CHAPTER - V

DISCUSSION
5.1 1st Hypothesis:

There will be significant variance in the identity styles, cognitive and affective functioning of adolescents attending the three types of school.

Results as derived from the analysis of variance had shown that the above hypothesis was true in the case of cognitive and affective functioning of adolescents. However, in the case of identity styles it was partially true, as there was observed to be significant difference in informative, normative and avoidant/diffuse identity style, while the adolescents attending the three types of school had no statistically significant variance on the commitment identity style.

Identity styles: As said earlier, the results of analysis of variance showed that the adolescents in the three types of school varied significantly on their informative oriented, normative oriented and avoidant/diffuse oriented identity style. The mean scores on informative style indicated that adolescents attending Municipality run Government school had highest preference for this style, followed by their counterparts attending Public school and lastly those attending the Kendriya Vidyalaya.

The exhibited preference for informative style amongst the adolescents in Municipality run Government school suggested that when they were confronted with problems in their personal lives they took it as an interesting challenge, more than their counterparts in other types of school and analysed the situation for better understanding of the problem. They also had more preference for seeking advice and consulting professionals, if the problem-in-hand required the same. Being more informative oriented than the adolescents attending other types of school also meant that these adolescents in the Municipality run Government school had higher tendency for gathering information and pondering over them before taking any decision with regard to issues that were relevant for their identity. It also suggested that they spent considerable amount of time, more than their counterparts with preference for this style in other
types of school, in thinking about what they would do with their life and what values to inculcate in their own selves. It also reflected their love for independence in problem solving and decision making.

Relatively higher preference for this style by the adolescents in Municipality run Government school was probably because these adolescents had to make a considerable amount of conscious effort in seeking information from various sources, since information were not easily available to them, neither in the school nor in the home environment. Besides, these adolescents hailed from the lower socio-economic-strata where they were the fortunate ones to attend school and be educated. This could be a cause of their being proud of themselves and therefore a further conscious effort to develop their identity, which probably put them on a higher platform in comparison to their counterparts, who received no education.

Berzonsky (1989) maintained that self identity could be conceptualised as a self generated theory about the self. He further said that self theories were conceptual structures that the individuals formulated about themselves as they coped and adopted in their day-to-day lives. Agreeing with him, it could be said that the adolescents in the Municipality run Government school who revealed a higher preference for informative style, had more urge to personally achieve an identity that provided them with the base for making definitive self judgments when coping and adapting in their day-to-day lives, more than their counterparts attending other two types of school. This could be because of the physical environment in their school and home which lacked in providing adequate information and secondly their socio-economic constraints.

Furthermore, the desire to be at par with adolescents attending other types of school wherein more facilities for seeking information were available, could also have been another reason for the adolescents in Municipality run Government school to exhibit preference for informative style of identity. Being in the same urban set up, where the basic infrastructure and source of information were same, though there
were differences in their availability, the adolescents in the Municipality run Government school were probably aware of what their counterparts attending other types of school were like. Hence, they had their "ideal" self made up accordingly. The increased preference for being informative oriented in their identity style could have been borne out of their wish to match with the ideal self.

The adolescents in Municipality run Government school were followed by their counterparts in the Public school. Their having preference for informative style was expected because of the variety of information to which they were exposed both at home and in school. Also, the significant others, particularly parents and teachers expected them to be information seeking and independent in problem-solving and decision-making. However, unlike the former type of school, in this type of school the process of preference for informative style was mostly unconscious and no special effort was made by the adolescents (like their counterparts in the Municipality run Government school). It was rather a situation where being informative was natural and the most obvious. However, the preference was higher than the adolescents in Kendriya Vidyalaya, probably because the adolescents in Public school were aware of their higher social status and also knew the importance of maintaining that status. Therefore, to keep themselves in the same social and economic strata they exhibited a higher preference for this style. Also, the role of teachers and parents, and the environment in school and home which catered to certain social norms cannot be ignored. These environments were such that information were moulded and adolescents were encouraged and rewarded when they inculcated informative style in their coping and adopting various activities in their day-to-day lives.

In the case of normative oriented identity style, the results of analysis of variance indicated that adolescents attending the three types of school varied significantly in their orientation towards this style. The mean scores further showed that amongst the three types of school, adolescents attending Municipality run Government school had highest
preference for this style, followed by their counterparts in Kendriya Vidyalaya and lastly the adolescents in Public school. Berzonsky (1997) was of the view that individuals who exhibited a normative self-theorising style gave more emphasis on expectations and aspirations of significant others. Besides, they also held change-resistant self views and tended to defend against such information that could threaten the values and beliefs which they held (Berzonsky and Sullivan, 1992).

In the case of adolescents in the Municipality run Government school the first part probably holds true. This is because, the adolescents had also shown high preference for informative identity style. In other words, it could be possible that because of their self-exploration, introspective awareness, openness to alternative ideas, values and actions, the urge to confirm and identify with already existing values, norms and standards of their “significant others” and function according to “their” expectations and aspirations increased. As Berzonsky (1989) had said that specific environmental demands and personal consequences associated with it may influence identity style preferences, thus for adolescents in Municipality run Government school, their higher orientation for informative identity style was also accompanied with higher orientation for normative style. Hence, their identity achievement made them confirm to the values and standards of their significant others.

It could also be possible that being in the type of home and school environment where they were expected to perform within the set boundaries of action, therefore, irrespective of their higher preference of orientation towards informative identity style, they (adolescents) were better off by confirming to the set norms of their social strata. Besides, being high on informative identity style orientation also meant that the adolescents in this type of school introspected and identified much more with the values and standards that were endorsed by their “significant others” than their counterparts in other types of school. This introspection probably brought in a feeling of goodness and internalisation of pleasure which further increased in the adolescence
from Municipality run Government school, the need to be oriented towards the normative identity style.

As said earlier the adolescents in Municipality run Government school were followed by their counterparts in Kendriya Vidyalaya. In the case of these adolescents, it was felt that Berzonsky and Sullivan's (1992) view was more relevant. Their view that adolescents with higher exhibition of normative identity style hold change-resistant self-views and tend to defend against such information that threaten their values and beliefs, hold true in the case of adolescents in Kendriya Vidyalaya. This is said because, results had already shown the least preference of these adolescents for informative identity style, which suggested that the adolescents in Kendriya Vidyalaya were not much interested in self-explorations neither were open to alternative ideas, values and actions. Therefore, their preference for normative style in which all they had to do was confirm and identify with the set norms and values endorsed by their significant others and perform according to their (significant others) expectations and aspirations.

It could also be said that unlike their counterparts in Municipality run Government school, the adolescents in Kendriya Vidyalaya did not indulge in risk taking and merely accepted the already existing norms and standards of society to which they belonged. The home and school environment also encouraged them, probably to confirm to set patterns rather than go through a crisis stage, indulge in self-exploration and finally achieve their identity.

Furthermore, keeping in mind that adolescents in Kendriya Vidyalaya were mostly from the middle socio-economic-status where good academic record, high education and occupation in reputed organisations was important and appreciated, the adolescents in this school type were probably more encouraged to concentrate on factors of academic performance etc. which would help them in future to get higher degrees and good jobs than on building up and achieving an identity. After all, a degree from reputed a University and a job in a reputed organisation would receive more appreciation and acceptance.
from the society besides being beneficial in the long run for the adolescents also.

The adolescents in Kendriya Vidyalaya were followed by their counterparts in Public school, who exhibited least preference for normative identity style. This was probably because not only the adolescents themselves but also their home and school environment did not encourage them to merely accept the set patterns of values and standards, besides closing the "doors" on alternative values and beliefs. On the contrary, the availability of information to these adolescents and their home and school environment ensured that they achieved their identity on their own after having gone through crisis and self-exploration.

After discussing the variations in the orientation towards the informative and normative identity style of the adolescents in the three types of school, we now turn to discuss about their (adolescents) orientation towards avoidant/diffuse identity style. Berzonsky (1992) associated this identity style with a fragmented and loosely integrated self-identity structure. Orientation towards this style included procrastination and delay in dealing with personal problems and basic identity questions, until situational cues took over to dictate a course of action. Various researches had also indicated that identity diffuseness was characterized by a tendency to avoid coping directly with problems (Grotevant and Adams, 1984), a reliance on other-directed problem solving strategies (Berzonsky, Trudeau and Brennan, 1988; Grotevant and Adams, 1984) and the possession of fragmented self theories (Berzonsky, Rice and Neimeyer, 1990).

The results in the present study had revealed that adolescents attending Kendriya Vidyalaya had the highest preference for orientation towards this style in comparison to their counterparts in the other types of school. This suggested that the adolescents in Kendriya Vidyalaya did not like to deal with personal problems directly and delayed taking any decision till the situational cues themselves determined what was to be decided and how the problem was to be solved. Keeping in view that
these adolescents had already shown higher preference for orientation towards normative style, their highest preference for avoidant/diffuse identity style could possibly suggest that since they knew that the set patterns of actions which were endorsed by their significant others would be ultimately be adopted, therefore there was no need to indulge in self-exploration and searching for solution. In fact, adopting this style of self-theorising explained their reluctance to face up and deal with conflict and decisional situations, since they were ultimately to act according to the expectations and aspirations of their significant others. It could also be possible that with the use of such tactics as wishful thinking and distancing the adolescents managed to keep the identity relevant questions at bay and when compelled to act, either they adopted the set patterns of the society or managed to perform in some way that would gain acceptance from their external audiences. This reflected that these adolescents from Kendriya Vidyalaya probably did not yet have a consistent and coherent set of internalised standards and tried to deal with identity relevant issues only when compelled, with no concern for its long-term implications.

Infact, it could also be possible that because of their lack of ability to deal with personal problems that were relevant for identity, these adolescents showed high preference of orientation towards normative identity style. As researches by Grotevant and Adams (1984) and Berzonsky et.al (1988) had shown, not only these adolescents avoided coping directly with problems they also showed reliance on other-directed problem solving strategies. Thus, it could be possible that because the adolescents were themselves still uncertain and incoherent about the standards which could be adopted to deal with identity relevant issues, they preferred to act according to the ones that were expected from them by their society.

The adolescents from Kendriya Vidyalaya were followed closely by their counterparts in Municipality run Government school, in their preference for avoidant/diffuse identity style. This was rather interesting, since adolescents from this type of school had already
exhibited their highest preference for informative and normative identity style. Therefore, a high preference for this style too, was curious and contradictory. However, being from the lower socio-economic-status in the Indian context, the cultural and social expectations were quiet different from that of their counterparts. Thus, probably though they made effort to have well-articulated and hierarchically integrated system of self-constructs and indulged in self-exploration and introspective awareness to develop a personally achieved identity, yet the demands from the society to which they belonged were probably of such kind that it was better to "let things happen on their own" sometimes. This could reflect the role of home and school environment on the identity style preferences of the adolescents. It could be possible that there was a gap between what these girls aspired and what they actually achieved. Hence, the larger the gap was more was the preference for the avoidant/diffuse identity style. After all, though development of identity style is personal, yet society has a significant place in it and home and school being the two most important social environments of the adolescents, probably had significant role to play in influencing the process of identity style orientation preference.

