



Faculty of  
Psychology and  
Educational Sciences  
"Ovidius" University  
of Constanta, Romania



# BLACK SEA JOURNAL OF PSYCHOLOGY



[www.bspsychology.ro](http://www.bspsychology.ro)



9 772068 464001



## **The Emotional Development of Teenagers with the Father Gone Abroad**

**Sălceanu Claudia, Alexe Alisa Ancuța**

Ovidius University of Constanta, Romania  
[claudiasalceanu@yahoo.com](mailto:claudiasalceanu@yahoo.com)

**Abstract.** The problem of teenagers who have parents working abroad is part of the Romanian social reality and has become more and more visible. The actual severity of the phenomenon is justified in terms of multiple effects on the health and psycho-socio-educational development of children left at home. It is well known that the family is one of the basic pillars of the child's psycho-social development, and the deprivation of the presence of parents leads to unhealthy consequences and various vulnerabilities for children. A sample of 60 adolescents (30 boys and 30 girls), aged between 13 and 16 years old, was assessed with Freiburg Personality Inventory and Behavioral Assessment System for Children (BASC-2). Our hypotheses assumed the existence of differences between teenagers who are part of typical families and those who have left the father in terms of emotional stability, nervousness, anxiety, and depression. All hypotheses were confirmed, with higher scores of the variables for the sample of adolescents with the fathers gone abroad. Results are discussed in terms of implications on psychological counselling, social and economic policies.

**Keywords.** Emotional development, teenagers, family life, father gone abroad.

### **1. Emotional and social development in adolescence**

Adolescence is a real transition stage that connects childhood and adulthood. Getting out of childhood, as well as turning into a truly mature person, often involves a series of heavy pressures that can even attract true types of intrafamilial storms (Piaget & Inhelder, 1976). Thus, adolescence is a tumultuous time (Levin, 2015), a phase of the lifespan associated with widespread changes in emotional behavior thought to reflect both changing environments and stressors, and psychological and neurobiological development (McLaughlin, Garrad & Somerville, 2022). Social and emotional development in adolescence is often influenced by many personal, educational, and family factors (Bell & Calkins, 2000). The significant increase in the number of problems during adolescence is related to the personal and social effects of all physical changes, as well as to the timing of these changes (Cretu, 2001). Furthermore, cognitive development, hormonal changes, and life events are



viewed as three of the most highly salient influences on adolescent emotional growth (Rosenblum & Lewis, 2003).

At this stage of life, adolescents must perform a major task, which is to create a stable identity and become a mature, complete, and productive adult. As they develop a clear self-awareness, experience different roles and adapt to the changes they have to face, adolescents take a series of steps in evolution that represent important tasks of development. Basically, these developmental tasks are the definition of normal developmental characteristics, as they are defined by a certain society. Specifically, emotional competences are abilities to experience and express a variety of emotions, regulate emotional expressiveness and experience when necessary, and understand the emotions of self and others (Denham, 2019) purposefully and fully. Adolescents also develop new social relationships, especially with the other boys and girls who are part of same generation. We can see more mature relationships, based on intimacy, trust and respect for other people (Perkins, 2007). Adolescents gradually learn, by experimenting, to interact with others in a more similar way to the one used by adults. It is also important to note that physical maturity plays a role an important role in relationships with peers: adolescents who mature more slowly (or more quickly) than others will be removed from the group of peers and enter groups with one similar level of physical and relational maturity. Adolescence is often a period of especially heightened vulnerability because of potential disjunctions between developing brain, behavioral and cognitive systems that mature along different timetables and under the control of both common and independent biological processes (Steinberg, 2005).

There are several extrinsic influences on emotional regulation, with long-term significance, like a parent's direct intervention strategies, selective reinforcement and modeling processes, affective induction, and the caregiver's ecological control of opportunity for heightened emotion and its management (Thompson, 1991). Gaining independence in relation to parents and a new status within the family. During their development, children internalize the values and attitudes of their parents. The teenager is put in a position to redefine all of this, gradually developing a sense of self-confidence in his own values, judgments, and feelings (Crețu, 2001). For both sides, this transition is smoother when parents and teenagers manage to reach an agreement on granting a mutually accepted level of autonomy that will gradually increase.

