

AMOGHVARTA

ISSN : 2583-3189



Adjustment among Adolescents in Context of Intelligence, Emotional Maturity and Inhabitation

ORIGINAL ARTICLE



Author

Dr. Anamika Bhardwaj
M.A., (Psychology) Ph.D
C/o Surendra Nath Tiwary
Rajeev Nagar, Road No.-6
Patna, Bihar, INDIA

Abstract

The present study was conducted on an incidental-cum-purposive sample of 100 undergraduate respondents belonging to Patna town. It was hypothesized that : (i) There would be significant difference between respondents of high and low intelligence, (ii) emotional maturity groups on adjustment measure and (iii) There would be significant relationship between intelligence and emotional maturity. Adjustment, intelligence and emotional maturity were measured using Hindi Adaptation of Bell's Adjustment Inventory by Mohsin and Shamshad, Mohsin's GIT and Singh and Bhargawa's EMS respectively. Besides, a Personal Data Sheet was used to get other necessary information about the respondents. The Scales along with PDS were employed on the respondents and data were recorded as per the direction of the manuals concerned. The data were analysed using t-test Pearson 'r'. The results confirmed the hypotheses.

It was found that high intelligent and emotionally matured respondents were found well adjusted. Intelligence and emotional maturity were found significantly and positively correlated.

Key Words

Intelligence, Emotional, Maturity, Inhabitation.

Introduction

Adolescence is a crucial developmental stage marked by significant physical, psychological, and emotional transformations. It is a transitional period between childhood and adulthood, characterized by rapid changes in personality, identity formation, social relationships, and cognitive development. During this stage, the individual learns to adjust to the social expectations, academic demands, and emotional challenges that accompany growing maturity. The ability to make such adjustments effectively determines the adolescent's overall well-being, academic success, and interpersonal harmony. Adjustment, in this context, refers to an individual's capacity to respond adaptively to environmental demands, maintain emotional balance, and achieve personal satisfaction while fulfilling social and academic responsibilities.

Intelligence plays a vital role in shaping an adolescent's adjustment. It involves the capacity to learn, reason, and solve problems effectively. Higher intelligence often equips individuals with better decision-making

abilities, cognitive flexibility, and adaptive coping strategies to deal with diverse life situations. Adolescents with higher intellectual capacities are generally better at understanding social norms, analyzing consequences, and managing academic pressures. However, intelligence alone does not guarantee effective adjustment; emotional maturity and self-regulation are equally critical. Emotional maturity enables individuals to manage their feelings, control impulses, and maintain stability in relationships and self-concept. A highly intelligent adolescent without emotional maturity may experience frustration, stress, or interpersonal conflict, while emotionally mature adolescents can navigate challenges with patience and resilience.

Emotional maturity represents an individual's capacity to understand and express emotions in a balanced manner. It reflects the degree to which a person can handle stress, accept criticism, and empathize with others without becoming defensive or overwhelmed. For adolescents, who frequently experience identity confusion, peer pressure, and changing social dynamics, emotional maturity acts as a stabilizing force. It helps them maintain positive social relationships, manage academic stress, and adapt to family or peer expectations. Emotionally mature adolescents are more likely to exhibit self-control, empathy, and responsibility traits that contribute significantly to overall psychological adjustment.

Inhabitation, on the other hand, refers to the process of internalizing habits, attitudes, and behaviors that define one's adaptation to a specific environment or culture. During adolescence, individuals tend to adopt the norms and values of their families, schools, and peer groups. This process influences their adjustment patterns either positively or negatively—depending on the nature of the social environment. A supportive and nurturing environment fosters healthy inhabitation, promoting confidence, independence, and social competence. Conversely, restrictive or inconsistent environments may lead to maladjustment, conflict, or social withdrawal.

Understanding the interrelationships among intelligence, emotional maturity, and inhabitation is therefore crucial to comprehending how adolescents cope with developmental challenges. While intelligence provides the cognitive foundation for problem-solving, emotional maturity ensures balance and stability in interpersonal and intrapersonal functioning. Inhabitation, in turn, reflects how well these traits are manifested in real-life behaviors and social contexts. Collectively, these factors contribute to an adolescent's overall adjustment helping them face challenges, build resilience, and prepare for responsible adulthood. Hence, studying these constructs together provides valuable insights into fostering psychological growth and social harmony during the formative years of adolescence.