The adolescents in Public school showed least preference for the avoidant/diffuse identity style. This was probably because of the pressure in the home and school environment on the adolescents attending this type of school to achieve and deal directly with problems rather that procrastinate and leave them till the end. Furthermore, they had access to information from varied sources which helped them to develop a consistent, coherent and well-articulated set of standards. Hence, it could be that they had no need to avoid dealing with identity relevant issues, nor distance themselves from coping with personal problems. However, it could be possible that there were still some cases where the adolescents in this type of school did not know how to deal and cope and therefore delayed in taking a decision or action.

Finally, in the commitment style though results of analysis of variance showed no statistically significant difference in the preference
for this style amongst the adolescents attending the three types of school, yet their respective mean scores revealed that adolescents from Public school had highest preference followed by their counterparts in Municipality run Government school and finally the adolescents attending Kendriya Vidyalaya.

**Cognitive Functioning:** This study made an attempt to understand the cognitive functioning of adolescents through their cognitive planning ability and academic performance. The results of analysis of variance showed that adolescents from the three types of school revealed significant difference on both cognitive planning ability and academic performance.

i) **Planning ability:** The results on planning ability in the adolescents had revealed that those attending Public school had the best ability in internal organisation and in overall planning ability, while in external organisation they were good but were behind their counterparts in Municipality run Government school. In the case of adolescents attending Kendriya Vidyalaya it was interesting to observe that they had very poor internal, external and overall planning ability.

Das et.al (1996) had given much importance to language as a powerful symbolic system in human planning and said that when individuals engaged in planning they formed a mental representation of the situation and their actions with the help of words (or other symbols) prior to actually implementing them. This argument could possibly be true for the adolescents in Public school, who had revealed superior communication skills, both in speaking and writing. Therefore, tasks where the individuals were analysed on their clarity, continuity and comprehension of thought, logical reasoning and goal-directed behaviour in formulating the strategies, these adolescents excelled. This is because having mastery over articulation of their thoughts they could efficiently communicate about their plans in achieving the goal.

However, this argument failed in the case of adolescents in Kendriya Vidyalaya and Municipality run Government school. The former were more competent in their language and communication
skills, as were observed during the administration of the tests, yet it was the adolescents in the later type of school who exhibited better planning ability than the ones from Kendriya Vidyalaya. Hence, besides language efficiency and communication skills there were probably other causes ingrained in the school environment that led to such significant and interesting difference. Various studies have indeed shown the important role of school in the development and efficiency of planning ability (Das and Dash, 1990 and Tannon, 1991). The social interaction involved within the school boundary both in teacher-student and peer-relations probably too had its influence on the planning ability of the adolescents. It could also be possible that in the case of adolescents in Kendriya Vidyalaya such situations where the adolescents were responsible to achieve goals were rare and most activities were directed by authority figures (principals and/or teachers) and were mostly as a community. Thus, these adolescents probably had no space to plan any activity for her/his class, on their own. It could also be possible that because of high level of rote learning and lack of independence in thought process of dealing with problems and also in decision-making, the adolescents in Kendriya Vidyalaya revealed poor planning ability. Besides, as Das et.al (1996) and Goodnow (1987) had said that planning has a social origin and in most cases individuals learn planning skills from other capable planners-who mostly also happen to be their significant others. Hence, it could be possible that there was dearth of such capable planners in the school as well as home environment of these adolescents. Furthermore, it was also observed that there were various situations whose procedure of being conducted were set by the society and its significant members, and any member of that society when planning for such a situation(s) requires doing so according to the predetermined procedure. Hence, it could be possible that for the adolescents in Kendriya Vidyalaya the conducting of 'fete' had a similar socially determined (in this case the society being school type) plans and procedures and therefore, the adolescents in this school
type mostly adhered to rather than produce their own strategies and plans.

The above causes could also be true for the adolescents in Municipality run Government school. Therefore, it was felt that it was the school environment, more particularly the teacher-student relation and teaching practices adopted in the different types of school, which led to such significant differences. In the case of Kendriya Vidyalaya, it was observed that, the teachers were very much involved with the students to the extent of guiding them and making plans for them. Hence, in most cases the situation was- the teacher made strategies of solving a problem or taking a decision and the students followed it. Therefore, when the need arose (as in the questionnaire) for the adolescents themselves to plan out the strategies to achieve a desired goal they took a back seat. However, in the case of adolescents in Public school, the teachers were also involved but the role that they were observed to play was that of a catalyst. They assisted the adolescents to solve problems and take decisions, but did not do the same for them. So, the adolescents were given the independence to develop their own strategies. Hence, these adolescents had experience of making strategies to achieve a desired goal and therefore they were able to express their plans better than their counterparts in the Kendriya Vidyalaya and Municipality run Government school.

Finally in the case of adolescents attending Municipality run Government school the case was almost the other way. Teachers were seen to have no concern for their wards and hence the adolescents were often left on their own to solve problems and make decisions. This further provided them with much experience and the independence also gave them opportunity to use novel ideas of solving problems and making strategies, which reflected in their external organisation ability. It probably was also the cause why these adolescents fared better than their counterparts in Kendriya Vidyalaya, even though the later had better competence in language. Thus, though language continues to play an important mediating role in planning as suggested by Das et.al...
(1996), this study also revealed that even school environment and teaching practices, besides teacher-student relation also had a significant role in the efficiency of planning ability. After all, planning has a social context in it and the results of this study go to prove it.

ii) Academic Performance: In academic performance too results revealed that adolescents in Public school had highest performance, followed by those in Municipality run Government school and lastly the adolescents in Kendriya Vidyalaya. As said earlier in planning ability the teaching practices adopted in the specific school types, accompanied with teacher-student relationship could possibly be a cause for the significant difference in academic performance of adolescents. This result was also supported by research findings of Veeraraghavan and Bhattacharya (1989), Sengupta and Veeraraghavan (1985), Veeraraghavan (1985) etc. Besides, it was also observed that the adolescents in Municipality run Government school had better academic performance than their counterparts in Kendriya Vidyalaya. Carpenter (1985) too had suggested that students in Government run schools performed better than the students attending other types of school, though it was contradicted by other researches (Gayatri, 1983). This was probably because as observed in the identity styles, the adolescents from Municipality run Government school had very high preference for orientation towards informative identity style as well as normative identity style. This suggested that not only the adolescents were information seeking but were also eager to come up to the expectations and aspirations of their significant others. Being from lower socio-economic-class these adolescents were already privileged in being sent to school. They were probably aware of this and also that their significant others (particularly parents) had much expectations from them. Therefore, they strived to achieve their best, which made them exhibit better performance in academics than their counterparts in Kendriya Vidyalaya.

As for the adolescents in Kendriya Vidyalaya it could be possible that their preference for avoidant/diffuse identity style could be a cause
for their poorer academic performance. Because of their procrastinating style in their identity, it was possible that these adolescents had the same pattern of functioning adopted in relation to their academics, i.e., prepare only when the examination are almost at the door. It could also be possible that unlike their counterparts in Municipality run Government school the adolescents in Kendriya Vidyalaya lacked motivation to perform well in academics. Doing well in studies meant getting into good colleges and universities and that further led to good occupation, but this was an imposed desire on the adolescents and probably not their own. Therefore, it could be that there was not much internal motivation on the adolescent part to perform well. Even incentives, which were in abundance for both the adolescents in Public school and Municipality run Government school, in the form of praise, recognition, appreciation and acceptance, the same was lacking in the adolescents attending Kendriya Vidyalaya. This could have been a cause of their poor academic performance. After all, coming from the lower and lower middle socio-economic-class, who also were the service class the significant others of these adolescents expected them to do well in studies—as it was the only means to earn their bread and butter in future. Therefore, by doing well in examinations these adolescents in Kendriya Vidyalaya would probably not receive as much appreciation, praise, and recognition as their counterparts in the other two school types—for the simple reason that it would not be seen as an extraordinary achievement. Of course, the incentives for adolescents attending Municipality run Government school and those in Public school were for complete opposite reasons, yet they had the same consequences i.e. better performance in academics. In the case of the former, it was recognition and praise from significant others and admiration from peers which acted as an incentive, while for the later (i.e. adolescents in Public school) it was acceptance and appreciation by their significant others which acted as an incentive.

Therefore, in the results as revealed for academic performance, the important role of school and home environment could be observed.
These environments which can provide with incentives, motivation and learning situations probably have a significant role in the adolescents functioning and can assist them to achieve their optimum level of efficiency.

**Affective functioning:** The results of analysis of variance on the variables of affective functioning (self-esteem, life satisfaction and positive and negative affect) had shown that there was significant difference amongst the adolescents in the three types of school.

In the present study self-esteem was taken as a variable of affective functioning and was observed that adolescents from different types of school varied in their self-esteem. Their mean scores revealed that adolescents from Public school had highest self-esteem followed by their counterparts in Kendriya Vidyalaya. Adolescents attending Municipality run Government school exhibited lowest self-esteem.

Researches have shown the importance of family and the social context on self-esteem of adolescents (Isberg, Hauser, Jacobson, Powers, Weis-Perry and Follansbee, 1989; Hoffman, Ushpiz and Levy-Shiff, 1988; Walker and Greene, 1986). The social class to which the adolescents belong could be a possible cause of their respective level of self-esteem. Keeping in view that adolescents from Public school were mostly from the affluent social class it was expected that they showed high self-esteem. Opposite was the case with adolescents from Kendriya Vidyalaya and Municipality run government school who came from middle socio-economic and lower social class and thus revealed a lower self esteem. Researchers have shown that those adolescents who were poor had weaker or less positive self-esteem than those who were relatively well-off (Philips and Zigler, 1980; Rosenberg and Pearlin, 1978). Material possession, a good home and school atmosphere accompanied with good relationship with parents, teachers and peers probably had significant influence on the adolescents' self esteem and so did the lack of these crucial factors. In the case of adolescents in Municipality run Government school this was probably true, since being from low socio-economic-class there was much lacking in their material
possession (at least what an adolescent desired to possess). Also an atmosphere of acceptance and respect for being what one is, lacked in the school and probably at home, as well, which compelled these adolescents to question their competence and self worth. This led to their revealing of a lower self-esteem.

It was also interesting to note that though these adolescents performed better in academics and also had better planning ability yet had low self-esteem. This suggested that besides their home and school environment (which no doubt had its impact) there could be other underlying factors which also influenced their self-esteem. Researches have shown that self-esteem was influenced by many factors other than family support and performances in school related subjects, such as, field independence (Bosacki et.al, 1997), need/urge to have connection with others (Leary et.al, 1995), specific self-views and the way it was framed (Pelham and Swann, 1989) etc. Thus, probably better cognitive functioning was not enough for the adolescents attending Municipality run Government school adolescents to reveal a high self-esteem.