Youth's repeated experiences of unfolding emotional episodes is an important provider of material for an active process of learning (Larson & Brown, 2007). The socio-emotional development of adolescents involves the formation of a whole set of emotional competencies, namely: identifying one's own types of emotions as well as those of others; correctly expressing one's own emotions, understanding one's own types of emotions as well as those of others; managing all one's own emotions as well as adapting to the emotions of others; using all one's emotions in different types of spheres of activity, in particular, to socialize effectively, to make favorable decisions, to manage one's own priorities, to motivate oneself, as well as to motivate others, to maintain effective interpersonal relationships (Chabot, 2000). The socio-emotional development of adolescents in emotional relation is expressed in the quality of all emotional competences: expressive and original socialization of all emotional experiences, of self-control, as well as the effective focus of the emotional energy toward solving problems (Sion, 2007).

Goleman (2008) argues that unlike intelligence, emotional competencies are learned, anyone can raise their emotional quotient through education throughout their lives by going through certain stages of emotional development, the determinative factors (internal and



external) of the development of emotional culture being general intelligence, verbal skills, or non-intellectual factors. Thus, the effective formation of the emotional culture is, to a large extent, dependent on various habits / automatisms learned, thus based on emotional models from the family or from the educational environment that perpetuates through emotional contamination, thus becoming a style of communication (Sion, 2007).

The texture as well as the emotional-affective dynamics, the specific mechanisms of emotional learning behavior, their composition given by the combinatorics between rational and sensitive, between the relative functional autonomy of the power of social-affective communion specific to a certain group, are arguments, as well as reasons, for careful examination of human behavior (Neacsu, 2000). The author also argues that emotional intelligence is an overordered structure and strong core of social competence. According to Goleman (2008) the emotional competences of adolescents favor the development of a resonant career and human excellence.

The potential for emotional reactivity develops simultaneously with the development of cognitive capacities (Lewis, 1999, apud Adams and Berzonsky, 2009). The ability to reason also brings with it new skills to understand emotions. Adolescents begin to know the world through events imagined and inferred by them and find important similarities behind superficial differences. Emotions can be triggered by abstract ideas, anticipated events, and past events who remember.

Teenagers begin to understand people as personalities, not as mere action factors. Now we also understand the basic characteristics that link behaviors that apparently have nothing in common. Adolescents can analyze their personality, but also that of others, experience emotional reactions related to common personality traits, and engage in relationships that are based on them (Fisher & Ayoub, 1994, apud Adams and Berzonsky, 2009). Increased cognitive abilities make it possible to recognize one's own complex and multiple emotions, as well as those of others. Teenagers are better able to make introspections and analyze their own emotional life. It is also now known that the same event could trigger different emotional reactions in different people.

In adolescence, new phases in the amplification and consolidation of feelings crystallized in the previous stages are going on, and at the same time, new ones are formed such as (Cretu, 2009): self-respect, contentment, but also pride or conceit.

Emotional concealment is known to the adolescent as rules for displaying emotional manifestations, but he cannot repress his reddening or pallor reactions when he is excited and does not want to show it. Emotional fragility can lead to mis adaptations in relation to the family, school and social-Community environment (Cretu, 2009). Thus, adolescents can become distrustful, sad, depressed, and even make serious gestures such as suicide. At other times, from the desire to relieve unbearable internal tensions, they can resort to alcohol and drugs.

## **2. Special features of families with father gone abroad**

As a perfectly homogeneous social group and as a fundamental social and legal institution, the family is the main group within which all individuals acquire the first types of notions of all that means duty, responsibility, and prohibition, thus, marking the development of a certain generalized structure of moral and legal consciousness. The family is therefore the effective framework for achieving sociability, the real premise of learning all desirable norms, all expected patterns of conduct (Carlson & Corcoran, 2001). The individual thus establishes the first types of contacts to understand all notions of responsibility and rationality, the first



confrontations with certain situations subject to prescriptions, prohibitions, evaluations of all norms and ideals of the broad social group.

