CHAPTER - VI

CONCLUSION
Problem Statement:
Identity styles of school going adolescents influence their cognitive and affective functioning.

Objectives:
1. To study the variance in identity styles, cognitive and affective functioning of adolescents in the three types of school.
2. To study the variance in identity style, cognitive and affective functioning of adolescents in ninth and eleventh grade.
3. To study the variations in the identity style, cognitive and affective functioning of male and female adolescents.
4. To study the relation between identity style and cognitive and affective functioning of female and male adolescents of both ninth and eleventh grades across the three types of schools.
5. To study the effect of identity styles on cognitive and affective functioning of adolescents across school types, grade and gender.

Hypotheses:
It was hypothesised that (a) there will be significant variations in the identity styles, cognitive and affective functioning of adolescents in the three school types of Municipality run Government school, Kendriya Vidyalaya and Public school, (b) there will be significant variations in the identity styles, cognitive and affective functioning of adolescents in the ninth and eleventh grades, (c) the identity styles, cognitive and affective functioning of female and male adolescents will significantly, (d) there will be significant correlation between identity style and cognitive and affective functioning of adolescents across their school types, grade and gender and (e) identity styles will predict significantly the cognitive and affective functioning of adolescents across their school types, grade and gender.

Research Design:
In the present study, a correlation design having three factors was used. The three factors whose effects were studied on the selected
variables were-(a) school types [Municipality run Government school, Kendriya Vidyalaya and Public school], (b) grades [ninth and eleventh] and (c) gender [female and male] adolescents.

Sample:
The subjects for this study were female and male adolescents who were in the stage of middle adolescence, studying in the ninth and eleventh grades. Three types of schools were (a) Municipality run Government schools (b) Kendriya Vidyalaya and (c) Public school. The sample size was four hundred and four (404). Incidental sampling method was used i.e. on the day of administration of the test, the entire class (all subjects present) were taken for the administration and analysis.

Variables:
The variables in this study included, (a) Identity style (b) Cognitive functioning, and, (c) Affective functioning.

(a) Identity style- Identity style as defined by Berzonsky (1992) was used for the present study. He defined identity style as the “strategy which an individual typically employs or prefers to employ when negotiating identity relevant issues.” Berzonsky spoke of four different styles, which were studied here. These were:-: Informative style: that style where in an individual reflected inquisitive nature, to explore further than what was required for solving a problem in hand. Normative style: that style where in an individual reflected accomplishing a task or taking necessary decisions that are in terms with values, standards and norms held by significant others of the individual. Avoidant/Diffuse style: that style where in an individual tended to procrastinate or delay the much needed action for solving an identity relevant issue. Commitment style: that style where in an individual reflected accomplishing a task or taking necessary action on grounds of one being committed to do the same.
(b) Cognitive functioning - In the present study cognitive functioning of the adolescents was determined by their cognitive planning strategy and academic performance. **Cognitive planning strategy**: It is the strategy(s) that an individual adopted in planning a task in hand with the purpose of achieving a desired goal. The effectiveness and efficiency of the strategies reflected the individual's planning skills. **Academic performance**: Academic performance was defined as the level of performance achieved by an individual in the subjects taught in her/his school.

(c) Affective functioning - In the present study affective functioning of the adolescents was determined by their self esteem, life satisfaction, and positive and negative affect. **Self-esteem**: It stands for the worthiness that an individual feels about oneself. **Life satisfaction**: This was defined as the level of satisfaction that individuals experienced in their personal and social life. **Positive and negative affect**: Positive affect reflected individuals feeling of enthusiasm, activeness and alertness. Negative affect was a general dimension of subjective distress and unpleasant engagement that comprised within it a variety of aversive moods such as anger, disgust, fear, irritation etc.

(d) Socio-economic-status - This variable reflected the social and economic position of the adolescents' family in terms of their parental education, occupation and monthly income.

Tools:

The tools that were used are (1) Identity style questionnaire, (2) Strategic planning test, (3) Self-esteem scale, (4) Life satisfaction scale, (5) Positive affect and Negative affect schedule, and (6) Personal information sheet. **Identity style questionnaire**: This questionnaire of Berzonsky (1986) is a self-rating inventory, where the subject's identity style towards religion, politics, occupation and personal life in general was assessed. The questionnaire was of forty items, rated on a five point scale ranging from “not at all like me” to “very much like me”. **Strategic planning test**: Cognitive planning was measured using this
test which was designed by Das, Naglieri and Kirby (1994). It measured the organisation, persistence, motivation, independence, flexibility, cooperation, uniqueness and comprehension ability. In the present study, the subjects being school going adolescents the hypothetical situation was annual school fete and goal was the subject’s class being awarded first prize for putting up the best stall. 