Furthermore, when it came to life satisfaction the adolescents in Municipality run Government School showed that they were more satisfied with their social life than their personal life and life in overall. Having shown to possess a low self-esteem their low personal life satisfaction probably confirmed the fact that there were deficits in their home and school environment. Low personal life satisfaction suggested that these adolescents were not happy with their present state of living, education, their view on what they could accomplish in life and what the future held for them. In contrast to this, their high satisfaction with social life was interesting to note. A high satisfaction with their social life meant that the adolescents found the present social, political, economic and law and order situation very much satisfactory. It could be possible that these adolescents showed a higher satisfaction with their social life in order to give the impression that they know what the present social, economic, political and law and order situation is like and how much they are satisfied with it. Researches have shown that
efforts to make a good impression on others by individuals often, if successful, gave much advantage to the individuals in various situations (Wayne and Liden, 1995; Schlenker, 1980). Therefore, it was possible that the adolescents in Municipality run Government school and Kendriya Vidyalaya were trying to impress an imaginary audience while filling the questionnaire. It could also be possible that the cause of such exhibition of contradictory satisfaction in two crucial areas of life (while low satisfaction with personal life there was high level of satisfaction with social life) was a consequence of interaction between the personal disposition of the adolescents and their surrounding home and social environment (Kelly, 1967). It could also be possible that the adolescents' because of the reservation policy, perceived society as an equaliser and hence were more satisfied with their social life than their personal life. However, the chances that there was a lack of realistic appraisal of the socio-political-economic scenario could not be totally ruled out.

The same argument holds true but in the opposite way for adolescents attending Public school. These adolescents revealed high satisfaction with their personal life while a very low satisfaction with their social life. The affluence in their personal lives which stemmed from financial and emotional security at home, similar environment being extended to them in the school environment also, conducive relations enjoyed with their teachers and peers, besides the kind of education received, all these made the adolescents attending the Public school have a high level of satisfaction with their personal lives, which was probably why they also revealed a high self-esteem. However, it is intriguing to note that they were not satisfied with their social, political, economic and law and order situation. This could be because again of the influence and observation of significant others' reactions to these areas of social life. Researches have thrown light on the fact that often individuals acquire views on specific situations through social learning. Attitudes, prejudice, altruism, attraction and even aggression were some areas where often young one learned through social learning and
modeling (Baron and Richardson, 1994; Forge and Phemister, 1987; Bandura, 1986, 1973; Weigel, Loomis and Soja, 1980; Bryan and Test, 1967). Therefore, it could be suggested that the adolescents learned to hold views about various issues from their significant others (parents and teachers). Hence it could be possible that the adolescents in Public school also had similar experiences. Therefore, the level of satisfaction which they revealed with regard to their social life was probably a reflection of their parents and other significant members' which these adolescents had internalised as their own.

As for the adolescents attending Kendriya Vidyalaya they revealed a similar level of satisfaction as those of their counterparts attending the Municipality run Government school, i.e. a high level of social life satisfaction and low satisfaction with their personal lives as well as with life in overall. Besides the causes mentioned above, it could be possible that the school environment also had a role to play in the adolescents exhibiting such kind of satisfaction patterns. While in the Municipality run Government school their was a lack of involvement of the teachers with the adolescents (Veeraraghavan and Bhattacharya, 1989), Rao (1978) which probably had its effect, because at their age the adolescents need for acceptance, praise and support from their significant others held much importance and by showing no attachment with the students the teachers revealed that probably they were not interested in what was going on with the adolescents. Therefore, probably they felt unloved, uncared and unattractive; as a consequence they showed a low personal life satisfaction as well as low self-esteem. On the other hand in Kendriya Vidyalaya their was over involvement of the teachers with almost every activity of the adolescents (as observed during the administration of the tests) which left very little independence for the young ones to think and act in their own ways. Probably the teachers were conscious of the social expectations and demands from these adolescents and feared that if not guided and helped they would not come up to the level or fail to meet the levels of achievement as set by their (adolescents) social class and hence
indulged with the students' every activity. However, the teachers did not realise that their over involvement and guidance curtailed the need for autonomy and independence of the adolescents and made them (adolescents) feel unworthy, incapable and have a low self confidence. The consequence of this was, the adolescents had very low personal life satisfaction, low satisfaction with their life in overall and also a low self-esteem.

The third and final variable of affective functioning was positive and negative affect. In this variable too analysis of variance showed that the adolescents attending the different types of school had significant difference. Adolescents attending Municipality run Government school exhibited highest positive affect and lowest negative affect. Their counterparts in Kendriya Vidyalaya had very low positive affect but relatively high negative affect, while the adolescents attending Public school revealed a high positive affect as well as a high negative affect.

Positive affect and negative affect measured the adolescents' two important dimensions of mood and emotions. While the positive affect measured the adolescents' frequency of positive mood and emotions the negative affect measured the adolescents' frequency of negative moods. Therefore, a high positive affect, as shown by the adolescents attending Municipality run Government school a Public school, suggested that these adolescents exhibited more frequent positive moods than their counterparts in Kendriya Vidyalaya.

For adolescents in Municipality run Government school it was rather interesting to note that though they had exhibited a low self-esteem and low personal life satisfaction, yet they were in a positive frame of mind. Simultaneously they also revealed a low negative affect, which meant that these adolescents did not frequently exhibit negative emotions and moods. This contradicted with previous researches, which had shown that high self-esteem had significant positive relation with the positive affect and negative relation with negative affect of individuals (Steele, Spencer and Lynch, 1993; Campbell, Chew and Scratchely, 1991; and Taylor and Brown, 1988). This meant that a low
self-esteem would ideally be followed by a low positive affect and high negative affect, but the present research showed results which were opposite to this. Infact, Smith and Petty (1995) in their study suggested that there was a strong link between self-esteem and negative emotional states. It could, thus, be possible that because the adolescents were administered these tests a week after the Festival of lights (Diwali) which was a major festival in Delhi, it was probably natural that all the adolescents, particularly the ones from lower socio-economic-class were in a very positive frame of mind. For it was in such times of celebrations only that these adolescents had new garments, delicacies to eat, go out and visit different places and have fun in general. However during other days of the year these adolescents mostly had to go through the same routine of running the mill. Therefore, their showing of highly positive affect and low negative affect, irrespective of showing low self-esteem and low life satisfaction was probably because of the period during which the tests were administered on them.

As for the adolescents in Public school one could wonder why did they show very high negative affect in comparison to their counterparts while a high positive affect was very much expected. This could be possible because even though these adolescents had high self-esteem and high personal life satisfaction they had shown a low level of satisfaction with their social life, which meant that they were unhappy with their present social, political, economic and law and order situation. Therefore, probably during the week of celebration they found it very much disturbing and upsetting that celebrations at such grand level could take place, when much was needed to be done about the society's improvement in all its important areas. The high negative moods of Public school adolescents probably brought out their inner conflicts in accepting the contradictions inherent in the society. Keeping in view that these adolescents were from the high socio-economic class, where living standards at home and working and studying environment in school were very much different from their counterparts in other types of school, it was possible that these adolescents were a more
thinking lot than others and therefore could delve deep into the stark realities of life, which their counterparts in other types of school could not.

A high negative affect could also reflect the stress that these adolescents were going through. This could be because of the constant demands that they had to fulfill, demands that were made by their parents, teachers, peers and also themselves, in their personal, social and academic life. Not that adolescents in other types of school did not have stress, but probably the ones from Public school had to face more stress and strain. Besides they were also oriented towards the commitment identity style (as results had earlier shown) hence, they were probably more committed to fulfill the expectations and aspirations of their significant others and probably this aroused within them the fear of failure, unacceptance, loss of love and praise—in the case of their not being able to fulfill the expectations and aspirations of her/his parents, teachers, peers.

In the case of adolescents attending Kendriya Vidyalaya they showed not only a high negative affect but also a low positive affect. This suggested that when these adolescents were interviewed they were going through a state of negative mood and hence reflected such a tendency for high negative affect. Having already shown a tendency for low satisfaction with their both social and personal life these adolescents were probably unhappy and this could have reflected in their positive affect negative affect scores. Probably they were as much dissatisfied with themselves as much as with their present life, as a result of which they did not feel much positive and responded low on the positive affect scale and high on the negative affect scale. Such a mental state could be possible because of the school environment, which was lacking in providing with ideal conditions for the adolescents to function and develop themselves. They (adolescents) probably also felt the discrepancy between what was expected from them by the school and what was provided to them, which was again very discouraging. It could also be possible that such an environment was
prevailing in their home also, where the parents and other significant members had many expectations from the adolescents but provided very little to them in the form of an ideal condition to develop and bring out their best abilities. Results as seen earlier, in this research, where a high preference for orientation towards avoidant/diffuse identity style was revealed, probably confirmed this to make the aforementioned argument more concrete.

5.2 **2nd Hypothesis:**

There will be a significant variance in the identity styles, cognitive and affective functioning of the ninth and eleventh grade adolescents.

Grade or level of education in which the adolescents studied reflected their physical, cognitive and emotional maturity. This is because as one moves up from one grade to another there comes various changes in the context of the individuals' functioning and it is more prevalent during the adolescence, since during this stage individuals goes through rapid all round development- so much so that within a span of five- six years the individual changes (in every aspect) from a child to an adult, ready to take up the responsibilities, duties and facilities that comes to adulthood. Therefore, as the adolescents go up in their grade they are required to perform more and more complex tasks academically, socially as well as in their personal lives. These tasks demand better skills, better ability in thinking, understanding, evaluating and comprehending than they were asked or expected to do in the previous years. Even the relationship of adolescents with their parents, teachers, peers and other significant members change and demand differently from what was demanded before.

Along with all this, the identity style of the adolescents may also have shifted, for with experience and maturity they tend to move towards a more stable identity, which helps to find their own niche in the society. Keeping these clauses in view it was hypothesised that there would be significant difference in the identity styles, cognitive and affective functioning of the ninth and eleventh grade adolescents. The
results of analysis of variance revealed that indeed there was significant variance in the identity style orientations of ninth and eleventh grade, excluding the normative identity style. Similarly variance was also observed in the cognitive and affective functioning variables, leaving aside the personal life satisfaction variable, of affective functioning, where no significant difference was observed between the ninth and eleventh grade adolescents.

**Identity styles:** As said earlier the results revealed that adolescents studying in ninth and eleventh grade varied significantly in informative oriented identity style, avoidant/diffuse identity style and commitment style. No significant variance was observed in the case of normative oriented identity style.