In general, parents' relationships with teenagers are often tense and conflicted by the fault of both parties. Parents refuse to change their conceptions about the possibilities of the adolescent, treating him like children, and adolescents want to take on certain types of responsibilities. Duties and restrictions bring eternal objections, thus being frequent subjects of contradiction between parents and youth.

Within the family, the appropriation of individual responsibilities is encouraged by their own parents by drawing out tasks and assuming them by teenagers. Parents should encourage children's initiatives when they deserve to be put into practice. The teenager will feel valuable when he is able to complete his tasks and will be appreciated for his effort (Kim, Canger, Lorenz, & Elder, 2001).

Family climate is very important for the development of family relationships. This climate, which can be positive or negative, acts as a filter between educational influences exercised by parents and all psychological and behavioral acquisitions made only at the level of the children's personality. The route from educational influence on effective behavioral acquisition is not a direct one but is strongly influenced precisely by this family climate (Sion, 2007).

In situations where parents leave for longer periods of time and children remain in the care of people who do not have the ability or opportunity to provide them with adequate emotional support and education, this can lead to negative effects on health and mental development, at their academic performance and much more, it can lead to their involvement in deviant activities, unsuitable for their age, or even exploitation or abuse of many kinds. As for teenagers, fatherlessness can be attributed to many factors, and some fathers may be absent from intact families for intermittent or temporary periods of time (East, Jackson & O'Brien, 2006). Employment conditions are frequently associated with this form of temporary absence of the father.

Fathers of various professions, such as military, oil workers and fishermen, miners and transport workers can find themselves geographically separated from their families (Forsyth & Gramling, 1990). The lack of a father, because of circumstances related to employment abroad, can have a negative effect on adolescents. However, frequent breakups and gatherings associated with families who have an intermittent absent father can cause several changes in family life and impact the well-being of family members (Flake, Davis, Johnson & Middleton, 2009).

The father, or paternal authority within a family, has an essential role in the life of the child, especially in the adolescent age, a period so unstable and full of challenges and temptations, which are more and more deviant. The lack of this authority can lead to the acquisition of completely inappropriate behavior, which can affect the personality of the adolescent. The affective deficiencies, together with the deficiencies in terms of submission to authority and the deficit in the field of all the acquisitions that the education process naturally supports are specific vulnerabilities in relation to the occurrence, as well as the escalation, of a very wide range of psychopathological manifestations that include: anxiety disorders, masked depression, suicide or suicide gestures, behavioral problems (engaging in risk behaviors, theft, free terrible acts, etc.), joining groups with potential delinquency, school absenteeism, abusive behavior in the field of computer, internet or mechanical/computer games (Albu, 2008). Therefore, the lack of a father in the life of adolescents can have very serious consequences, because of the lack of paternal authority, an authority that can be replaced neither by mother,



nor by grandparents, nor by other relatives or acquaintances. The place of the father is very important in the life of a teenager. Fathers, like mothers, pass on to teenagers the most important values and principles to guide them in their adult lives. (Kim, LaRose and Peng, 2009).

The separation of the adolescent from the father affects the child for a long time, and most of the effects are visible in the behavioral plan. It has been observed that in order to restore a potential balance, shaken by the father's departure to work abroad, and to overcome stress, adolescents, more often than their peers from strong-core families, resort to the use of alcohol, drugs, tobacco; they are insufficiently developed, labile, indifferent; have difficulty adapting; are exposed to risks, school dropout, trafficking, violence, vagabondage. The father's departure to work abroad means for adolescents the loss of stable family environment, attachment, love and parental support, paternal authority, the security of tomorrow (Mitrofan & Buzducea, 2003).