**Academic performance:** This was assessed by the average performance of the adolescents’ in the previous grade and their present grade. 

**Self-esteem scale:** Rosenberg’s (1965) “self-esteem scale” consisting of six items on the dimensions of positive and negative self-esteem was used. Each item was on a five-point scale ranging from “strongly agree” to “strongly disagree”. 

**Life satisfaction scale:** The “Life satisfaction scale” of Warr, Cook and Wall (1979) was used to assess the adolescents' satisfaction presently in life. The sixteen item test measured and responded on a five point scale, ranging from “most satisfied” to “most unsatisfied”.

**Positive affect negative affect schedule (PANAS):** The positive affect negative affect schedule (PANAS) of Watson, Clark and Tellegen (1988) required the subjects to report on a five point scale. The schedule consisted of twenty statements of which ten were related to positive feelings while the remaining ten were related to negative feelings. 

**Personal information sheet:** In this the adolescents personal details were gathered such as to which school she/he goes to, which grade, parents educational qualifications, their occupation, number of siblings, and monthly income of the family (approximately).

**Analysis:** 

Means, standard deviations, analysis of variance, correlation and regression were used to analyse the data.

**Findings and discussion:** The major findings of this study were: 

1. Adolescents in the municipality run Government school were found to have highest preference for informative identity style
orientation followed by normative identity style. Those adolescents who had predominating preference for the informative style also were found to have good overall planning ability and performed well in academics. Besides it was observed that in this type of school those adolescents who had more orientation for the avoidant identity style were better in internal organisation of planning but at the same time performed poorly in academics. With regard to their affective functioning it was found that only those adolescents who had preference for being informative oriented had shown significant but negative relation with their positive feelings. Also the adolescents who were more oriented towards the avoidant style were found to be sharing a positive relation with positive affect. Lastly it was found that identity style preferences of the adolescents attending the Municipality run Government school could significantly predict their cognitive functioning.

A higher preference for being informative style oriented 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. This was primarily because information was 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. It could also be that these adolescents 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. 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.

As for the preference for normative identity style by adolescents attending this school type it was probably 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. 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.

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. It also meant a high amount of involvement in actively searching for elaborating and evaluating issue relevant information(s). 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 and thus the adolescents who were preferring to be informative oriented were better planners as well as performed well in academics. However, adolescents in this type school who had higher preference for orientation towards avoidant/diffuse identity style had better ability for internal organisation in planning, but fared poorly in their academic performance. 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 also 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. In other words 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 when they knew that their performance was to be evaluated and judged by the significant others, they fared poorly. The teacher-student relation in this school type could be questioned for this pattern of relation. It was observed in this type of school 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.

A significant negative correlation with positive affect for the adolescents who were more oriented towards informative identity style and significant positive correlation with positive affect as well as with negative affect by the adolescents who preferred to be avoidant/diffuse identity style oriented 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 adolescence the individuals were required to and also pressurised by their society to develop identifications, which were in terms with the society to which they belonged and thus gain acceptance from the society's significant members. However, with more preference for informative identity style they found it difficult to do the same. Besides, they also observed more discrepancies between what was promised to them by the society and what was being actually delivered to them. 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 cannot be ruled out. It could hence be 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 them 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 the low frequency positive moods and feelings. On the other hand, 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. Hence, 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, the significant positive correlation between avoidant/diffuse identity style and positive affect.

(2) In the case of Kendriya Vidyalaya it was found that the most preferred identity style was avoidant/diffuse identity style followed by the normative identity style. Those adolescents who preferred to be informative, avoidant and committed in their identity style orientation were found to have significant relation with their cognitive planning and academic performance. The identity style orientations were also found to be significantly related to their affective functioning and could predict the cognitive and affective functioning of the adolescents attending this type of school.

The adolescents 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 could also be 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. A higher preference for the avoidant/diffuse style 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 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. This reflected that the adolescents in 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.

In fact, 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.

