The United Nations Youth Agenda, 2001 has voiced that the youth, irrespective of their place of birth, class, gender, race etc. have aspirations and want to participate fully in the lives of their societies. They are the key agents for social change, economic development and technological innovation, who should live under conditions that encourage their imagination, ideals, energy and vision to flourish to the benefit of their societies. However, they are often confronted by a paradox: to seek to be integrated into the existing society to which they belong or to serve as a force to transform it. They are also a social and demographic group who are at risk with an uncertain future, even though they represent society’s greatest hope.

Amongst the various stages of human development adolescence is the one that stands out the most because of the zest, vigour and enthusiasm to be free and independent which mainly characterises this stage. The boundaries of the adolescent period often are fixed at the onset and termination of accelerated physical growth. However, physical maturity cannot be accelerated with the responsibilities of an adult such as marriage, economic independence, vocational and occupational responsibilities, political participation etc. Hence, along with physical maturity it is equally important that through the stage of adolescence an individual develops her/his cognitions, emotions, personality etc.

The adolescents’ life is or might be full of opportunities to have new experiences, to explore new relationships, to find new resources of inner strength and ability. They might have been promised a land but have to themselves find a path and build their settlement in that land, discover their own selves, their potentials and also their limits, their role in the adult world and above all their identity. Eisenberg (1965) had said that adolescence is a distinct developmental stage, which is
critical in terms of its impact on a changing society as well as the effect of it on the development of the individual.

Erikson said that it was only during adolescence that there were opportunities for identity resolution through a synthesis that incorporated and yet transcended all past identifications to give birth to a new identity, which was based upon yet qualitatively different from the previous identities.

The developments in domains of physical, intellectual, moral, emotional etc. are crucial in the adolescents' identity development. Erikson conceptualised and defined identity in an interdisciplinary way, saying that biological endowment, personal organisation of experience and cultural milieu all conspire together to give meaning, form and continuity to one's unique existence. He saw identity rooted both within the individual as well as within the communal culture (Erikson, 1970). Identity involved conflict and had its own developmental period during adolescence, when biological endowments and intellectual processes must eventually meet societal expectations for a suitable display of adult functioning. Thus, identity depended upon the past and determined the future. Erikson's (1950) theory of psychosocial development was a major framework for understanding adolescent development, wherein identity formation, development and consolidation formed the crux. According to Erikson identity is an unconscious process that united personality and linked the individual to the social world.

Identity is the stable, consistent and reliable sense of who one is and what one stands for in the world. It integrated one's meaning to oneself and one's meaning to others, provided match between what one regarded as central to oneself and how one was viewed by significant others in one's life. We learn who we are by discovering our differences from others, by finding out how we may distinguish ourselves from those we feel most like. Identity hence is a way of judging ourselves with respect to typology or a set of values that is meaningful to others with whom we identify ourselves.
Erikson showed that although identity is formed through identification with others who come to have meaning to us, yet it is greater than the sum of those part identifications. Identity formation is the work of transforming and assembling these identifications into a coherent whole with a center that holds.

Different identity issues may be salient during early adolescence. Archer and Waterman (1983) reported that most early adolescents were engaged in no ego-identity activity or had to make non-reflective identity commitments. For Marcia (1983) confidence in parental support and sense of industry in early adolescence was a central variable predicting identity consolidation. In contrast, the more important identity issues in later adolescence as Margolis (1981) suggested were autonomy and separation issues which are crucial aspects of individuation during the first year of college. Identity during this period of adolescence involved the negotiations of old academic and social competencies.

Though earlier studies had emphasised on the identity development during college years yet recent works have shifted their focus towards high school. This is particularly because the last crucial years in the high school contributed more towards the identity development of the adolescents. Social settings have also been a source of influence in shaping identity formation process. These provide institutionalised situations where individuals can identify with others and imitate roles. The identity status literature suggested that some individuals were less likely to explore “options” and more likely to identify and imitate others (Marcia, Waterman, Matteson, Archer and Orlofsky, 1993). On the contrary, some other individuals experienced greater awareness of incongruities and distress and hence in turn, sought out information to arrive at a conclusion (Berzonsky, 1989).

In the present study, Berzonsky's operationalisation of identity was used. This was further based upon Marcia's (1966) operationalisation of the Eriksonian concept of identity. Marcia, on the grounds of crisis and commitment had suggested of four identity
statuses, to which Berzonsky (1988, a) proposed that the four identity status paradigms could reflect differences in the process by which personal decisions were made and the problems were solved. He highlighted three processing orientations namely (a) informative, (b) normative and (c) diffuse/avoidant.

