Intelligence, Identity styles and Adjustment in adolescent

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Introduction
Doug Lennick and Fred Kiel (2011) defined moral intelligence as, the mental capacity to determine how universal human principles should be applied to our values, goals, and action. Borba (2001) defined moral intelligence as the capacity to understand right from wrong, to have strong ethical convictions and to act on them to behave in the right and honorable way. Borba summarily connects the question of moral intelligence of education to seven major values: empathy, conscience, and self-control, respect, kindness, tolerance, and fairness.

Identity formation is one of the key tasks in adolescence. Identity formation is one of the key tasks in adolescence. Berzonsky (1990) proposed a process model of identity formation that three different social-cognitive identity processing styles are postulated within this model: informational, normative, and diffuse-avoidant.

Adjustment is a major concern in all developmental stages, but is of great relevance during adolescent. This study examined the relationship between moral intelligence, adjustment and identity styles.

The aim of this study was to investigate the relationship between moral intelligence, Identity styles and Adjustment in adolescent.

Methodology
The statistical population of this study consists of all high school boy student zone 1 city of Shiraz. Participants in study were 250 males. These students were selected by cluster-randomization and Then moral intelligence scale (Lennick & Kiel), Identity style inventory (ISI-6G) and Adjustment Inventory for School Students -AISS (Sinha & Singh) were completed by each member of the sample.

The results were analyzed with Pearson correlation coefficient and regression analysis ways.

Results
The regression analysis based on the method of enter in Table 2 shows that the set of predictor variables accounted for significant variance in the dependent variable, moral intelligence (RS=0/60, p<0/001). The predictor variables were each significantly correlated with moral intelligence. Thus, there was multiple correlation coefficient between the predictor variables with the criterion variable moral intelligence.

The regression analysis based on the method of stepwise in Table 3 shows that among the four predictor variables, respectively, the normative identity style, adjustment, informational identity styles as a powerful predictor for moral intelligence variable. In the first step between normative identity style and moral intelligence is the multiple correlation coefficient (RS=0/42, p<0/001). In the second step, by adding adjustment with the normative identity style multiple correlation coefficient is RS= 0/56, p<0/001

Conclusion
This study showed that there are a positive and significant correlation between moral intelligence, informational and normative identity styles and adjustment. Adolescents with a stable and meaningful identity structure, can maintain a sense of self-continuity over time and place, which is a framework for decision-making, problem-solving and interpretation of their experiences it provides. Having this identity structure probably identifying features like honesty, responsibility, self-control, understanding the feelings of others, empathy and kindness spread, that these characteristics with what already was said to explain the dimensions of a moral intelligence, is relevant. So identifying identity styles may be predictor of moral intelligence.

Adolescent who get a high score in terms of adjustment, they are independent and responsible, able to make decisions, to maintain sobriety and moderation in life and their plans for the future, Such adolescents have the social skills such as active listening, empathy, non-verbal communication and recognize your emotions, self-control, empathy and responsibility as well as the characteristics of their moral intelligence capabilities increase, as a result of the present study confirm this hypothesis.