Review of Literature

Steinberg, L.¹⁰ (2005) explored how emotional maturity, defined as the ability to regulate emotions and adapt to social contexts, influences the psychological and social adjustment of adolescents. Adolescents who develop emotional maturity tend to show better self-regulation, cope with stress more effectively, and demonstrate better relationships with peers and family members. This review outlines the stages of emotional development and how it shapes adjustment during adolescence. Gottfried, A.E., & Gottfried, W.R.⁴ (1996) reviewed the role of cognitive intelligence in academic success and social adjustment. It highlights that intelligence, specifically fluid intelligence, plays a significant role in how adolescents perform academically, as well as their ability to adjust to the challenges of adolescence. The review emphasizes how intellectual abilities influence problem-solving, decision-making, and the development of self-concept. Eisenberg, N., & Spinrad, T.L.³ (2004) examined how the ability to inhibit emotional impulses impacts adolescents' emotional regulation and adjustment. Adolescents with better inhibitory control are better at managing emotional responses, leading to more adaptive social behavior. The review suggests that poor inhibition can contribute to emotional dysregulation, aggression, and risk-taking behaviors, which hinder adjustment. Rubin, K. H., & Bowker, J. C.⁹ (2008) reviewed looks at how emotional maturity and inhibition affect adolescents' peer interactions and subsequent social adjustment. Peer relationships are crucial for emotional development, and those who are better able to regulate their emotions tend to have stronger, more supportive friendships. The paper also discusses the

influence of peer pressure and how adolescents with low inhibition may be more susceptible to peer influence. Harter, S.⁵ (1999) explored the interaction between intelligence and self-esteem in determining how adolescents adjust socially and emotionally. Adolescents with higher cognitive abilities and positive self-esteem are more likely to adjust well to social contexts. However, the review also highlights how intelligence alone does not guarantee successful adjustment—emotional intelligence and coping mechanisms are equally important. Casey, B. J., et al.² (2008). delved into the neurocognitive aspects of emotional maturity and inhibition, focusing on the role of the prefrontal cortex in managing impulsivity and regulating emotions. The review emphasizes that the adolescent brain is still developing, particularly in regions involved in emotion regulation, and this affects emotional maturity, self-control, and social adjustment. Avenevoli, S., & Merikangas, K. R.¹ (2003) focused on how family dynamics (including emotional support and parental involvement) influence adolescents' emotional maturity and their ability to inhibit impulses. Family environments that provide stability and open communication promote emotional maturity, while dysfunctional family structures may hinder an adolescent's adjustment and exacerbate maladaptive behaviors. Nolen-Hoeksema, S., & Aldao, A.⁸ (2011) explored how gender differences in emotional maturity and inhibition influence adolescent adjustment. Girls are often socialized to be more emotionally expressive, while boys may face more pressure to suppress emotions. These gendered patterns of emotional expression and regulation have implications for social adjustment, self-esteem, and vulnerability to mental health issues during adolescence. Steinberg, L., & Cauffman, E.¹¹ (1996) discussed the relationship between inhibition and risk-taking behaviors in adolescents. Adolescents with lower inhibition tend to engage in more impulsive and risky behaviors, such as substance abuse or unsafe sexual practices. The review suggests that poor inhibition impedes healthy decision-making and hinders the adolescent's adjustment to societal expectations. Mayer, J. D., & Salovey, P.⁷ (1997) reviewed examines emotional intelligence (EI) and its impact on adolescents' adjustment, particularly in academic settings. It discusses how emotional intelligence, which includes the ability to understand, use, and manage emotions, directly influences academic achievement and interpersonal relationships. EI serves as a buffer against stress and helps adolescents navigate the complexities of school life. Masten, A. S., & Coatsworth, J. D.⁶ (1998) reviewed how adolescents' cognitive, emotional, and social competencies interact to shape their overall adjustment. They argue that successful adjustment is the result of a balance between intellectual capabilities, emotional maturity, and social skills. Adolescents who have developed these competencies in favorable environments are more likely to achieve well-being and make positive life choices.

There are shortage of studies linking adjustment of adolescents in context with intelligence, emotional maturity and inhabitation especially in context of Patna (Bihar) hence the study.