The most common behavioral effects generated by the lack of fathers in adolescent lives are the generic concept of deviation. The causative factors of various types of deviations in the personality structure of adolescents whose fathers are missing are less general, always concrete and related to existential conditions and events, educational process, the specific way in which the individual interacts with the collective in which he lives. The appearance of deviant manifestations in adolescents with fathers abroad is also related to the existence of educational dysfunctions of the school, because insufficient knowledge of socio-family conditions and the lack of supervision by the school of problem pupils dominates (Pop, 2002). By analyzing school failure of some teenagers, it was noted that most of the measures taken are not based on individual research of the reasons for school failure but consist either only in taking disciplinary measures or in the expulsion of the student from school (Pop, 2002). In terms of reducing these maladaptive behaviors, several theories have been issued, largely based on theories of learning.

At this age of adolescence, learning is an evolutionary process of information-formative essence, consisting in the acquisition (reception, storage, and internal valorization) by the living being, in an active, exploratory manner, of his own life experience and, on this basis, in the selective and systematic modification of behavior, in the improvement under the influence of variable environmental actions (Golu, 1985). Learning therefore implies something other than the formation of associations; for example, complex learning may be applicable to a particular method or strategy of solving a problem or of developing a whole mental scheme of the environment.

### **3. Objectives and hypotheses**

The main objective of our study is the identification he differences between teenagers with father at home and those whose father left, in terms of personality traits (emotional stability, nervousness, aggression, depression).

The hypotheses are:

- It is assumed there are differences between teenagers who are part of typical families and those who have left the father in terms of emotional stability.
- It is assumed there are differences between teenagers who are part of typical families and those who have left the father in terms of nervousness.
- It is assumed there are differences between teenagers who have their father at home and those who have their father gone, in terms of anxiety.



- It is assumed there are differences between teenagers who are part of typical families and those who have left the father in terms of depression.

#### **4. Sample and instruments**

Our sample was comprised of 60 adolescents, aged between 13 and 16 years old, out of which 30 boys and 30 girls. We used a convenience sample, and we collected the data in March 2021-September 2021. The consent for this research was obtained from parents and legal guardians. The confidentiality of the results was ensured.

Two surveys have been applied to verify our hypotheses: Freiburg Personality Inventory (Fahrenberg, Selg & Hempel) and Behavioral Assessment System for Children (BASC-2). We used online questionnaires, which allow the investigation of the perceptions and attitudes of the subjects we investigated.

#### **5. Findings and results**

To verify the hypotheses, we calculated the normality of the data using the Kolmogorov-Smirnov normality coefficient. The results are shown in the table below:

**Table 1.** Tests of normality.

Personality trait	Father's presence	Kolmogorov-Smirnov		
		Statistic	df	Sig.
Emotional Stability	Gone abroad	.131	30	.197
	At home	.176	30	.019
Nervousness	Gone abroad	.111	30	.200*
	At home	.074	30	.200*
Anxiety	Gone abroad	.176	30	.019
	At home	.198	30	.004
Depression	Gone abroad	.093	30	.200*
	At home	.114	30	.200*

The analysis of the Kolmogorov-Smirnov normality coefficient shows an abnormal distribution of the participants' answers to the anxiety scale, as well as for emotional stability (for the sample with fathers at home). We'll use both parametric (T-test) and non-parametric (Mann-Whitney) methods of verifying the hypotheses. The results are presented in Table 2:



**Table 2.** Comparison coefficients.

<b>Personality Trait</b>	<b>Comparison coefficient</b>	<b>Sig. (2-tailed)</b>
Emotional Stability	Mann-Whitney = 311.000	.039
Nervousness	t-test = -2.513	.015
Anxiety	Mann-Whitney = 3.110	.024
Depression	t-test = 3.126	.003

From the analysis of the results presented in Table 2, our hypotheses are confirmed, at a significant threshold  $p < 0.05$ . In all cases, adolescents from families with the father gone abroad, all personality traits had bigger means. We can thus conclude they are more depressed, anxious, nervous and emotionally instable.