Informative identity style was found to share a significantly positive relation with the cognitive functioning variables while avoidant/diffuse identity style and commitment style had not only poor planning skills but also performed poorly in academics. A higher preference for informative identity style was characterised by the urge to actively search for, explore, evaluate and elaborate on issue relevant information(s). Therefore, these helped the adolescents, probably, to reveal better planning abilities and perform well in academics. In the case for adolescents who preferred the avoidant/diffuse identity style orientation a high negative correlation with their planning
ability and academic performance was due to their reluctance and inability to act when there was availability of time. Hence, 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 Kendriya Vidyalaya the results of correlation between the identity styles of the adolescents and their affective functioning revealed that the identity style orientations of the adolescents shared significant relation with their affective functioning variables, irrespective of the patterns of relations. This was 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. It could be 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.
Adolescents from Public school had highest preference for being oriented towards commitment identity style (though the results were not statistically significant). Their preference for informative style was because of the variety of information to which they were exposed both at home and in school. The significant others, particularly parents and teachers expected them to be information seeking and independent in problem-solving and decision-making. However, the preference for informative style was mostly unconscious and no special effort was made by the adolescents, unlike that of the adolescents attending the Municipality run Government school. Also, the role 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.

The study did not find any significant relation between the identity style orientations of the adolescents in Public school and their cognitive functioning and neither could they predict the adolescents’ functioning in this domain. It was however found that in the case of affective functioning adolescents with high preference for being oriented towards informative identity style had positive significant association with most of the affective functioning variables. The remaining styles shared significant relation with only some of the affective functioning variables, such as normative style was found to be positively associated with social life satisfaction while commitment had a negative significant association with negative affect. In this particular type of school the adolescents had no dearth of information which 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.

Furthermore, in this type of 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 reflected that in this particular type of school factors that were beyond the realm of the present study such as, teaching styles, general school environment, interaction with significant others 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.

(4) The results further found that adolescents in the ninth grade had higher preference for being avoidant oriented and commitment identity style. On the other hand the eleventh grade adolescents were found to be more informative oriented. Being in ninth grade the adolescents 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. Thus the preference for avoidant style could be because the ninth grade adolescents were still going through a moratorium and hence were not ready to give self definitive judgments and yet were revealing a preference for commitment style, for the time being.

On the other hand the eleventh graders preference for informative identity style 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 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. They were more 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.

It was also observed that amongst the ninth graders, those with higher preference for avoidant identity style performed poorly in their cognitive functioning. In the case of the eleventh grade adolescents it was found that informative and avoidant identity style had strong negative 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. 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 orientation for the ninth and eleventh grade adolescents. 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 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. 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. Therefore, probably the adolescents planning ability had more to do with their socio-cultural context than their respective identity styles. Hence, irrespective of their grades in which they were presently studying, their identity styles revealed to have significant negative relation with their planning abilities.

The results of correlation between ninth and eleventh grade adolescents' identity styles and their affective functioning revealed that the ninth graders and the eleventh graders had different association with the different variables and also the relations varied from style to style. While in the case of ninth grade identity styles had significant relations with their affective functioning, the same was not in the case of the eleventh grade adolescents. These differences 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. However, in the case of the later (i.e. the eleventh grade) their identity styles and affective functioning were probably associated with factors that were beyond the realm of the present study. Also the 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 made from them. 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.

In the case of the ninth and eleventh grade adolescents the results had revealed that for the ninth graders their identity styles predicted significantly all cognitive functioning variables. However, it was not so for their eleventh grade counterparts, where 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. In the case of the eleventh graders it was because they were more mature, had more experience and indulged in realistic thinking, other factors besides the stylistic preferences of the adolescents influenced their cognitive functioning.

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.

(5) It was further found from the results that female adolescents were more oriented towards normative identity style. This was 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 tended to internalise the norms and values set by the society and made them their own preferred style of functioning. Besides the female adolescents were also encouraged by her family, school and friends to be cooperative, understanding, compassionate etc. Therefore, to inculcate these qualities within themselves, the female adolescents revealed a preferred orientation for normative identity style.

(6) 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.

(7) In the case of female adolescents their identity styles, excepting for the informative style, had strong negative association with their planning ability. However, female adolescents who preferred
informative and commitment identity style orientation shared positive association with academic performance.

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.

Results 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. This result when seen along with the results of the relation between identity style and their cognitive functioning 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.

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. 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. 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. The crucial role of people and social context involved in planning was also of much importance. As 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 theorising and association with their cognitive functioning.

(7) Both the gender groups’ identity orientations were found to reveal a strong association with their affective functioning. However, the pattern of the relations differed between female and male adolescents. 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. Therefore, it was possible that their success (or failure) in being able to define themselves was related to how they felt emotionally. How the adolescents preferred to define themselves and deal with situations that were of relevance to their identity decided whether the adolescents would be accepted, praised, appreciated or otherwise. Depending upon this was their affective functioning, because, 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 their life.

