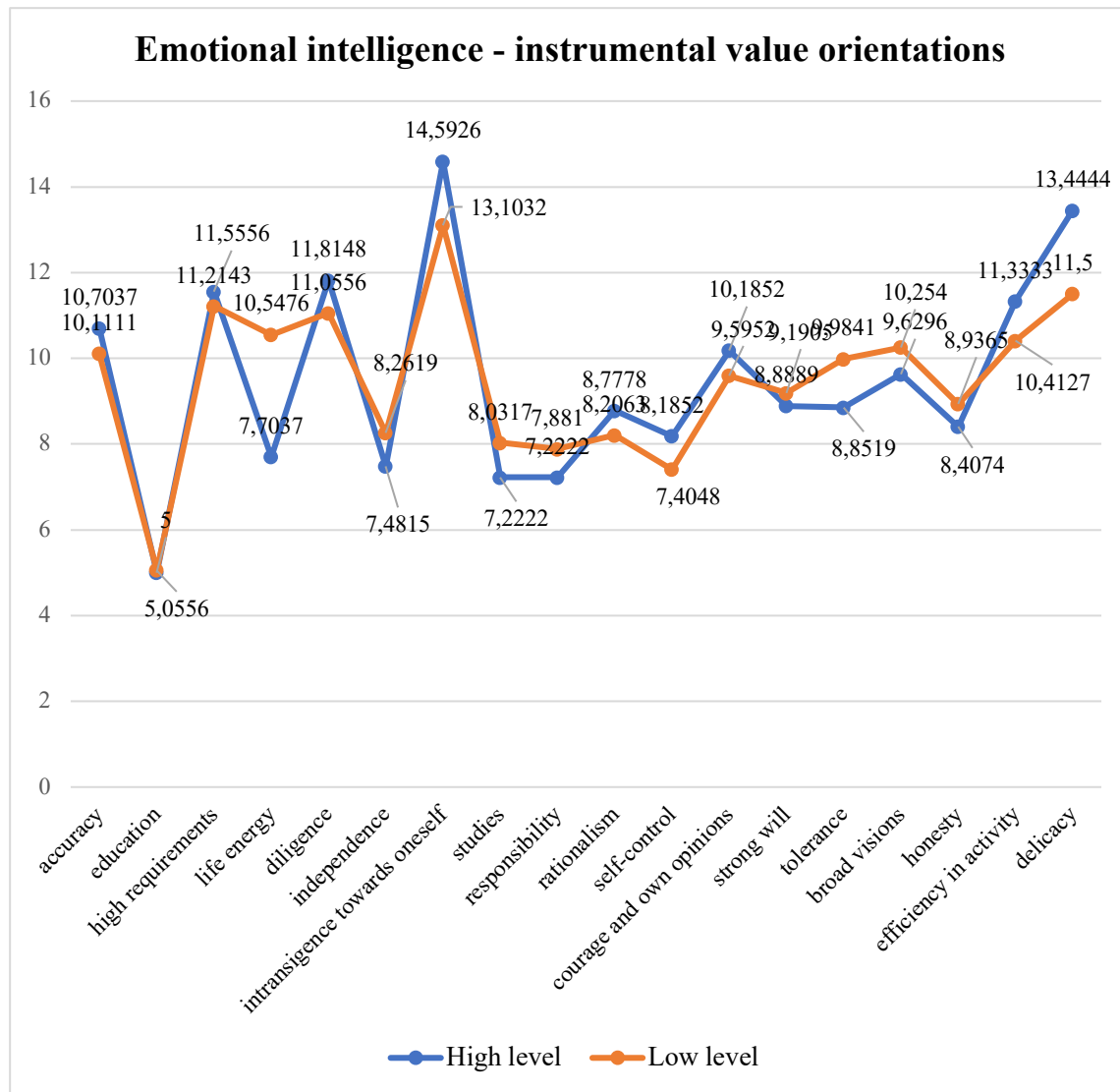


Fig. 3. Personality profile of the adolescent with high and low level of emotional intelligence from the perspective of instrumental value orientations.