In the case of informative identity style, the mean scores revealed that eleventh grade adolescents were more oriented towards this identity style than the ninth grade adolescents. In other words, eleventh grade adolescents preferred to adopt an informative orientation in solving problems or making decisions with regard to issues that were relevant to her/his identity more than their ninth grade counterparts. This suggested that the adolescents studying in eleventh grade were more actively involved in self-exploration and introspective awareness. Their higher preference for this style also meant that they had higher need for cognition and were open to alternate ideas, values and actions. Berzonsky (1997) had said that individuals with predominating preference for informative style were more capable of integrating standards and values within their core sense of self which was then endorsed. It meant that adolescents of eleventh grade were open and flexible in their approach to defining their self identity. Because of their higher cognitive needs they explored more in search for information which could help them to define their self as well as assist them in solving problems or make decisions that were thought of being relevant by the adolescents to their identity.

In comparison to the ninth grade adolescents the eleventh graders did more prefer an informative approach in their orientation for
identity style was probably because these adolescents had in their recent past gone through a major evaluation of their abilities, while appearing for the tenth board examinations. Later in deciding the stream in which to study further for the higher secondary was another crucial issue through which these adolescents had to go. These not only revealed their academic abilities but also the expectations that their significant others as well as they themselves had from their own selves. They came face to face with the realities of life, the demands that the society would make from them when they entered it as mature adults. These probably caused them to break the shackle of an approach of accepting whatever was presented to them and seek out for more information, more inward understanding of the real self and its desires, needs and urges, so that by having a better understanding it would help them to form a definitive self-theory which in turn would probably help her/him to become successful (by her /his standards) in the coming years.

The eleventh grade adolescents were also open to alternate norms, ideals and standards than their ninth grade counterparts. Probably because the former were now in a situation where not much restriction was there on their movements, both within the school (as their class times were usually far apart, depending on the chosen stream) as well as at home. They were being considered as almost adults and hence more freedom, independence and responsibility were given to them. These probably encouraged the eleventh grade adolescents to seek beyond what was available to them, open themselves up to alternate views, norms etc. and also introspect more than their ninth grade counterparts.

As for the ninth grade adolescents the results revealed that they were more oriented towards avoidant/diffuse identity style and commitment. This meant that the adolescents in the ninth grade were more motivated to comply with situational demands and rewards. They were reluctant to face up to and deal with conflicting situations and make decisions in such situations. Their goals were short term and
unstable which had only behavioral and/or verbal compliance. However, being high on commitment in comparison to their eleventh grade counterparts also suggested that these adolescents were committed in their preference of identity style orientation. It could be that because of their commitment to certain values, standards and norms, these adolescents did not wish to actively involve in seeking alternate norms and values.

Besides, being in ninth grade they had more restrictions, strict time tables to be followed, examinations to be prepared for etc., which did not give much free time for these adolescents to think or introspect. Further, since they had to perform according to the set patterns, both at home and in school, these adolescents probably did not find it much encouraging nor rewarding to be informative oriented. Infact, revealing a preference for avoidant/diffuse identity style did not necessarily mean that the adolescents were totally aversed to being flexible and open to alternate values, standards norms etc. and seeking information that would help them to define their selves. It only meant that when these (i.e. the ninth grade) adolescents were asked to make a decision or solve a problem that was relevant (according to her/him) for her/his identity, they took a back seat and showed reluctance to face up and deal with the situation. Rather they let the situation be handled on its own or others' take care of it.

Therefore, it could be possible that the ninth grade adolescents were still going through a moratorium in searching their identity and hence were not ready to give self definitive judgments and yet were revealing a preference for commitment style, for the time being.

Cognitive functioning: The results had revealed that in all the variables of cognitive functioning i.e. internal organisation of planning ability, external organisation of planning ability, overall planning ability and academic performance, the adolescents studying in eleventh grade were better than their ninth grade counterparts.

This suggested that the adolescents in eleventh grade had better planning skills as well as performed better in academics than their
counterparts in ninth grade. The planning test brought out individual's skills in comprehension, articulation, uniqueness as well as continuity of thought, communication etc. Therefore, the results which indicated that the eleventh grade adolescents were better planners than their ninth grade counterparts, suggested that they (eleventh graders) exhibited better comprehension, articulation, communication skills and had more uniqueness or novelty and continuity of thought in tasks that required planning activities much before the actual action was to take place.

This could probably happen because of increased cognitive ability of the eleventh grade adolescents than their ninth grade. Because, of more exposure to variety of stimuli to which their ninth grade counterparts were not exposed, these adolescents had better knowledge as well as capability to understand and comprehend. As a consequence, it reflected in their planning skills. Similarly, age and higher level of education (grade) made the eleventh graders know various alternative solutions to one particular problem. This was probably because of increased maturity and experience. Hence, the eleventh grade adolescents probably could self-regulate their strategies and skills and thus exhibited better planning skills as well as had better performance in academics.

Besides, it is important to note the difference in relation of the eleventh grade adolescents with their significant others (parents, teachers, peers etc.) and that of the ninth grade adolescents with their significant others. In the case of the former there was observed a more mature relation, particularly with parents, teachers and other elders. Such relationships had understanding, respect as an individual, freedom to be their own selves etc. In other words, adults gave the status of approaching adulthood to the eleventh graders and thus treated them in the same way. Probably this had its impact on the planning skills of the eleventh graders and since there was trust and confidence they also fared better in academics.
Relationship with peers too was different for the eleventh graders. There was more depth in their relation, both with same sex and opposite sex peers. Maturity of relationship reflected here too, as in the case with adults. The criterion for selecting friends shifted from external factors like physical looks, performance in class etc. to qualities of the person, similar hobbies, interests etc. Relations were taken seriously and with the intention of maintaining them in the long term. All this resulted in higher emotional maturity which was probably why the eleventh grade adolescents performed better in academics and also exhibited better planning skills.

Furthermore, it could also be possible that since significant others (particularly parents and teachers) considered the eleventh graders as individuals who were soon approaching adulthood, they probably interacted with them in a way such as an adult would do with another adult. This provided with better and more models to learn planning skills, which was why they (eleventh graders) had exhibited better planning ability. Besides, when an eleventh grade adolescent performed according to her/his plan an activity, she/he was rewarded with appreciation, praise etc. which was because she/he was expected by significant others to perform on her/his own, just like she/he would do as an adult. However, in the case of the ninth graders they were more encouraged and expected to perform according to the pre-set patterns of functioning. As a result, they were not much encouraged and provided with reinforcement when indulged in planning in alternative ways other than the ones that were already provided by their significant others. Therefore, it could be possible that the eleventh graders because of reinforcement and practice had exhibited better planning ability than the ninth graders, who because of not much reinforcement did not have much scope to practice planning for various activities, on their own.

**Affective functioning:** The results of analysis of variance revealed that ninth and eleventh grade adolescents varied significantly on the
affective functioning variables excluding that of the personal life satisfaction.

The mean scores in the case of self-esteem suggested that ninth grade adolescents had higher self-esteem than their eleventh grade counterparts. In the case of social and overall life satisfaction also the ninth grade adolescents revealed that they were more satisfied with their life than the eleventh grade adolescents. In positive affect also the mean scores suggested that ninth grade adolescents had higher positive affect than their eleventh grade counterparts, while in the case of negative affect the eleventh grade adolescents revealed to a higher negative affect. These results suggested thus, that the ninth grade adolescents had better affective functioning than their eleventh grade counterparts. In other words, they had better feelings of self-worth, higher satisfaction with their life and more positive mood dimensions than negative.

It is to be noted that in the case of cognitive functioning, the results of analysis of variance had shown that the eleventh grade adolescents were better than their ninth grade counterparts. Therefore, it is interesting to observe that the eleventh graders had shown lower affective functioning than their ninth grade counterparts, particularly because various researches have shown a strong link between an individual’s cognition and affect (Mayer and Hanson, 1995; Clore, Schwarz and Conway, 1993; Bower, 1991). Thus, the present study contradicted findings of previous researches. This could be because of parental expectations which probably differed from the ninth graders to the eleventh graders. In the case of the later, the expectations were like those from an adult. This perhaps put pressure on the adolescents which increased their self doubt, dissatisfaction and also increased the tendency for negative feelings. Besides, having recently gone through an important and crucial examination (i.e. the tenth board) these adolescents probably had more realistic feelings and knew where they stood. As a result they preferred, probably, to project uncertainty in evaluating their self worth, dissatisfaction with life and also higher and
frequent negative mood dimensions. Also because these adolescents would be in the very near future appear for the twelfth (Board) examinations, which was a deciding point in their career, could have been a cause of revealing uncertainty and a frequent negative mood. It is not that the eleventh grade adolescents had poor affective functioning, but, in comparison to the ninth grade adolescents they exhibited lower affective functioning.

Earlier results had also shown that the eleventh grade adolescents had a higher preference for orientation towards informative identity style and were also better planners and performed better in academics than their ninth grade counterparts. This could be an indication that probably for the eleventh graders their focus of importance and achievement had shifted from feeling and emotions to cognition, gathering of knowledge, exploration, attainment of success in career etc. It is to be noted that the eleventh grade adolescents were almost on the threshold of adulthood, which brought with it duties and responsibilities towards one’s family, society and above all to one’s own self. It could be possible that the adolescents would have realised this and hence were more serious about building up a sound cognitive functioning and self-identity, which would assist them to take on various duties and responsibilities in the coming years.

Furthermore, for many of the eleventh graders, it was a shift from their old school to a new one with their moving up from tenth grade to eleventh grade. In some cases it was though continuing in, the same school but with different class mates because of opting for/getting admission into a particular stream of study where her/his friends were not there. The adolescents had to make several adjustments as they went through the transition (Isakson and Jarvis, 1999). A new school, new environment, teachers, peers etc. demanded adjustments to be made on the part of the adolescents. Leaving behind old friends and making new ones, getting used to new teachers, administration, rules and regulations of the new school and/or the stream of higher study chose and finally making oneself feel at home in a new environment.
probably was emotionally demanding for these adolescents. As a consequence their self doubt increased. Therefore, this could also have had an effect on the eleventh grade adolescents low affective functioning in comparison to their ninth grade counterparts, who continued to be in the same school, enjoying same old friends, teachers etc.

5.3 3rd Hypothesis:

It was hypothesised that identity style, cognitive and affective functioning of male and female adolescents will differ significantly.

Results of analysis of variance had shown that there was significant difference between the female and male adolescents' identity style and affective functioning. In the case of cognitive functioning no significant difference was observed excepting for external organisation of planning ability. In the remaining variables of cognitive functioning no significant difference was observed.