## **6. Discussion**

The most visible and frequent behaviour in adolescents because of the father's departure to work abroad is aggression. Şoitu & Hăvârneanu (2001) illustrate a number of definitions, each of which reflects a different starting point: behaviours charged with various brutal, destructive and even attacking reactions, a beatings attitude, better said, the ability to live and provide for all your vital needs through force, innate reaction as a form of adaptation, the result of several frustrations. Generally, the best predictors seem to be economic deprivation, family criminality, poor child-rearing, school failure, hyperactivity-impulsivity-attention deficit, and antisocial child behaviour (Farrington, 1989).

Păunescu (1994) defines aggression as the state of the psychological and physiological system, through which a certain person can respond through a certain set of dysfunctional behaviours on the conscious, unconscious, or phantasmic level. The real motivation behind this type of aggressive behavior in adolescents with their father abroad has frequently been identified as being closely related to the feeling of alienation from school and all its practices, which are either outdated, they are based on various acts of potential injustice. Furthermore, some studies suggest that parental harsh discipline presents a risk factor for aggressive behavior, especially for adolescent boys in early adolescence (Cui & Lan, 2020). The family, and especially the father, have an indisputable role in the manifestation of aggressive behavior. Many of the children who exhibit aggressive behavior come from disorganized families, experience parental divorce, and live in single-parent families and report lower levels of parental monitoring (Bares, Andrade, Delva & Grogan-Kaylor, 2011).

Society, however, also contains many types of sources of influence that can induce aggression: the economic situation, the weakness of those mechanisms of social control, social inequalities, the crisis of all moral values, the press, and the lack of cooperation of all institutions involved in education (Jetten & Peters, 2019). The factors causing various types of aggression in the personality structure of a teenager whose father is abroad are less general, always concrete and related to the existential conditions and events (Ibabe, 2020), to the



educational process, to the specific way in which individuals interact with the collective in which they live.

The appearance of aggressive manifestations of people is also linked to the existence of educational dysfunctions of the school, because practically insufficient knowledge of socio-family conditions and the lack of supervision by the school of problem pupils dominates (Pop, 2002).

Deviant behavior in adolescents with fathers abroad involves adopting either an anti-normative model or a non-normative model. In both cases, the individual behaves differently according to the expectations of others. This deviance implies any human conduct or social action which is thus completely different from all the conduct and actions of all the other members of a social group. (Rădulescu, 1998).

Behavioral disorders in adolescents with fathers abroad are characterized by a deficit of relationship and action according to moral norms, affecting the personality of the individual. Social maturity in adolescents with fathers abroad has as its defining element the effective ability of the individual to maintain a dynamic balance between his interests and the interests of society, between all his needs and aspirations and all the needs and projects of society (Lawrence & Jesudoss, 2011). They might present insufficient social maturity, as well as social integration difficulties that often conflict with the requirements of a certain type of value-normative system, including legal norms.

Teenagers with fathers abroad are emotionally affected, which is why they can develop emotional lability and even personality disorders (Larrivée, 2013). They appear as individuals with a social maturing insufficiency, with social integration deficiencies, and they have conflicts with the requirements of the social system in which they live. It is very clear that any teenager with emotional lability problems and behavioral disorders is a socially inadequate child, usually suffering from depression, anxiety, and even pervasive developmental disorders, characterized as either internalizing or externalizing problems (Ogundele, 2018).

Where the socio-cultural level of the parents is low, where the necessary attention is not given to the norms of the daily regime, there is laid the foundation for a social maladaptation (Balboni, Bacherini, Rebecchini, Cagiano, Mancini, Tancredi, Igliazzi & Muratori, 2021). The antisocial orientation of the adolescent with the father abroad is defined as an inadaptation, as a dysfunction, because of the social status imposed within the legitimate social framework, as incapacity of impulse control, of consideration of others or personal responsibility (Monahan, Steinberg, Cauffman & Mulvey, 2009). The presence of disruptive information has its source in a multitude of causes, such as the negative influence of other people and especially of their entourage (Pitulescu, 2000).