The second domain of adolescent development that had been the focus of the present study was cognitive functioning. Cognitive planning strategy and academic performance were taken as the indicators of the adolescents cognitive functioning. Binet (1909) had said that comprehension, playfulness, invention and judgment were the four words in which lies the essence of intelligence. Hence development of the ability to plan has become very important. Luria (1966) defined planning by saying that it consists of programming, regulation and verification of behaviour. Planning is a set of decisions or strategies an individual adopts and modifies to solve a problem and to reach a goal (Das, 1980).

In recent years a comprehensive model of cognitive processing has been advanced with planning as a central concept (Das, 1993, 1984 a, b, 1980; Naglieri and Das, 1990; Das and Heemsbergen, 1983). The planning, attention-arousal, simultaneous and successive (PASS) cognitive processing model is described as a modern theory of ability that is based on Luria's (1966, 1970, 1973, a, 1980) analyses. Luria described human cognitive processes within a framework of three functional units, namely, arousal and attention, simultaneous and successive processes and planning. He suggested that the first step in the development of planning is the emergence of self-control, the tool of which is parental directives, which organise the child's actions and slows them down (Luria, 1975). The child moves from being self-controlled to planful. Luria suggested this change was due to two reasons, namely; socialisation, where the parents and significant others provided the contents of the plan and the individual learned to be planful, and; secondly, due to acquisition of language.
The PASS model revealed that planning process was closely connected to attention on the one hand and to simultaneous and successive planning on the other. Planning processes are often needed to assess an individual's informational skills in making decisions about how to solve a problem; execute an approach etc. Planning processes have also been involved when a person was asked to decide how to perform a test. For instance, writing a composition involved generation of a plan, organisation and when it presented, examination of the preliminary product and modification of the plan so that the final result was consistent with the goal. Planning processes, according to Das and his associates allowed an individual to guide the course of activity and to utilise attentional, simultaneous and successive processes, as well as the base of knowledge, in order to achieve the goal. Das, Kar and Parrila (1996) defined planning within the PASS model's framework as a functional unit. They stated that “planning is an intra-psychological process that is mediated by some symbolic or sign system”. Planning is believed to be a self-organising, reflective process that required motivation and metacognition to a great extent. Human planning is mostly verbally mediated, since, the most powerful symbolic system amongst human being is language. When individuals get engaged in planning, they form a mental representation of the situation and actions with the help of words prior to actually doing something.

Planning, a mediational process is “uniquely human” and is categorised as “higher cognitive function” (Vygotsky, 1986). Planning has a social origin, because we learn most of our plans from other more capable planners. Furthermore, the decision to plan in certain situations and not in others may already be socially determined and individual differences in engaging in planning may reflect social norms and accumulated knowledge about the appropriateness of planning within that given context (Goodnow, 1987).

In the context of the PASS theory of planning, the crack-the-code and planned composition are two planning tasks that involve conceptual planning. Newcomer and Barenbaum (1991) had proved in
their study that poor writers did have planning and organisational difficulties. Ashman and Das (1980) also have shown that lack of planning in compositions can be related to deficiencies in simple planning tasks. Mishra (1992) showed that good writers performed significantly better than poor writers. Good writers were also significantly better than poor writers on all planned composition variables of expression, organisation, wording, mechanics and individuality. Therefore, good writers were not only better than poor writers on cognitive tests of planning but also in their use of planning and organisational skills in writing.

Academic performance through the years have been researched as a criterion of observing the influence of different social and affective variables and often it has been taken as the manifestation of the individual's intellectual/cognitive ability. Academic performance was defined by Carter (1953) as "the knowledge attained or skills developed in the school subjects, usually determined by the test scores or/and by marks assigned by teachers". In the present study too, academic performance was taken to understand the adolescents' cognitive functioning in relation to the skills developed for performing in the school subjects.

The third domain which was the focus of study in adolescents' was their affective functioning. Affective functioning aimed to understand the adolescents' feeling component, i.e. how they felt about themselves, their life and their moods. During adolescence, when the individual goes through rapid changes in their physique, cognitive ability, personality, etc. the emotional or affective component tends to become very fragile. It is because of this that often we observe the adolescents to have extreme mood swings, outbursts of anger and love, confusions in knowing their self-worth etc. It is also probably because of this fragile condition of the affective state that the depression, anxiety disorders, eating disorders, manic depressive illness and other mental health problems are commonly observed among the adolescents. However, it is to be noted that lack of understanding of
what the adolescents are going through by their significant others (parents, teachers, peers, siblings etc.) make them more prone to succumb to such severe mental health problems. Hence, an adequate understanding of their affective functioning can be of help in understanding the adolescents. In the present study the affective functioning of adolescents were gauged with the help of such factors as self-esteem, life satisfaction and positive and negative affect.