Identity styles: In the case of identity style, the mean scores revealed that females had higher preference for normative identity style while male adolescents revealed higher preference for avoidant/diffuse identity style and commitment identity style. This meant that female adolescents revealed a preference for orientation towards the set patterns of values, norms etc. with regard to making decisions and/or solving problems for issues that have relevance for their identity. This could be possible because of socially determined sex roles which expected females to be unassertive, responsible and complaint towards values and expectations held by parents and other significant members of the society. Gradually, in order to gain acceptance from the significant members of their society, female adolescents probably internalized the norms and values set by the society and made them their own preferred style of functioning. Hence, they revealed a higher preference for orientation towards normative identity style (Sharma and Anandlakshmy, 1993; Kakkar, 1981).

Besides the female adolescent was also encouraged by her family, school and also friends to be cooperative, understanding,
compassionate etc. (Kumari, Singh and Dubey, 1990) which to be exhibited required her first to accept the norms, values and standards of the society. Therefore, it could be possible that in order to inculcate these qualities within themselves, the female adolescents revealed a preferred orientation for normative identity style. As Erikson (1968) had said, women concentrated more on the “inner space” in order to define their identity and this they gained by giving importance to interpersonal and sexual issues.

Various studies by Marcia (1966, 1967), Waterman (1972), Josselson (1972) have revealed that females and males did differ on their identity style preferences. Because, the female adolescents have a tendency to internalise the values, norms, standards, expectations etc. of their significant others as their own, they tended to have a higher preference for normative identity style, which was not the case for their male counterparts. Berzonsky (1992) had also suggested that there does exist a significant difference in the identity style orientations of the female and male adolescents. Cultural and social expectations play a significant role in determining the stylistic preferences of identity for female and male adolescents.

In the case of male adolescents their exhibiting higher preference for orientation towards avoidant/diffuse identity style and commitment style was probably also a consequence of social expectations and aspirations of their significant others (particularly parents and teachers).

Male adolescents faced the need to perform well and to be achievers which was what their significant others expected them to be. This probably put pressure on them, however, at the same time they were also expected to be a controlled, relaxed, authoritative, dominative and cool headed individual. Therefore, with two almost contradictory expectations required to be met, probably, the male adolescents found it preferable to leave things on their own and not indulge in solving problem(s) or take decision(s), and if compelled to take a decision then doing it in such a way so as to receive acceptance and short-term gain.
They also probably had reluctance in standing up and facing problematic situation(s) or taking decisions where the need to express one's view was important because of fear of not being accepted, appreciated and rewarded by significant others. Therefore, probably the fear of losing love and appreciation could also have compelled the male adolescents to prefer taking a back seat and avoid taking decision(s) or solve problem(s) that were of relevance to his identity.

Furthermore, in contrast to females, male adolescents were observed to have more wide interest and hobbies like sports (particularly outdoor games), reading about various subjects, moving around with friends, watching movies in theatre halls etc. This was partially because of more freedom of movement given to male adolescents. Almost all male adolescents were also observed to be actively involved in sports and play regularly three to four types of sports, such as cricket, football, volleyball, basketball etc. Their involvement with sports was observed both within the school as well as at home (along with siblings and friends). As a consequence they were running from one activity to another physically and probably mentally also. Hence, they could be lacking in time to give full attention to issues that were of concern and left them to be taken care either later or by others or the situation taking care of itself on its own.

 Cognitive functioning: The results of analysis of variance had revealed that there was no significant difference between the female and male adolescents' cognitive functioning variables, excluding that of external organisation in planning ability. The mean scores showed that female adolescents had better external organisation ability than the male adolescents. This suggested that the female adolescents were more capable to make use of unique strategies in their planning the tasks as well as took help from different sources, other than the ones provided to them, in order to make more efficient planning strategies. It could because females were better in relational orientation and also had less trouble in reaching out to somebody for help.
Being silent observers the female adolescents probably grasped the nuances of how various activities in day-to-day life was carried out and from their gained ideas that were not only different but also unique in solving the tasks. It could also be possible that female adolescents were better deducing and creating new ideas in making strategies for various activities. As a result of this they could manage to draw information from various sources (even though it may not have had any link with the activity/task assigned to the female adolescents) and mould the available information(s) in order to inculcate them in making efficient planning strategies for the task in hand.

However, it is also to be remembered that the female adolescents had also revealed a higher preference for orientation towards normative identity style. This suggested that they usually preferred to perform according to the norms, values, standards and patterns of the society to which they belonged. Therefore, it could be possible that their preference for normative identity style had a mediating role and assist them to draw from day-to-day activities to utilise in their planning tasks. Because, to plan, manage and perform activities and make decisions with regard to issues that could have relevance for their defining of their self-theory. The female adolescents required to take into cognisance the society’s style of functioning in a given situation and what it expected from its members, what were the set rules, regulations, patterns etc. of performing certain activities and then probably the female adolescents made efficient use of them in preparing the strategies for planning the task in hand.

Affective functioning: The results of analysis of variance had revealed that unlike cognitive functioning, female and male adolescents varied significantly in their affective functioning variables. The mean scores revealed that female adolescents had higher life satisfaction (social, personal as well as overall) while male adolescents exhibited higher self-esteem.

As was mentioned earlier, female adolescents had a tendency to satisfy the needs and wishes of others, particularly their significant
others (parents, teachers, friends etc.), who wanted the females to be compassionate, understanding, cooperative, docile, complaint, unassertive (Sharma and Anandlakshmy, 1993; Kumari, Singh and Dubey, 1990; Kakkar, 1978). Having already revealed a higher preference for orientation towards normative identity style, which suggested that they (female adolescents) did prefer to make decisions and solve problems according to the set rules and pattern of the society to which they belonged, assured of their being accepted and appreciated by the significant members of her society. This increased their satisfaction with life both socially as well as personally.

However, at the same time the female adolescents were also expected to be humble, docile, uncomplaining of faults in others and themselves. Therefore, to inculcate these traits in them, they had to reveal that they did not take pride of their own selves, had low self-worth and probably also not much capable of doing things worthwhile. In brief, they were expected and appreciated when exhibited humbleness. It reflected in their exhibiting of a lower self-esteem than their male counterparts. Researches have shown that for men self-esteem was linked to personal achievement, while for females it was a function of positive interpersonal attachments (Josephs, Markus, and Tafarodi, 1992). Infact, Manolis and Milich (1993) had shown that in childhood also girls were more concerned about the success of interpersonal relationships than the boys. It could also be possible that being in the social context, where the female adolescents were coming to know more and more about women independence, freedom to think and act on their own etc. on one hand, and on the other being unable to break the urge of thinking and acting according to the set norms, values and standards of the significant others. These made them go through much crisis and as a consequence their self-doubt was heightened and reflected in their low self-esteem and high negative affect. However, because they were also assured of acceptance and appreciation by the significant members of their society, since, they
manifested socially acceptable behaviours and actions, they were more satisfied with their social and personal lives.

However, in the case of male adolescents, who exhibited high self-esteem it was probably the socially determined sex roles which played a more significant mediating role than their self-defining stylistic preferences. This is because, the society to which the male adolescents belonged expected that they reveal authoritative, dommative and assertive traits. Therefore, to gain acceptance in their own society they inculcated these traits which reflected in having a high self-worth and faith in their ability.

It could also be possible that in contrast to females, males were encouraged to make their achievements be made known, loud and clear. Unlike females who were appreciated (sometimes directly and sometimes indirectly) and therefore preferred to underplay their achievements and abilities, probably in many cases they (females) did not even realise their abilities and potentials, the male adolescents were much encouraged to announce their achievements, potentials etc. (Tannen, 1994, 1995). This could also have its effect on the later to exhibit higher self-esteem than the former (females). Besides, the focus of female and male adolescents differed. While the former gave more emphasis to interpersonal relations, happiness in the success of others and humble about their own (Stoppard and Gruchy, 1993), developing inner qualities of understanding, compassion etc. within themselves, the later (i.e. males) focussed more on achievement in studies, career etc. Therefore, while for the former (i.e. females) the focus was on "inner space", for the males it was on "outer space". As a consequence, the female adolescents exhibited more satisfaction within life while the male adolescents revealed higher self-esteem and higher frequency of positive and negative moods.
5.4 4th Hypothesis:

It was hypothesised that school type, grade and gender will have significant interaction effect on the identity styles of the adolescents as well as on their cognitive and affective functioning.

Results of analysis of variance confirmed with the hypothesis and revealed that school type, grade and gender indeed had significant interaction effect on the adolescents' identity styles and their cognitive and affective functioning.

In the case of identity styles, the adolescents' mean scores revealed that in the Municipality run Government school female adolescents, both in ninth and eleventh grade had more preference for informative and normative style than their male counterparts. However, in the case of avoidant/diffuse style the male adolescents of both the grades showed more preference than their female counterparts. Similar was the case with the ninth grade male adolescents, who exhibited more preference for commitment than their female counterparts. However, in the eleventh grade no significant difference was observed, though female adolescents had higher scores, indicating a slightly more preference than their male counterparts for this particular style.

In the case of Kendriya Vidyalaya, it was observed that ninth grade male adolescents preferred more the informative style than their female counterparts, while in the eleventh grade it was the female adolescents who were more oriented towards this style. In the case of normative style and commitment, the results were similar to the ones in Municipality run Government school, i.e. the female adolescents scored higher for the normative style, in both the grades, while in commitment the male adolescents of ninth grade scored higher and though no significant difference was observed in the eleventh grade, yet, the female adolescents scored more than their male counterparts.

In the case of Public school too, significant differences were observed. For example, unlike the other two school types, here, in both ninth and eleventh grade, the male adolescents preferred the informative style more than their female counterparts. In normative
style the ninth grade male adolescents had more preference and in the eleventh grade the female adolescents had more preference than their respective counterparts. In the avoidant/diffuse style female adolescents of both grades revealed to have more preference than their male counterparts, while in commitment, surprisingly, the same pattern was followed as in the same pattern was followed as in the other two types of school, i.e. the ninth grade males had more preference while in eleventh grade the female adolescents had more preference.

These results suggested that besides the school type, grade and gender having their significant main effect on the identity styles of the adolescents, they together also had significant effect on the adolescents' stylistic preferences and caused much difference in them (stylistic preferences of the female and male adolescents) within the same school environment and the grades (ninth and eleventh). This was probably because not only the specific school environment, but also age and maturity along with gender specific competencies and preferences played their respective roles to reveal the adolescents' identity style preferences.

The same causes go for the cognitive functioning as well, because, here too the results of analysis of variance revealed that school type, grade and gender had significant interaction effect on the adolescents' planning abilities and academic performance. The results showed that female adolescents in both ninth and eleventh grade had better academic performance and better external organisation planning ability, while male adolescents of both the grades revealed to have better internal organisation and overall planning ability.

As for affective functioning, the results of analysis of variance showed that type of school which the adolescents attended, their grades and gender interacted and had caused significant difference in their affective functioning. The female and male adolescents in both the grades differed in their self-esteem, life satisfaction and positive and negative affect. Therefore, it could be said that besides the specific school environments, maturity along with experience and biological
developments, coupled with socially determined sex roles had probably led to significant difference in the adolescents' identity styles, cognitive and affective functioning.