Frustration is also a common trait in the adolescent personality with the father abroad. It is an emotional imbalance that occurs in the personality in a transient or relatively stable way, because of obstruction of satisfaction of a need. Frustration is the affective experience of failure, the dramatic experience of failure (Banks, 1997). One and the same situation can be felt as favorable by one person and can be experienced as frustrating by another. As such, the lack of an affective climate, the lack of ethical values to strive for, make the teenager indifferent to the future and indifferent to his own life. For this reason, the apparent courage he shows is, in fact, insensitivity and indifference following a constant tension, the habit of always being in danger.



The poor behavior of adolescents with fathers abroad is not inherited but is acquired by the absence of the paternal figure, is learned through interaction and communication with people in intimate and personal groups (East et al., 2006).

The parent-abroad adolescents reported a high level of missing their parent(s) and felt emotionally lonelier (Smeeckens, Stroebe & Abakoumkin, 2012). Emotional loneliness and stress due to parental absence are also associated with poorer health and are moderated by avoidant coping strategies. The role of employment-related father absence is also a specific factor affecting family cohesion and children and adolescents' wellbeing (Cronin & Swords, 2013). A linkage between cognitive emotion regulation and emotional distress was found for 12-14 years old adolescents (Bano & Naqvi, 2017).

Emotional stability is determined to a large extent by the dynamic and substantial characteristics (types of emotions and feelings) of the emotional process. An important factor in emotional stability is the content and level of emotions, feelings, and feelings in extreme circumstances. In this context, teenagers with their father gone may exhibit low emotional stability. We understand emotional stability as a functional and integrative feature of the emotional sphere of the personality, which contributes to the successful achievement of goals in difficult emotional situations and allows us to react flexibly in new situations, maintaining inner emotional balance (Chaturvedi & Chander, 2010). The absence of a father and the teenage years (when children need emotional balance) are two main aspects that weaken emotional stability and foster the adoption of neurotic behavior by adolescents. In conclusion, we can mention that there are significant differences in emotional stability in adolescents who are part of typical families and those who have the father gone, and we can also say that emotional stability correlates with nervousness.

## **7. Conclusions**

This research highlights some general trends regarding the phenomenon of children left at home after their parents leave for work abroad. The conclusion would be that to know the personality of adolescents with fathers abroad it is necessary to examine the nature, sources, ways, forms, and mechanisms of formation of anomalous traits, to examine those traits that interact with their environment.

Our objective and its presumed hypotheses were confirmed. The implications of our research should be taken into consideration when discussing psychological counselling and support for both children and families that stay in the country. In order to ensure their psychological wellbeing and normal functioning, measures need to be taken in educational policies, social and economic framework.

## **References**

- Adams, G.R., Berzonsky, M.D. (Eds.), (2009). *Psihologia adolescenței*. Manualul Blackwell. Iași: Ed. Polirom.
- Albu, G. (2008). *Comunicare interpersonală. Valențe formative și temeuri psihologice*. Iași: Editura Institutului European.
- Balboni, G., Bacherini, A., Rebecchini, G., Cagiano, R., Mancini, A., Tancredi, R., Igliazzi, R., & Muratori, F. (2021). Individual and Environmental Factors Affecting Adaptive Behavior of Toddlers with Autism Spectrum Disorder: Role of Parents' Socio-cultural Level. *Journal of Autism and Developmental Disorders*, 51, 3469–3482.
- Banks, R. (1997). *Bullying în schools*, ERIC Clearinghouse on Elementary and Early Childhood Education. Champaign, IL.



Bano, Z., & Naqvi, N.B. (2017). Role of Cognitive Emotion Regulation Strategies in Emotional Distress of Adolescents Whose Fathers are Employed Abroad. *Pakistan Journal of Clinical Psychology*, 16(2), 44. <http://www.pjcpku.com/index.php/pjcp/article/view/44>.