The analysis of the results indicates that instrumental value orientations denote differences depending on the levels (high / low) of emotional intelligence. Adolescents with a high level of emotional intelligence compared to subjects with a low level of emotional intelligence recorded higher averages for the following **instrumental value orientations**: accuracy, high requirements, diligence, intransigence towards oneself and others, rationalism, self-control, courage and own opinions, efficiency in activity, delicacy.

Adolescents with a high level of emotional intelligence compared to adolescents whose level of emotional intelligence was low recorded lower averages for instrumental value orientations such as: life energy, independence, studies, responsibility, strong will, tolerance, broad visions, honesty. We mention that teenagers with a high level of emotional intelligence and teenagers with a low level of emotional intelligence indicated equal averages for the value education.

In this case, according to the data obtained with the T-test, we emphasize that there are differences between the averages of the variables in subjects with a high level and in subjects with a low level of emotional intelligence. Respectively, these differences are significant for the following instrumental value orientations: life energy ( $t=-2.51$ ;  $p=0.013$ ); delicacy ( $t=1.93$ ;  $p=0.05$ ).

Consequently, in table 4 we present the score accumulated by each value and the rank in the hierarchy for the *instrumental values* of the teenagers with high and low levels of emotional intelligence.

Table 4. Score and rank in the hierarchy for the *instrumental values* of adolescents with high and low levels of emotional intelligence.

| Rank in hierarchy | INSTRUMENTAL VALUES – high level of EQ   | Score   | Rank in hierarchy | INSTRUMENTAL VALUES – low level of EQ    | Score   |
|-------------------|--|---------|-------------------|--|---------|
| 1                 | education                                | 5,0000  | 1                 | education                                | 5,0556  |
| 6                 | self control                             | 8,1852  | 2                 | self control                             | 7,4048  |
| 3                 | responsibility                           | 7,2222  | 3                 | responsibility                           | 7,8810  |
| 4                 | independence                             | 7,4815  | 6                 | independence                             | 8,2619  |
| 2                 | studies                                  | 7,2222  | 4                 | studies                                  | 8,0317  |
| 8                 | rationalism                              | 8,7778  | 5                 | rationalism                              | 8,2063  |
| 10                | strong will                              | 8,8889  | 8                 | strong will                              | 9,1905  |
| 7                 | honesty                                  | 8,4074  | 7                 | honesty                                  | 8,9365  |
| 13                | accuracy                                 | 10,7037 | 11                | accuracy                                 | 10,1111 |
| 12                | courage and own opinions                 | 10,1852 | 9                 | courage and own opinions                 | 9,5952  |
| 5                 | life energy                              | 7,7037  | 14                | life energy                              | 10,5476 |
| 9                 | tolerance                                | 8,8519  | 10                | tolerance                                | 9,9841  |
| 11                | broad visions                            | 9,6296  | 12                | broad visions                            | 10,2540 |
| 14                | efficiency in activity                   | 11,3333 | 13                | efficiency in activity                   | 10,4127 |
| 15                | high requirements                        | 11,5556 | 16                | high requirements                        | 11,2143 |
| 16                | diligence                                | 11,8148 | 15                | diligence                                | 11,0556 |
| 17                | delicacy                                 | 13,4444 | 17                | delicacy                                 | 11,5000 |
| 18                | intransigence towards oneself and others | 14,5926 | 18                | intransigence towards oneself and others | 13,1032 |

According to the score and rank in the hierarchy identified in table 4 for the *instrumental values* of adolescents with different levels of emotional intelligence, we established the hierarchies of instrumental values. These are shown in the following table.

Table 5. Hierarchy for *instrumental values* of adolescents with high and low levels of emotional intelligence.