5.5 **5th Hypothesis:**

It was hypothesised that there will be significant correlation between identity styles and cognitive and affective functioning of adolescents across their school types, grade and gender.

(1) Correlation of identity style and cognitive and affective functioning of adolescents attending the three types of school.

**Identity style and cognitive functioning:** The results of correlation between the identity styles of the adolescents attending the Municipality run Government school and their cognitive functioning revealed that amongst the four identity styles, only the informative and avoidant/diffuse identity styles had significant correlation with the cognitive functioning variables. The informative style was observed to have significantly positive correlation with overall planning ability and academic performance. These results suggested that the more oriented were the adolescents towards the informative style the better was their planning ability and academic performance and vice-versa. However, the avoidant/diffuse identity style was observed to have a significantly positive correlation with internal organisation of planning ability and a significantly negative correlation with academic performance. This suggested that in this type of school the adolescents who revealed a higher preference for orientation towards the avoidant/diffuse identity style also had better skills in internal organisation of planning but were poor in their academic performance. In other words, the higher was the preference for avoidant/diffuse style better was the internal organisation ability in planning and poorer was the academic performance and vice-versa.

A higher preference for informative identity style suggested that the process by which the identity standards of an individual were internalised and utilised associated with high amounts of self-
exploration, introspective awareness, a great need for cognition and openness to various ideas, values and actions (Berzonsky, 1990). It also meant a high amount of involvement in actively searching for elaborating and evaluating issue relevant information(s). This probably was the cause why adolescents in this type of school who revealed a high preference for the informative style also showed good planning skills and performed well in academics. Because as Berzonsky had pointed out, those with a preferred orientation towards this style were more involved in seeking, elaborating and evaluating information relevant to their identity (Berzonsky, 1989). This increased their knowledge base, widened their horizon of understanding, evaluating and comprehending, besides the ability to organise and make good use of a vast amount of information. It was probably these abilities which assisted the adolescents to reveal good planning skills and also perform well in academics.

However, it is rather interesting to note that in the Municipality run Government school, adolescents who had higher preference for orientation towards avoidant/diffuse identity style also had better ability for internal organisation in planning, but fared poorly in their academic performance and vice-versa. In order to understand the cause behind this we need to understand what characterised an individual who preferred the orientation towards avoidant/diffuse style of self-theorising. Berzonsky (1989) had said that individuals with this style were characterized by avoiding or procrastinating until the affective cues of a given situation dictated its behavioural reactions. He further added that having a higher preference for this style meant such individuals also were reluctant to face up to and deal with conflict and decisional situations (Berzonsky, 1994). They indeed procrastinated in taking decision(s) or solving problem(s) but this necessarily did not suggest that the adolescents were not involved in actively seeking information(s) relevant for defining their self-theory, understanding and evaluating them and if required elaborating them as well. It could be possible that adolescents with higher preference for this style indeed felt
reluctant to face up and deal with problem situation(s) and making
decision(s), because either they were still not sure of how to deal with
them or that they were not willing to perform according to the set norms
and patterns laid down by their significant others and at the same time
did not wish to lock horns with them (significant others). Probably, this
was the reason why they, on the one hand revealed that the more their
preference for avoidant/diffuse identity style the better was their ability
in internal organisation of planning and on the other hand poorer was
their academic performance.

Furthermore, it could be possible that the adolescents with higher
preference for this style had the feeling of fear attached to their teachers
and therefore fared poorly in their academics. This is because a score
that revealed an individual's good ability in internal organisation of
planning suggested that she/he was capable of organising, comprehending and communicating her/his thoughts in a lucid way
using proper verbal skills. However, when the same skills were needed
to be used for performing well in the curriculum based assessment, the
adolescents failed. This meant that when the adolescents knew that
their abilities and potentials would not be judged by their significant
others (particularly teachers) they felt free and performed according to
their abilities, but in other words when they knew that their
performance was to be analysed, evaluated and judged by the
significant others, they fared poorly. Therefore, the teacher-student
relation in this school type could be questioned, wherein it was
observed that there was only a one-way interaction (i.e. teacher saying
and students listening), which permitted very little space for the
adolescents to open up to their teachers. They (teachers) were mostly
considered as distant, unreachable and up-on-a-pedestal, whom the
students should always look up to and seek for her/his acceptance and
appreciation. Infact, the teachers too did very little to change this
image, rather contributed more to it, by keeping themselves aloof and
having no communication with the students outside the four walls of
the classroom. Therefore, it could be possible that the teacher-student
relation and general environment of this particular type of school contributed to reveal such a unique correlation.

Besides, it could also be possible that the adolescents' social class had much to contribute in their revealing the trend of relations as shown in the results. The adolescents attending this type of school were mostly from the lower socio-economic-class, which probably did not encourage its members to exhibit a tendency of choosing alternate views. It was rather appreciated if the members chose to perform according to the set patterns. However, this necessarily did not mean that the adolescents in this type of school were not interested in looking beyond what was provided, exploring and introspecting. A higher preference for avoidant/diffuse style of identity only meant, as said earlier, that they delayed in making decision(s) and/or solving problem(s) and were reluctant to stand up and express their views on a particular issue. The results of correlation had suggested that the adolescents in this school type who showed higher preference for the avoidant/diffuse style of identity were also capable of better understanding, comprehending and communicating of their thoughts. However, because of the discrepancy between their ability and what was expected of them by their significant others, their academic performance suffered and hence a negative significant correlation was obtained. In other words, the lower a preference for avoidant/diffuse style of identity better would be the academic performance of the adolescents attending the Municipality run Government School.

In the case of Kendriya Vidyalaya the results of correlation between identity styles of the adolescents attending this particular school type and their cognitive functioning revealed that informative identity style was sharing a significantly positive relation with the cognitive functioning variables (i.e. internal organisation of planning ability, external organisation of planning ability, overall planning ability and academic performance). This result suggested that the higher was the preference for the informative style orientation in defining one's self-theory in the adolescents attending Kendriya Vidyalaya, the better was
their planning ability and their performance in academics. Besides, it was also revealed from the correlation results that adolescents with higher preference for avoidant/diffuse identity style and commitment style had not only poor planning skills but also performed poorly in academics. In other words, the higher was their preference for the avoidant/diffuse identity style and commitment poorer was their planning ability as well as academic performance and vice-versa.

Individuals, who revealed a higher preference for informative identity style, as said earlier, were characterized by an urge to actively searching for, explore, evaluate and elaborate on issue relevant information(s). They were most capable of integrating standards and values within their core sense of self (Berzonsky, 1997). Therefore, these helped the adolescents, probably, to reveal better planning abilities and perform well in academics as well. Because, to perform well in these cognitive functions the adolescents required to have good skills in exploring, understanding, evaluating, comprehending, organising and communicating of thoughts into actions. Hence, a positive correlation between the informative identity style and cognitive functioning was but natural.

Similar was the case for avoidant/diffuse identity style where it was observed to have a high negative correlation with the planning ability of the adolescents as well as with their academic performance. This meant that the results were very much as expected i.e. individuals who revealed to have a preference for avoiding or delaying until the affective cues of the given situation dictated behavioural reactions also had poor planning skills as well as fared poorly in academics too. This was probably because, due to their reluctance and inability to act when there was availability of time, the adolescents could not make proper plans and organise their thoughts to perform well. Finally, when a performance was demanded they somehow managed to bring up something, with the purpose of mainly getting over with the situation and at the same time gaining an acceptable impression (though short-lived) from the external audience. This ad-hoc arrangement had its
impact on the quality of work produced and thus poor planning skills and performance in academics was revealed.

Therefore, it could be said that the results of correlation between the identity styles of the adolescents and their cognitive functioning was as per the expectations in the Kendriya Vidyalaya.

In the case of Public school, the results of correlation revealed that there was no significant relation between the identity styles and the adolescents' cognitive functioning. This suggested that probably the identity styles did not share any significant relation with the cognitive functioning variables in this type of school. It could be possible that the adolescents' cognitive functioning was significantly related to some other factors, besides that of their preferred styles in self-theorising such as, the home and school environment, interaction patterns with parents, teachers etc. availability of better infrastructure etc.

Identity styles and affective functioning: The results of correlation between identity style and affective functioning revealed that in the case of Municipality run Government school the informative identity style and avoidant/diffuse identity style were the only identity styles which correlated significantly with the adolescents' affective functioning. Infact, it was also revealed that among the various affective functioning variables, it was only with positive affect and negative affect that the identity styles shared a significant correlation. While informative style was observed to have a significantly negative correlation with positive affect, avoidant/diffuse identity style had significant positive correlation with positive affect as well as with negative affect. This suggested that adolescents in this type of school who revealed to have a higher preference for informative style and hence were characterised by greater need for exploration, seeking information, evaluating, introspection, inner awareness, flexibility and openness to alternate views, ideals and standards etc. usually had a lower positive affect and vice-versa. A low positive affect meant that the adolescents were not feeling interested, excited, strong, enthusiastic, determined, proud, inspired etc. However,
this did not suggest that the adolescents were either feeling unhappy, stressed and upset.

In order to understand why the adolescents in this particular type of school revealed such a peculiar relation between their identity style and mood dimension, it was probably necessary to understand the social context in which they functioned, the demands, expectations and aspirations of their significant others (particularly parents and teachers) from them, the rules, regulations, standards and values of the social class to which they belonged etc. This is because during this stage of development (i.e. adolescence) the individuals were required to and pressurised by the society to develop new identifications, which were in terms with the society to which they belonged and thus gain acceptance from the society's significant members. However, it was also to be remembered that the new identifications of the adolescents were aimed to prepare her/him for future commitments in life. In order to gain acceptance the adolescents required to accept and internalise the values, standards and norms of the social class. However, with more preference for informative identity style they found it difficult to do the same. Besides, probably they observed more discrepancies between what was promised to them by the society and what was being actually delivered to them. This is because as said earlier a high preference for informative style was characterised by a high need for and active seeking out of information with regard to issues relevant for their identity and also understanding, evaluating and elaborating them. As a consequence, the adolescents were able to view social situations with more clarity probably and this led to their revealing a low positive affect.

The strong mediating role of social class on the school, which is an extension of the family and thereby belonged to the same social class, has been time and again pointed out by psychologists, sociologists and academicians. Therefore, it could be also possible that the particular school environment of the social class to which the adolescents in this school type belonged to probably did not encourage and appreciate its young ones to seek for alternate views, ideals,
standards and norms. Therefore, the adolescents found that their preferred orientation of self-theorising was not of acceptance to their significant others and hence they found themselves not much interested, motivated, inspired, determined etc. After all the need for acceptance and appreciation is highest during adolescence.