(8) The results also found that in the case of female adolescents their identity styles could predict significantly all cognitive functioning variables while in the case of male adolescents the same could not be found. 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.

(9) In the case of affective functioning it was seen 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.

Implications and suggestions:

The present study brought forward an effort to understand the identity styles orientations of urban school going adolescents in the Indian context and their functioning in the areas of cognition and affection. Having taken three different types of schools with different management bodies the results clearly revealed that there was significant variations in the adolescents’ identity styles orientations, and their cognitive and affective functioning across the school types. The schools were representatives of different social class’s and nurtured different styles of functioning irrespective of having similar curriculum, academic sessions, study materials and also being located in the same locations. This can only be a suggestion that the schools shared the norms, values and standards of the social class from which most of their students came. It also reflected the significant role that within-the-school environment played on influencing the adolescents functioning. Availability of various study materials, recreation and extra-curricular activities, classrooms and sitting arrangements, teacher-student interactions (both inside and outside the classroom), teaching patterns inside the classroom, feelings of the teachers and the administrative staff about the students are some of the factors that could have played a significant role and needs to be studied in depth to understand their relation with the identity style orientation, cognitive and affective functioning of the adolescents. This then can help to
design interventions at various levels so as to ensure efficient and optimum functioning of the adolescents.

The findings have shown that in many cases the identity styles were complementary in nature, particularly informative, normative and avoidant identity style. This was mainly observed amongst the adolescents attending Municipality run Government school and Kendriya Vidyalaya. This encouraged and gave support to the adolescents in their cognitive related functions. Therefore, in order to ensure that the adolescents in these types of school perform efficiently, it would be necessary to encourage them to develop their preferences towards one main identity processing style, preferably informative. For this the teachers and the administrative staff of the schools need to be trained. Interventions need also to designed with accordance to this purpose.

The sensitivity of the adolescents, particularly the way they view themselves and the way they process information that are crucial to their identity need to be understood by the parents, teachers and authority figures of the Municipality run Government schools and Kendriya Vidyalayas, as well as by the Policy makers. Also while designing curriculum for the adolescents these information can be of immense help. This is because the results distinctinctly revealed that identity styles influence significantly their cognitive and affective functioning. In the case of adolescents in Public school more in-depth study is required so as to understand the factors that influence their cognitive functioning. However, for these adolescents too their identity styles orientations were predictive of their affective functioning, which implies that irrespective of the type of school adolescents' identity styles are important indicators of their affections. This can prove to be of significance for designing interventions in moulding and shaping the identity processing styles of adolescents.

Also understanding that as the adolescents through secondary to higher secondary classes they undergo changes, mostly at the cognitive and affective level is worth to be noted. This could help the teachers,
parents and others who are significant to the adolescents in understanding and handling them. Besides, it could also guide the policy makers and curriculum framers to develop and design the curriculum according to the development of the adolescents and their needs. Because being receptive and empathetic to the adolescents’ problems are often the keys to help and guide them and understanding their crisis and commitments is an added advantage.

A significant observation of this study has been the impact (though subtle and sometimes quiet discreet) of the society on the adolescents pattern of functioning. The expectations, apprehensions, demands of the society, which was mostly expressed by the adolescents’ parents, teachers, peers and siblings found there way in effecting their identity style orientations and affective functioning particularly. Significant influence could also be observed in cognitive functioning, as in the case of ninth and eleventh grade adolescents planning ability and academic performance. Thus, it is implied that since the significant others of the adolescents can indirectly influence their functioning, it need to be understood in more details. This could be used as an asset to bring about positive changes in the adolescents, design interventions to help the adolescents function optimally (both academically as well as in non-academic areas), prevent truancy etc.

The draft resolution on National Youth Policy had declared that the youth in India have a right as well as obligation to make their contributions in national affairs, especially with regard to national development. It also recognised the need of providing increasing opportunities to young persons so that they can develop their personality and upgrade their functional capabilities so as to make themselves economically and socially useful to the nation. However, the real state of affairs needs to be urgently checked and revised. The conditions in which the students are expected to study, the materials that are made available to them (both in terms of quality and quantity), teaching practices etc. require to be looked into. Understanding the reality that the future of this nation sits on the shoulders of the young
ones, they require far more attention and adequate handling by the school authorities as well as parents and other significant elders.