Bares, C.B., Andrade, F., Delva, J., & Grogan-Kaylor, A. (2011). Personality and Parenting Processes Associated with Problem Behaviors: A Study of Adolescents in Santiago, Chile. *Social Work Research*, 35(4), 227-240. doi: 10.1093/swr/35.4.227.

Bell, K., & Calkins, S. (2000). Relationships as inputs and outputs of emotion regulation. *Psychological Inquiry*, 11(3): 160-163. DOI: 10.1207/S15327965PLI1103\_04.

Carlson, M.J., & Corcoran, M.E. (2001). Family Structure and Children's Behavioral and Cognitive Outcomes. *Journal of Marriage and Family*, 63(3), 779-792. <https://www.jstor.org/stable/3654649>.

Chabot, G.R. (2000). The process and implementation of early adolescent standards at selected Indiana universities. Indiana State University ProQuest Dissertations Publishing.

Chaturvedi, M., & Chander, R. (2010). Development of emotional stability scale. *Industrial Psychiatry Journal*, 19(1), 37-40. doi: 10.4103/0972-6748.77634.

Crețu, T. (2001). *Psihologia vârstelor*. București: Editura Departamentului de Învățământ Deschis la Distanță.

Crețu, T. (2009). *Psihologia vârstelor*, ediția a III-a revăzută și adăugită. Iași: Ed. Polirom.

Cronin, D., & Swords, L. (2013). Experiences of Adolescents in Families with a Father Employed Abroad. *Student Psychology Journal*, 4, 1-14.

Cui, G., & Lan, X. (2020). The Associations of Parental Harsh Discipline, Adolescents' Gender, and Grit Profiles With Aggressive Behavior Among Chinese Early Adolescents. *Frontiers in Psychology*, 11, 323, doi: 10.3389/fpsyg.2020.00323.

Denham, S.A. (2019). Emotional Competence During Childhood and Adolescence. In: V. LoBue, K. Pérez-Edgar, & K. Buss (Eds.), *Handbook of Emotional Development*. Springer, Cham. [https://doi.org/10.1007/978-3-030-17332-6\\_20](https://doi.org/10.1007/978-3-030-17332-6_20).

East, L., Jackson, D., & O'Brien, L. (2006). Father absence and adolescent development: A review of the literature. *Journal of Child Health Care*, 10(4), 283-295.

Farrington, D.P. (1989). Early Predictors of Adolescent Aggression and Adult Violence. *Violence and Victims*, 4(2), DOI: 10.1891/0886-6708.4.2.79.

Flake, E.M., Davis, B.E., Johnson, P.L., & Middleton, L.S. (2009). The psychosocial effects of deployment on military children. *Journal of Deviant Behavior in Pediatrics*, 30(4), 271-278.

Forsyth, C.J., & Gramling, R. (1990). Adaptive familial strategies among merchant seamen. *Journal of Family and Economic Issues*, 11, 183-198.

Goleman, D. (2008). *Emoții vindecătoare, Dialoguri cu Dalai Lama despre rațiune, emoții și sănătate*. București: Curtea Veche.

Golu, P., (1985). *Învățare și dezvoltare*. București: Editura Științifică și Enciclopedică.

Ibabe, I. (2020). A Systematic Review of Youth-to-Parent Aggression: Conceptualization, Typologies, and Instruments. *Frontiers in Psychology*, 11, 577757. <https://doi.org/10.3389/fpsyg.2020.577757>.

Jetten, J., & Peters, K. (Eds.), (2019). *The Social Psychology of Inequality*. Springer. <https://doi.org/10.1007/978-3-030-28856-3>.

Kim, K.J., Conger, R.D., Lorenz, F.O., & Elder G.H.Jr (2001). Parent-adolescent reciprocity in negative affect and its relation to early adult social development.



Developmental Psychology, 37(6), 775-790.

Kim, J., LaRose, R., & Peng, W. (2009). Loneliness as the Cause and the Effect of Problematic Internet Use: The Relationship between Internet Use and Psychological Well-Being. *Cyberpsychology & Behavior*, 12, 541-455.