Furthermore, it could be also possible that the lower was the adolescents’ urge to know, seek and understand different views relevant for this self-theorising, the happier were they, because “ignorance is bliss”. The environment in this particular type of school was probably such that adolescents did not have much access to alternate information. Thus, whatever was available to them was adequate and they felt happy with it. Besides, the lack as well as delay in receiving of information, availability and access to objects of necessity (such as books in the library and other reading materials etc.) for a prolonged time probably induced in the adolescents attending this type of school to reveal an avoidant/diffuse style. They therefore, in such a delayed condition, probably developed the ability to remain happy with whatever was available or whatever little they could manage to do. Hence, a significant positive correlation was observed between the avoidant/diffuse identity style and positive affect.

In the case of Kendriya Vidyalaya the results of correlation between the identity styles of the adolescents and their affective functioning revealed that unlike the Municipality run Government school where only informative and avoidant/diffuse style shared significant relation with the affective functioning variables of the adolescents, in this type of school all the four identity styles shared significant relation with the affective functioning variables, irrespective of the patterns of relations. The informative identity style was observed to have significant relation with self-esteem, social life satisfaction, positive and negative affect. While the normative identity style shared a significant relation with the life satisfaction variables (social, personal, overall) and positive and negative affect, the avoidant/diffuse style was observed to have shared a significant relation with self-esteem,
personal and social life satisfaction and positive affect. Lastly, it was observed that in Kendriya Vidyalaya the commitment style was related with personal and overall life satisfaction and positive affect.

This significant relation between identity styles of the adolescents and their affective functioning variables could be possible because of the peculiar nature of this school, where the majority of the students and even the teaching staff were from such family backgrounds where their parents (particularly fathers) and husbands were in a transferable job. Therefore, the adolescents were aware of the fact that their friends, teachers etc. of the present school environment were all temporary and sooner or later they would be required to adapt to another new environment. This condition did not exist in the other two types of school. Hence, it could be possible that because of such continuous transitions from one to another environment throughout their lives, the adolescents attending this particular type of school developed a strong relationship between their identity style (i.e. the way they liked to define themselves) and their affective functioning. Probably, this was for the purpose of survival and the need to make oneself comfortable in a new place as quickly as possible and also to gain acceptance in a new set up. However, a few relations that were found to stand out in this school type were a negative significant correlation between informative identity style and self-esteem and positive significant relation between avoidant/diffuse style and self-esteem. The role of social support, particularly, that of family/parents and peers have been time and again researched and proved by many researches (Isberg and his associates, 1989; Hoffman and his associates, 1988; Block, 1985; Bell and Bell, 1983) and many others also found that parental warmth and acceptance had a positive association with self-esteem of the adolescents. Therefore, it could probably be that the adolescents in this school type who revealed to have a preferred orientation for informative style of identity observed that they did not get much warmth, acceptance and support from their significant others and hence this style was negatively associated with self-esteem. Furthermore, as
Brocker (1984) had pointed out that often people with low self-esteem are more confirming than the ones with high self-esteem which Brown and Dutton (1995) had interpreted that often the price that individuals pay for refusing to confirm to social pressure and accepting the norms and standards of the society, is rejection. Therefore, to be ostracized by ones own society and be rejected by significant others because the individual preferred to seek for alternate views and was also flexible and apt to adapt such values and standards in order to define herself/himself rather than succumb to the pressure and influence of the society's members may be a cause for negative relation between informative style and self-esteem.

It is to be remembered that neither in the Municipality run Government school nor in the Public school a negative significant relation was found between informative style and self-esteem. In both the school types the relation was positive, though in the case of the former it was not significant while for the later (i.e. Public school) it was significant.

The other relation that stood out was a significantly positive relation between avoidant/diffuse identity style and self-esteem of the adolescents attending the Kendriya Vidyalaya. Berzonsky (1992) had observed that individuals with high scores on avoidant/diffuse style indulged in wishful-thinking as one of the techniques to cope and deal with stress. Furthermore, it is to be also remembered that such individuals who had more preference for the avoidant/diffuse style usually managed to perform in such a way so as to gain an impression that would be acceptable to the external audience (Berzonsky, 1994). Therefore, it could be possible that in this case also the adolescents in Kendriya Vidyalaya managed to give a socially acceptable performance by indulging in wishful-thinking and thus there was a positive association between this particular style and self-esteem. It could be that they never openly tested their abilities because of their diffusive nature. Therefore, they privately maintained a high positive opinion
about themselves and since self-esteem is an evaluative component, it is positively determined by such internal psychological functioning.

However, it could also be that for these adolescents self-esteem served as the anxiety-buffering function. Previous results had revealed that the higher was the preference for this style, lower/poorer was the academic performance. Hence, in order to tackle with the failure in performing well in academics, probably the adolescents made use of self-esteem to protect and maintain a sense of well-being. The “Terror Management Theory” (Greenberg and his associates, 1986; Soloman and his associates, 1991, b) had stated that people need self-esteem because it is the central psychological mechanism through which individuals protect themselves from the anxiety that awareness of their vulnerability and mortality would otherwise create (Greenberg and his associates, 1992). Therefore, it could be that in order to protect themselves the adolescents showed an enhanced self-esteem.

As for the adolescents in the Public school the results of correlation between their identity styles and affective functioning revealed that informative identity style had positive significant association with most of the affective functioning variables. The remaining styles shared significant relation with only one of the affective functioning variables, such as normative style was found to be positively associated with social life satisfaction and commitment had a negative significant association with negative affect.

Keeping in mind the context of functioning of the adolescents in this school type one needs to understand the reasons for such a trend. In this particular type of school the adolescents had no dearth of information that came from various sources. They also had social support from both home and school environment when they involved in exploring, seeking, evaluating and understanding different views with regard to issues that were relevant for developing and defining the self. This was not the case in the other two types of school. Furthermore, being from well-to-do families these adolescents had financial satisfaction which was probably another reason for a higher level of
subjective well-being and thus a positive significant association between informative style and the affective functioning variables. Besides, as Campbell (1990) had observed that individuals who had high self-esteem had more ‘cognitive clarity’ and were certain of where they stood on any given attribute, than those with low self-esteem. Therefore, adolescents with higher preference for informative identity style who were characterised with actively seeking, evaluating, elaborating and understanding issue relevant information had positive association with self-esteem, because, their ability to search and gather various things, which increased their ‘cognitive clarity’ as well as know about their attributes and self-worth.

On the overall it was thus observed that while in Municipality run Government school only informative and avoidant/diffuse identity style had strong associations with positive and negative affect variables of affective functioning, in Public school only informative identity style had significant positive association with all the affective functioning variables excepting negative affect. In contrast to this in Kendriya Vidyalaya, all the four identity styles had significant association with the affective functioning variables. This suggested that the specific school environments which functioned on the basis of different norms and values, had different patterns of relation between the adolescents’ identity styles and their affective functioning. Furthermore, since schools were an extension of the family and also catered to the norms and values of different social class in which the adolescents were a member, it could be suggested that the society from which they came probably encouraged such associations between identity styles and affective functioning. The same could also be said for the associations between identity styles and cognitive functioning of the adolescents attending the three types of school, because here too differences were observed in the pattern of associations between identity styles and the cognitive functioning variables. For ex. while in Kendriya Vidyalaya all the four identity styles were seen to correlate significantly with the cognitive functioning variables, in Public school no significant
association was observed between any of the four identity styles and the cognitive functioning variables.

It was also observed that in Kendriya Vidyalaya both cognitive and affective functioning variables revealed to have strong associations with the adolescents identity style, which was not the case in the other two types of school. This suggested that in this type of school how the adolescents defined themselves had significant association with their cognitive and affective functioning, which was probably because the school environment as well as home lacked on its own to contribute in a major way to the adolescents' cognitive and affective functioning. Therefore, in order to function effectively the adolescents depended on their own self-theories and functioned accordingly.

(2) Correlation between identity styles and cognitive and affective functioning in the ninth and eleventh grades

Identity style and cognitive functioning: The results of correlation between identity styles and cognitive functioning revealed that in both ninth and eleventh grade revealed that there was a strong negative association between the adolescents' identity styles and their planning ability, except for the informative style in the ninth grade, where a positive significant association was observed. In the case of the eleventh grade it was further observed that informative and avoidant/diffuse identity style had strong negative relation with academic performance as well, while normative and commitment style had no significant relation had no significant relation with academic performance. This suggested that the adolescents' preferred orientation towards self-theorising had negative relation with their cognitive functioning, particularly, their planning ability. The planning ability of the adolescents included the skills in organisation, clarity and continuity of thoughts, comprehension, logical reasoning, ability to integrate information from other sources besides the ones provided with, novelty and uniqueness. Besides, it is also to be understood that to be a good planner the adolescents required to have good mastery over speech/language in order to communicate their thoughts, strategies and plans.
Therefore, a negative association between their identity styles and planning ability suggested that irrespective of whichever style was preferred and adopted by the adolescents they were poor in planning. This could be probably because planning was related to some other factors besides that of the identity style.

As Goodnow (1987), Baker-Sennett, Matusov and Rogoff (1993) had pointed out that in real life planning is restricted not only by the individual's planning abilities but also by social and contextual constraints. Also frequently planning took place in organisations and institutions (as in the present case, where the planning test was conducted in schools) where the contextual limits put impediments in the positive outcomes. Furthermore, planning often involved people as either co-planners or agents who needed to be either mobilised or maneuvered (Das, Kar and Parrila, 1996). Thus, planning involved in it strong associations with the society. Influence of the family and peers in the planning ability of the individuals was also crucial since as Goodnow (1987) had said often, we learn how to plan by seeing others, especially those whom we considered as expert planners and hence acted as the model planners. Radziszewska and Rogoff (1988; 1991) supported that parents and peers much influenced the planning ability of individuals. Therefore, all these researches supported the view that probably the adolescents planning ability had more to do with their socio-cultural context than their respective identity styles and hence irrespective of their grades they were presently, their identity styles showed to have significant negative relation with their planning abilities. This is further confirmed when we notice earlier the results which had already shown that there was significant difference in the cognitive functioning of the adolescents attending the three types of school.

Identity styles and affective functioning: The results of correlation between ninth and eleventh grade adolescents' identity styles and their affective functioning revealed that the ninth graders identity styles had strong association with their life satisfaction (social and personal) and
negative affect. This suggested that the preferred orientation of the adolescents in defining themselves and in dealing with issues that were of relevance to them had significant associations with the satisfaction in their social and personal life as well as the frequency of their negative moods. It is another issue that some of these associations were positive while some were negative. For instance, with personal life satisfaction informative and normative identity style shared a significant positive association suggesting that the more was the adolescents' preference for these styles higher were they satisfied with their personal lives and vice-versa. This was probably because the adolescents' with higher preference for the informative and normative style had already committed themselves after going through "crisis" (or at least they thought that they had passed the crisis). Therefore, they were satisfied with what they were and what they had in their lives. Their satisfaction with their present life showed that they were content with it, which was not the case with the avoidant/diffuse style who revealed to have a negative association with personal life satisfaction.