The present study was undertaken with the following hypotheses:

(1) There will be significant variations in the identity styles, cognitive and affective functioning of adolescents in the three types of school- Municipality run Government school, Kendriya Vidyalaya and Public school.

(2) There will be significant variations in the identity style, cognitive and affective functioning of adolescents in the ninth and eleventh grades.

(3) Identity style, cognitive and affective functioning will significantly vary among the female and male adolescents.

(4) There will be significant correlation between identity style and cognitive and affective functioning of adolescents across their school types, grade and gender.

(5) Identity style will predict significantly the cognitive and affective functioning of adolescents across their school types, grade and gender.

In the present study a correlational design having three factors was followed. The three factors whose effects were studied on the selected variables are-(a) school types (Municipality run Government school, Kendriya Vidyalaya and Public School), (b) grades (ninth and eleventh) and (c) gender (female and male) adolescents. 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 chosen based on their management bodies. These were-(a) New Delhi Municipality Corporation Schools (NDMC) which were run by the New Delhi Municipality Corporation; (b) Kendriya
Vidyalaya (KV) which were run by the Kendriya Vidyalaya Sangathan; and (c) Public school, which were run by private management bodies. The sample size was four hundred and four (404). In the Municipality run Government school there were forty males and forty females in the ninth grade and thirty males and twenty females in the eleventh grade. In Kendriya Vidyalaya forty males and forty females were there for both the grades. Finally in Public school there were thirty adolescents each for both the gender group in ninth grade and twenty-five each in the eleventh grade.

The variables in this study included, (a) Identity style (b) Cognitive functioning, and, (c) Affective functioning. Identity style- In the present study identity style was defined according to Berzonsky’s (1992). It is 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 in the present endeavour. These were: (i) informative style, (ii) normative style, (iii) avoidant/diffuse style and (iv) commitment style. Cognitive functioning- In the present study cognitive functioning of the adolescents was determined by their (i) cognitive planning strategy, and (ii) academic performance. Affective functioning- It was determined by the adolescents’ (i) self esteem, (ii) life satisfaction, and, (iii) positive and negative affect.

The tools that were used were (1) Identity style questionnaire, (2) Strategic planning test, (3) Self esteem scale, (4) Life satisfaction scale, (5) Positive affect negative affect schedule, and (6) Personal information sheet.

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

The main findings of the 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.

(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.

(3) Adolescents from Public school had highest preference for being oriented towards commitment identity style (though the results were not statistically significant). They were also having high preference for being informative style oriented.

(4) It was also observed 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. 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. 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. Identity styles predicted significantly the affective functioning of adolescents in both ninth and eleventh grade.

(5) It was further found from the results that female adolescents were more oriented towards normative identity style. In the case of male adolescents they exhibited higher preference for orientation towards avoidant/diffuse identity style and commitment style.

(6) 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.

(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.

(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. 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.

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 be 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 distinctly 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.

Another 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 their 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 and 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.

The Government also needs 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.

The Indian society and her members need to think 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.
Limitations of the present study and future directions:

The present study had some limitations such as; the field study being based in New Delhi, hence, the researcher was unable to work on understanding the functioning of adolescents in other cities and towns. Secondly, the study took only school going adolescents. It could be possible that the unschooled or dropout adolescents may have had a different pattern of functioning and orientation towards their preference of identity style. Furthermore, 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 could be taken for the study. Another limitation of the study was that 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. The present study was entirely based upon quantitative analysis. This was another limitation of the present study. Besides the study was a single time administered study. Hence, any change over time of the adolescents could not be studied. Lastly, 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. The researcher proposes some suggestions for future studies based upon the above mentioned limitations. Research into the adolescents functioning in different urban set-ups and also in rural-urban set-up could be carried out. Researchers could also study the unschooled and dropout adolescents. A comparison between the three groups (school going, unschooled and dropout adolescents) can bring out the understanding of influence of schooling in adolescents functioning. Studies should incorporate other variables besides the ones that were studied here, so that a more complete understanding of the adolescents' functioning is available. 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. Researches in future can also be designed for longitudinal studies, which may help to know the changes in the adolescents as they move from adolescence to young adulthood. Future research needs to focus more on in-depth understanding of the factors underlying the functioning of adolescents attending Public school as well as the male and female adolescents. Also such factors as planning ability, life satisfaction and positive and negative affect need to studied and understood with relation to the adolescents’ style of functioning.