Larrivé, M.P. (2013). Borderline personality disorder in adolescents: the He-who-must-not-be-named of psychiatry. *Dialogues in Clinical Neuroscience*, 15(2), 171-179.

Larson, R.W., & Brown, J.R. (2007). Emotional Development in Adolescence: What can be Learned From a High School Theater Program? *Child Development*, 78(4), 1083-1099, <https://doi.org/10.1111/j.1467-8624.2007.01054.x>.

Lawrence, A., & Jesudoss, I. (2011). Relationship between Social Maturity and Academic Achievement of Higher Secondary School Students. *International Journal of Educational Administration*, 3(3), 243-250.

Levin, P. (2015). Ego States and Emotional Development in Adolescence. *Transactional Analysis Journal*, 45(3), 228-237. <https://doi.org/10.1177/0362153715599990>.

McLaughlin, K.A., Garrad, M.C., & Somerville, L.H. (2022). What develops during emotional development? A component process approach to identifying sources of psychopathology risk in adolescence. *Dialogues in Clinical Neuroscience*, 17(4), 403-410. <https://doi.org/10.31887/DCNS.2015.17.4/kmclaughlin>.

Mitrofan, I., & Buzducea, D. (2005). Analiza existențială sau drumul către sens. *Orientarea experiențială în psihoterapie*. București: Editura SPER.

Monahan, K.C., Steinberg, L., Cauffman, E., & Mulvey, E.P. (2009). Trajectories of Antisocial Behavior and Psychosocial Maturity From Adolescence to Young Adulthood. *Developmental Psychology*, 45(6), 1654-1668. doi: 10.1037/a0015862.

Neașu, I. (2000). Învățarea școlară – teorii, mecanisme, modele, orientări. În: *Curs de pedagogie (Modulul I)*. București: Universitatea din București. Colegiul Universitar – CREDIS.

Ogundele, M.O. (2018). Behavioural and emotional disorders in childhood: A brief overview for paediatricians. *World Journal of Clinical Pediatrics*, 7(1), 9-26. doi: 10.5409/wjcp.v7.i1.9.

Păunescu, C. (1994). *Agresivitatea și condiția umană*. București: Editura Tehnică.

Perkins, D.F. (2007). What are the developmental tasks facing adolescents?. University of Florida IFAS Extension.

Piaget, J., & Inhelder, B. (1976). *Psihologia copilului*. București: Editura Didactică și Pedagogică.

Pitulescu, I. (2000). *Criminalitatea juvenilă. Fenomenul copiii străzii*. București: Editura Național.

Pop, O. (2002). *Teorii și modele explicative în domeniul delincvenței juvenile*. Timișoara: Editura Mirton.

Rădulescu, S.M. (1998). *Sociologia devianței. Teorii, paradigme, arii de cercetare*. București: Editura VICTOR.

Rosenblum, G.D., & Lewis, M. (2003). Emotional development in adolescence. In G.R. Adams & M.D. Berzonsky (Eds.), *Blackwell handbook of adolescence* (pp. 269–289). Blackwell Publishing.

Sion, G. (2007). *Psihologia vârstelor, Ediția a-IV-a*. București: Editura Fundației România de Mâine.

Smeekens, C., Stroebe, M.S., & Abakoumkin, G. (2012). The impact of migratory separation from parents on the health of adolescents in the Philippines. *Social Science &*

Medicine, 75(12), 2250-2257, doi: 10.1016/j.socscimed.2012.08.025.

Steinberg, L. (2005). Cognitive and affective development in adolescence. *Trends in Cognitive Sciences*, 9(2), 69-74. <https://doi.org/10.1016/j.tics.2004.12.005>.

Șoitu, L., & Hăvârneanu, C. (Coords.), (2001). *Agresivitatea în școală*. Iași: Ed. Institutului European.

Thompson, R.A. (1991). Emotional regulation and emotional development. *Educational Psychology Review*, 3, 269-307.