However, irrespective of the pattern of relation, the identity styles of the adolescents in ninth grade were observed to have significant association with variables of affective functioning than in the case of eleventh grade. In their (eleventh grade) case it was seen that informative and normative style had significant relation with only the social life satisfaction, while in the case of their ninth grade counterparts there was significant correlation with both personal and social life satisfaction. Furthermore, while in ninth grade all the identity styles had revealed to share strong association with negative affect and informative and commitment too revealed relation with positive affect, in eleventh grade only informative and normative style were seen to have significant association with the adolescents' mood dimensions. These differences in the associations between identity styles and affective functioning variables of the ninth and eleventh grade adolescents suggested that while in the case of the former, identity styles or how the adolescents preferred to define themselves were
closely related with their affective functioning while in the case of the later (i.e. the eleventh grade) the adolescents' identity styles and their affective functioning were probably associated with factors that were beyond the realm of the present study. Age differences which brought about differences in their maturity level, could be a possible cause. Taking into cognisance the Indian context, ninth grade adolescents were still given the freedom to behave as children and not much expectations of preparing for the adulthood and the duties and responsibilities that came along with it were made from the ninth grader. At the most, they were expected to perform well in studies and prepare sincerely for the soon approaching board examinations (tenth). On the contrary, the eleventh graders who had already gone through the first crucial examination of their lives were face-to-face with many realities of life and the various expectations, demands and duties which the society and their significant others had from them. This compelled them to indulge in realistic thinking, pondering over their future vocation, career etc. This probably changed the focus of the eleventh graders from affections to other factors that were becoming their necessities and probably their identity styles were more strongly getting related to those factors than the affective functioning variables.

(3) Correlation between identity styles and cognitive and affective functioning of female and male adolescents.

Identity styles and cognitive functioning: The results of correlation analysis between the female and male adolescents' identity styles and their cognitive functioning revealed that in the case of female adolescents, their identity styles, excepting for the informative style, had strong negative association with their planning ability. However, with academic performance informative and commitment style shared positive association while normative and avoidant/diffuse style shared a negative association. In the case of male adolescents, on the other hand, it was observed that while planning ability was significantly associated (irrespective of the pattern) with their identity styles, excluding the commitment style, no significant association was seen.
between the identity styles of the male adolescents and their academic performance, leaving aside the avoidant/diffuse style, wherein there was observed a negative association between the two variables. This suggested that though in the case of female adolescents their identity styles and cognitive functioning were significantly related with each other, in the male adolescents the identity styles related to their cognitive functioning sparsely. While, the identity styles of the female adolescents had negative association with their planning ability, thus suggesting that no matter whichever style they preferred and used to deal with issues that were relevant to them, their planning ability was poor (particularly, with regard to the internal organisation of planning ability), the male adolescents, particularly those with higher preference for informative and normative identity style were good planners.

It is interesting to note that the results of analysis of variance had earlier shown that female and male adolescents did not differ significantly from each other in their cognitive functioning, except for external organisation in planning ability, where the female adolescents had an upper hand over their male counterparts. These results, keeping in view with the results of correlation, suggested that though there was no difference between the female and male adolescents' cognitive functioning, yet their identity styles associated differently with their cognitive functioning and in the process the ability of planning and strategy making was influenced.

The difference between the relations of the identity styles and cognitive functioning of the female and male adolescents could possibly be because of the socially determined sex roles, which had different expectations from males and females (Puri, 1988; Mills, 1981). Identity styles associated in a different manner for the females because probably the society wished them to function in the ways that adhered to what was matching with the nature of a female such as-docile, unassuming, compliant, accepting (Kumari, Singh and Dubey, 1990; Kakkar, 1981). The opposite was true for the male adolescents. Furthermore, probably the male adolescents had a wider variety of role models as well as
contexts in which to practice planning, consciously. While in the case of females they had very few role models (mostly teachers, that too of their gender) and probably also had very few opportunity to consciously make plans and strategies to achieve a particular goal. Since the crucial role of people and social context involved in planning has been already put forth by Goodnow (1987) and supported further by Das et.al (1996), it can be said with assurance that the present study too agreed with them. It pointed out that though there may not be any difference between the female and male adolescents' cognitive functioning yet because of social expectations, socially determined sex roles and the social context in which the adolescents functioned led to differences in their orientation of self theorizing and association with their cognitive functioning.

**Identity styles and affective functioning:** In the case of the association between how the female and male adolescents preferred to orient themselves and process relevant information when dealing with decision making or problem solving and their affective functioning, the results of correlation showed that both the gender groups tended to reveal a strong association. In the case of female adolescents, it was observed that self-esteem, life satisfaction and negative affect had significant negative association with informative and normative identity style. Avoidant/diffuse style had positive association with social life satisfaction and negative association with positive affect. It was also observed that excluding avoidant/diffuse identity style, all the other identity styles had revealed to have a strong positive association with positive affect.

On the contrary to this, the male adolescents revealed to have a significant positive relation with life satisfaction (particularly, personal life satisfaction). Like the female adolescents, however, the identity styles of the male adolescents revealed to share a significant negative association with negative affect. These results thus suggested that the female and male adolescents self-theorising and the mechanism they used to define themselves had strong associations with their affective
functioning. This was very much expected, because being in the stage of adolescence, both female and male adolescents were going through various emotional developments along with the 'crisis' of searching a self-definition for themselves. Infact, it was possible that their success (or failure) in being able to define themselves was related to how they felt emotionally. This is so because, as Erikson (1968) had said that the adolescents were often pressurised by their society and significant others to define themselves in order to accept the values, standards etc. of the society, so that they (adolescents) could successfully take the duties, responsibilities and commitments of the soon approaching adulthood. Therefore, how they preferred to define themselves and deal with situations that were, according to them, of relevance to their identity decided whether the adolescents would be accepted, praised, appreciated or otherwise. Depending upon this was their affective functioning, for if, the adolescents' significant others appreciated and accepted them and the process through which they defined their identity, then it was but natural that they would feel happy, proud and satisfied with life. On the contrary, if the significant others labeled the adolescents as rebels and showed their non-acceptance, it would probably affect the way the adolescents felt emotionally. Various researches have indeed shown the significant role of the society and its significant others in the adolescents' self-esteem, which further confirmed this argument. For instance, Walker and Greene (1986) proved in their study that relations with parents and peers made significant contribution in the adolescents (females and males) self-esteem. Maternal support was also observed to have significant effect on the self-esteem of adolescence while peers contributed further to it (Hoffman et.al, 1988).

Therefore, it could be concluded by saying that the hypothesis which stated that identity styles of female and male adolescents would significantly correlate with their affective functioning was proved to be true and hence accepted.
5.6 *6th Hypothesis:*

It was hypothesised that identity styles will predict significantly the cognitive and affective functioning of adolescents across their school types, grade and gender.

The results of multiple regression analysis revealed that in the case of adolescents attending the three different types of school their identity styles predicted differently. In the case of Municipality run Government school, the adolescents' identity style could predict significantly their internal organisation in planning ability, overall planning ability and academic performance. In the case of Kendriya Vidyalaya, the adolescents' identity styles were observed to predict significantly all their cognitive functioning variables. However in the Public school, identity styles of the adolescents' were not able to predict significantly any of their cognitive functioning variables.

In the case of affective functioning, too, identity styles were observed to predict differently for the three school types. In the case of Kendriya Vidyalaya and Public school the adolescents' affective functioning could be significantly predicated from their identity styles. However, in the case of Municipality run Government school only positive and negative affect could be predicted significantly from the identity styles of the adolescents attending this school type. These results suggested that the school environment probably, played a significant role in the identity styles predicting the adolescents' cognitive and affective functioning. Each school because of its own as well as the social class, to which it catered mostly, had different rules, regulations, discipline and functioning styles which encouraged the adolescents to develop different abilities in them and also encouraged different patterns of functioning. For example, in Public school, while on the one hand the adolescents' identity styles could not predict their cognitive functioning, yet on the other hand it predicted their affective functioning significantly. This could reflect that in this particular type of school factors that were beyond the realm of the present study such as, teaching styles, general school environment etc. probably influenced the
cognitive functioning much more than their identity styles. As a consequence of this the adolescents' independent stylistic preferences of processing identity relevant information did not exert any significant influence. However, identity styles influenced significantly the adolescents' self esteem, life satisfaction and positive and negative affect.

In the case of the ninth and eleventh grade adolescents, the multiple regression analysis revealed that while for the ninth graders their identity styles predicted significantly all cognitive functioning variables, it was not so for their eleventh grade counterparts. In the later case, their identity styles could only predict the external organisation in planning ability and their academic performance. This was probably because, the ninth grade adolescents were more into wishful thinking, day dreaming about their abilities etc. and therefore their stylistic preferences could influence their cognitive functioning. This was not the case for the eleventh graders probably because they were more mature, had more experience and indulged in realistic thinking, unlike their ninth grade counterparts, which was why there were probably other factors besides their stylistic preferences in defining themselves, which influenced their cognitive functioning.

Furthermore, identity styles predicted significantly the affective functioning of adolescents in both ninth and eleventh grade. This proved that the mechanisms adopted by the adolescents in order to process identity relevant issues did influence their affective functioning, irrespective of their grade or level of education. However, not all variables could be predicted, which was probably because there may have been other factors, such as social support, support and acceptance from peers, success and failure in academics as well as non-academic activities etc. besides the identity styles which too influenced the affective functioning of the ninth and eleventh grade adolescents. This was particularly pronounced in the case of the ninth graders, in whose case it was observed that identity styles could not predict significantly their self-esteem.
Finally, in the case of female and male adolescents it was observed from the results that while for females, identity styles could predict significantly all cognitive functioning variables, in the case of male adolescents external organisation was not influenced by their identity styles. This was probably because female adolescents' preference for identity styles were more pervasive and influencing almost all realms of their daily activities, while such was not the case for their male counterparts. Besides, in the case of affective functioning it was observed that neither for females nor males, their identity styles could predict all the affective functioning variables. In the case of females, their identity styles could not predict significantly their life satisfaction (excepting for social life satisfaction), while in the case of male adolescents almost all variables of affective functioning were influenced by their identity styles, leaving aside self-esteem. This suggested that not only identity styles but other factors prevalent either in the social context and/or in the adolescents themselves which influenced their affective functioning, particularly in the case of female adolescents.

Therefore, from the above results it could be said that the hypothesis was partly accepted and partly rejected as there were some cases where identity styles had significant influence and predicted the adolescents cognitive and affective functioning while there were also some cases where the adolescents' identity styles did not influence their cognitive and affective functioning.