Government has been taking positive steps towards this issue, by opening up the wing for Youth Affairs in the Ministry of Human Resources Development and have come up with various youth related programmes such as NCC, Nehru Yuva Kendras, Exchange programmes etc. Yet the focus seems more on inculcating sportsmanship and adventure spirit in the youth. The Government need also to ensure that the youth get better facilities in the school, good quality education, ideal environment for them to develop their faculties etc. The National Policy of Education (1986) too realise the worth of the youth in the society but when coming to making adequate arrangements so as to ensure that opportunities are available, the focus shifts to what the youth can and should do for the society, such as fight illiteracy, promote social integration, increase environmental awareness, develop an interest for adventure and outdoor activities etc.

It is time that the Indian society thinks of what they can do for the youth, from whom they demand so much. Focus need to be on how the young ones can come over the crisis-which is inherent in the stage of adolescence and youth, how to ensure that the needs of the adolescents are fulfilled. Focus needs also to be in providing a supportive, understanding and caring environment to the adolescents so that they develop in their full bloom and function efficiently not only today but also in the future.

With regard to the theory, models and different constructs that were used for understanding the adolescents functioning, it is to be pointed out that the identity style processing of Berzonsky based upon Erikson's theory, holds true in the Indian context. However, the same cannot be said about life satisfaction and positive and negative affect. Being a collectivistic society, here often the individuals tend to reveal that they are more satisfied with their friends, relatives, social functions, political and economic scenario etc. When enquired about their own selves and their own lives the individuals become humble.
and mostly prefer to show that they are neither too happy nor too dissatisfied. Similar is the case with positive and negative affect. Therefore, how far these constructs were able to measure the adolescents real feeling remains a doubt. It would be interesting to develop an Indian version of these tests so that one could actually understand the affective states of the people and adolescents in particular. This is because the findings have revealed that besides self-esteem, life satisfaction, positive and negative affect were also important dimensions of understanding the adolescents affective functioning, and hence a development of Indian version of these constructs will be of much help to researchers and policy makers. Also mapping of traits that can reflect the cognitive and affective functioning of the Indian adolescents will be of help, for it need not be that the factors which are of importance to the adolescents in west also be equally important for the adolescents in India.

**Limitations of the present study and future directions:**

This study had certain limitations which were inherent in the work.

1. The field study being based in New Delhi, the researcher was unable to work on understanding the functioning of adolescents in other cities and towns. Hence, researches in future can look into the adolescents functioning in different urban set-ups and also in rural-urban set-up.

2. The study took only school going adolescents. It could be possible that the unschooled or dropout adolescents may have a different pattern of functioning and orientation towards their preference of identity style. Therefore, in future, research should also study the unschooled and dropout adolescents. A comparison between the three groups (school going, unschooled and dropout adolescents) can be an interesting study to see the role of school and education on identity style orientation and cognitive and affective functioning of the adolescents.
This study took variables like cognitive planning, life satisfaction and positive and negative affect which have only recently begun to be studied with particular reference to adolescents and their identity. Hence availability of literature was limited.

Because of soon approaching Board examinations the tenth and twelfth grade adolescents were not available for the research. Hence, only ninth and eleventh grade female and male adolescents were taken for the study. In future, study should preferably be conducted at a time when all the adolescents across the different classes are available, such as just before the summer vacation begins or immediately after the school reopens after summer vacation. This is because during this time the pressure of examination is least upon the adolescents.

The study was conducted upon selected and limited variables of cognitive and affective functioning. In the process many other equally important variables were left out and which could have brought out different patterns of the adolescents' functioning. Hence, later studies should incorporate these variables, so that a more complete understanding of the adolescents' functioning is available.

The present study was entirely based upon quantitative analysis. Hence, the qualitative aspects which may have had important implications for the understanding of the adolescents' functioning were not studied. Future research thus should make effort to use both quantitative and qualitative methods of collecting and analysing data.

Reliance upon quantitative analysis may have left out many underlying but crucial social and psychological aspects. Future research need to ensure that this inadequacy is amended.

The study was a single time administered study. Hence, any change over time of the adolescents could not be studied. Researches in future can design longitudinal studies, which may help to know the changes in the adolescents as they move from adolescence to young adulthood.

The concept of positive affect and negative affect and its relation to identity style could not be studied in details, because of lack of
information. Future research needs to understand this in much more
details.

(10) The study made use of incidental sampling. As a result there was
no control over the number of sample, test administration setting, and
other intervening variables as noise, illumination, physical comfort etc.
of the subjects. Future research can make a better planned and
controlled study, which can show differing results from the present
one. Infact a controlled and uncontrolled group can bring out the
impact of the mediating external as well as internal factors on the
adolescents functioning.