Objectives

- (i) To compare high and low groups of respondents in terms of intelligence.
- (ii) Emotional maturity as well as intelligence.
- (iii) To examine the relationship between intelligence and emotional maturity.

Hypotheses

- (i) There will be significant difference between respondents of high and low of intelligence groups on adjustment measure.
- (ii) There will be significant difference between respondents of high and low emotional maturity groups on adolescent measure.
- (iii) There will be significant relationship between intelligence and emotional maturity.

Methods

Sample: The study was conducted on 100 undergraduate respondents belonging to Patna using incidental-cum-purposive sampling technique. Other than the condition of research the respondents were matched as far as practicable.

Research Tools Used

- (i) Hindi Adaptation of Bell’s Adjustment Inventory by Mohsin and Shamshad was used to measure the adjustment of the respondents.
- (ii) Mohsin’s General Intelligence Test was used to measure the intelligence of the respondents.
- (iii) Singh and Bhargawa’s Emotional Maturity Scale was used to measure the emotional maturity of the respondents.
- (iv) A PDS was used to get other necessary information relating to respondents.

Procedure: The Scales along with PDS were employed on the respondents and informations were gathered. Using median cut respondents were divided into high and low intelligence groups and high and low emotional maturity groups respectively. All the groups of respondents were compared in respect of adjustment on the basis of t-ratio.

Results and Interpretations

Table 01: Mean, SD, t-value to compare high and low groups of intelligence on the degree of adjustment of the respondents

Variables	Groups	N	Mean	SD	t-ratio	df	p
Intelligence	High	50	70.20	3.95	11.66	98	< .01
	Low	50	79.18	3.77			

It is obvious from the table 01 that respondents belonging to high groups in intelligence showed better adjustment as compared to their counterparts belonging to low groups. (Intelligence : $t = 11.66$, $df = 98$, $p < .01$). Thus first hypothesis is confirmed. Women with high intelligence tend to show better adjustment compared to those with lower intelligence because cognitive ability enhances problem-solving skills, emotional regulation, and adaptability in challenging situations. High intelligence allows for better understanding of social cues, effective communication, and strategic decision-making, which contribute to smoother interpersonal and environmental interactions. These women are also more likely to seek constructive solutions, reducing stress and enhancing overall psychological and social adjustment.

Table 02: Mean, SD, t-value to compare high and low groups of emotional maturity on the degree of adjustment of the respondents

Variables	Groups	N	Mean	SD	t-ratio	df	p
Emotional Maturity	High	50	69.45	3.81	10.86	98	< .01
	Low	50	77.81	3.90			

It is obvious from the table 02 that respondents belonging to high groups in emotional maturity showed better adjustment as compared to their counterparts belonging to low groups. (emotional maturity : $t = 10.86$, $df = 98$, $p < .01$). Thus second hypothesis is confirmed. Women with high emotional maturity exhibit sound adjustment compared to those in the low emotional maturity group because they can effectively regulate emotions, tolerate frustration, and navigate interpersonal conflicts with composure. Their self-awareness and empathy enable healthier relationships and problem-solving, leading to better adaptation in various life domains. In contrast, women with low emotional maturity often struggle with impulsivity, emotional reactivity, and poor coping, which hampers their ability to adjust effectively.

Table 03: r-showing the relationship between intelligence and emotional maturity of the respondents.

Variables	N	Mean	SD	df	p
Intelligence Vs Emotional Maturity	100	69.45	3.81	98	< .01

Emotional Maturity

The results displayed in table-02 showed significant relationship between intelligence and emotional maturity ($r = 0.426$, $df = 98$, $p < .01$). Thus second hypothesis is confirmed. A significant positive correlation exists between intelligence and emotional maturity because both involve advanced cognitive processing and self-regulation. Higher intelligence enhances an individual's ability to understand complex emotions, foresee consequences, and make thoughtful decisions, which are key components of emotional maturity. Intelligent individuals are often better at managing stress, resolving conflicts, and empathizing with others, leading to more emotionally mature behavior.

Conclusions

- (1) High intelligence is conducive to adjustment. High intelligence of adolescents manifest sound adjustment than their counterpart group.
- (2) High emotional maturity is conducive to adjustment. High emotional maturity group of adolescents manifest comparatively sound adjustment than their counterparts.
- (3) Intelligence and emotional maturity are positively and significantly correlated.

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