| Order number in the hierarchy | INSTRUMENTAL VALUES – high level of emotional intelligence (EQ) | Order number in the hierarchy | INSTRUMENTAL VALUES – low level of emotional intelligence (EQ) |
|-------------------------------|---|-------------------------------|--|
| 1.                            | education   | 1.                            | education  |
| 2.                            | studies   | 2.                            | self control   |
| 3.                            | responsibility  | 3.                            | responsibility   |
| 4.                            | independence  | 4.                            | studies  |
| 5.                            | life energy   | 5.                            | rationalism  |
| 6.                            | self control  | 6.                            | independence   |
| 7.                            | honesty   | 7.                            | honesty  |
| 8.                            | rationalism   | 8.                            | will   |
| 9.                            | tolerance   | 9.                            | courage and own opinions                                       |
| 10.                           | strong will   | 10.                           | tolerance  |
| 11.                           | broad visions   | 11.                           | accuracy   |
| 12.                           | courage and own opinions  | 12.                           | broad visions  |
| 13.                           | accuracy  | 13.                           | efficiency in activity   |
| 14.                           | efficiency in activity  | 14.                           | life energy  |
| 15.                           | high requirements   | 15.                           | diligence  |
| 16.                           | diligence   | 16.                           | high requirements  |
| 17.                           | delicacy  | 17.                           | delicacy   |
| 18.                           | intransigence towards oneself and others                        | 18.                           | intransigence towards oneself and others                       |

The results included in table 5 demonstrate that for **teenagers with a high level of emotional intelligence**, among *the priority instrumental values* are: *education; studies; responsibility; independence; life energy and self-control*. The hierarchy concludes with the following instrumental values: *accuracy; efficiency in activity; high requirements; diligence; delicacy; intransigence towards oneself and others*; which, in the same way, denotes that they are not important for the life of teenagers.

We identify, according to the data of the same table, that for **teenagers with a low level of emotional intelligence**, among *the priority instrumental values* are: *education; self control; responsibility; studies; rationalism; independence*. In this case, rejected by teenagers with a low level of emotional intelligence are the instrumental values: *efficiency in the activity; life energy; diligence; high requirements; delicacy; intransigence towards oneself and others*. Comparing the prioritized and non-priority instrumental value orientations of teenagers with a high level of emotional intelligence development and teenagers with a low level of emotional intelligence, we find that the hierarchies are not identical.

### **Conclusions.**

The basic concepts analyzed in the study, emotional intelligence and value orientations, are frequently researched separately in the specialized literature. Thus, we emphasize that there are few studies that present these phenomena together, they refer to other groups of subjects than the adolescent age. Starting from the fact that value orientations are the most generalized and hierarchical relationships of the individual with the values of that culture in which the personality was formed, as was mentioned in the paper, we consider it necessary to know them and the factors / phenomena by which they are influenced or they are related with. Thus, for this purpose, the *Emotional Intelligence Diagnostic Questionnaire* (N. Hall) and the *Value Orientations Test* (M. Rokeach) were administered, determining the levels of emotional intelligence development and value orientations of adolescents. Both for *terminal value orientations* (active life, wisdom of life, health, interesting work, beauty of nature and art, love, wealth, good and faithful friends, social appreciation, knowledge, productive life, continuous development, entertainment, freedom, happy family life, happiness of others, creation, self-confidence), as well as for *instrumental value orientations* (accuracy, education, high requirements, life energy, diligence, independence, intransigence towards oneself and others, studies, responsibility, rationalism, self-control, courage in sustaining one's own opinion and beliefs, strong will, tolerance, broad visions, honesty, efficiency in activity, delicacy) the hierarchies were identified for teenagers with different levels of emotional intelligence development.

We note that the hierarchies of the terminal and instrumental value orientations of adolescents with a high level and a low level of emotional intelligence development are different. The obtained results demonstrate that for teenagers with a high level of emotional intelligence, among the priority terminal values, ranked 1-6 in the hierarchy, are, in consecutive order: health; happy family life; self-confidence; love; freedom as well as the wisdom of life. However, for teenagers with a low level of emotional intelligence, the priority terminal values are, in consecutive order: health; happy family life; love; self-confidence; wisdom of life as well as the value of knowledge.

With reference to the instrumental values, it was identified that teenagers with a high level of emotional intelligence among the priority instrumental values consider (in consecutive order): education; studies; responsibility; independence; life energy and self-control; and for teenagers with a low level of emotional intelligence, among the priority instrumental values are: education; self control; responsibility; studies; rationalism; independence. We emphasize that in the hierarchies of terminal and instrumental value orientations we identify differences in the second group - that of indifferent, insignificant values and the third group - that of rejected, insignificant values. Thus, the obtained results demonstrate that the hierarchies of terminal and instrumental value orientations denote differences in subjects with high and low levels of emotional intelligence.

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