DISSCUSSION OF RESULTS

The objective of the present investigation was to study the effect of psycho-educational intervention on identity processing styles (i.e. informational, normative and diffuse), cognitive autonomy, emotional literacy and problem solving skills. Findings of the present investigation revealed the efficacy and significance of psycho-educational intervention in increasing the use of informational identity processing style and enhancing the levels of cognitive autonomy, emotional literacy & problem solving skills. Alongside it was effective in reducing the dominion of normative and diffuse identity processing style in adolescents. All the formulated hypotheses of the present investigation were supported by the results. The main objective of designing and testing psycho-educational intervention was to change the adolescent’s psychic orientation or process to achieve a firm and consistent sense of self. Erikson and Erikson (1957) remarked on the importance of intervening during adolescence in order to redirect the energies of young people toward productive styles of living and prevent society’s confirmation of and a young person’s commitment to, a socially marginalized identity (Montgomery, Hernandez & Ferrer-Wreder, 2008). Moreover not only the interventions (external element) are responsible for the productive changes in one’s identity formation process, individuals also have innate capacities to renegotiate their own identities (internal element) (Blume, 2010). The internal zest to form a coherent sense of one’s existence motivates one to learn and change accordingly.

The major premise before the application of psycho-educational intervention was to provide a relevant platform to individuals to acknowledge their hidden potentials; to explore the beliefs, values and standards; to learn the ways to sort their problems autonomously; directing their emotions and deciding various relevant issues related to one’s life. Thus this makes individuals potent to attain a fully organized sense of identity or existence. The psycho-educational intervention was an effort based on small group and active learning paradigm, including a series of small group based activities. These activities would provide a context for youth to develop the tools and competencies essential for defining and redefining identity related issues, to provide the adolescents an opportunity to find direction by creating such relevant contexts in which they can discover their competence and revise aspects of their self for healthy
personality development. These small group activities were ready to provide youth a prospect to gain a sense of their own vision for future by learning to develop certain strategies that could help attain this vision (Mischel, 1996). Waterman (1989) explored the logic behind designing identity based interventions. He affirmed that these interventions promote variety of qualities among individuals that pave the way for more effective and advanced functioning in the world outside; with an assumption that interventions can induce sense of identity as well as can persuade desirable changes in one’s process of achieving one’s identity; these interventions are also capable of promoting exploration; gathering the identity relevant information from the environment and reflecting upon a variety of alternative identity possibilities. This can give a thriving resolution of identity crisis to an individual (Waterman, 1989). The sequence of activities conceptualized in the psycho-educational intervention program were aimed at creating and detailing more explicit possible selves and identities among youth, where the participants would take an active role in the intervention process and the interventionist (facilitator) would facilitate them with a context to creatively explore their identities viz. their life choice dilemmas and goal settings.

To test the effect of psycho-educational intervention one way multivariate analysis of variance (MANOVA) was used. The results of the MANOVA came out to be statistically significant [Wilk’s Lambda = 0.42, F (6, 243) = 55.16, p<0.01], showing that the intervention applied had a positive role to play in changing adolescent’s strategy in achieving a definite sense of identity. Research based on social psychological perspective highlights the use of activity based model of intervention on the nature of information processing and motivation. The research findings suggest that certain activities occurring in everyday settings can greatly influence one's knowledge of “who I am” and “what is possible for me to achieve”. The intervention program was capable of inducing subtle contextual shifts that can powerfully change the sense made out of one’s experiences (Carver and Scheier, 1981; Bandura, 1986; Dweck and Leggett, 1988; Elliott and Dweck, 1988; Baumeister et al., 1994; Heatherton and Nichols, 1994; Mischel, 1996). The meaning thus drawn out of one’s experiences can fuel one’s sense of personal self and motivation. In another study, a nine week after school, small group and activity based intervention program was used, where the focus of intervention was to enhance youth’s abilities to imagine
themselves as successful adults. The school students reported balanced possible selves, were able to form conceivable strategies to attain those possible selves or clear & firm view about one’s existence, acquired more bonding with the school and performed well in the school (Oyserman, Terry & Bybee, 2002).

Apart from testing the efficacy of intervention program another main objective of the present investigation was to generate and enrich informational identity processing style that is supposed to be the most appropriate style of ego-identity formation. Along with reducing or minimizing the individual’s dependence on normative and diffuse avoidant styles i.e. inappropriate or faulty styles of ego-identity formation. To fulfill this particular endeavour the psycho-educational intervention intervened in the thought processes of the adolescents present in the experimental group. They were made to think or rethink and question the tendencies which they have been using till date and to collaborate this information with certain cognitive, affective and socio-cognitive strategies to learn how they can channelize their energies in suitable and effective ways so that they get a clear and coherent sense of exactly what they need from their respective lives. Three essential elements for promoting identity formation among adolescents were suggested by Waterman (1989), the first component entailed fuelling a variety of alternative goals, values and beliefs, in various identity related sphere of influence such as vocational choice, religion, perceptions about one’s partner, perceptions about one self etc. The second component holds the importance of motivating exploration and information gathering, the third component focuses on fostering decision making and commitment to the chosen goals, values, and beliefs that will add purpose and meaning to one’s sense of existence (Waterman, 1989). Research evidence found that “Use of social expectations, exposure to alternatives, exposure to models undergoing identity crisis, encouragement of social perspective taking, encouragement to self-reflection through writing activities, focusing on the development of cognitive skills and decision-making processes and deliberating psychological education” are various strategies that can be used in identity related interventions to channelize a fair course of establishing one’s identity (Waterman, 1989). Deployment of identity processing style is also influenced by motivational factors such as existing and situational or contextual demands, past or anticipated
environmental outcomes, and personal characteristic preferences, social and cultural expectations and level of personal involvement (Wilson, 2011; Berzonsky, 1992).

After the rigorous literature review the modules of the psycho-educational intervention program were designed. These modules comprised of numerous activities focusing on various identity relevant issues such as exploring and deciding onto vocation; values and beliefs; fostering certain self-regulatory systems such as self-awareness or appropriate expression of one’s own self and self-evaluation; certain cognitive and analytical skills like critical & evaluative thinking, problem solving, decision making & ability to raise one’s opinion autonomously and some socio-emotional tendencies like empathy, social skills and appropriateness in emotional expression. The findings of the study can be explained in light of three major intentions that were addressed through this intervention program, first was to initiate the task of considering and thinking about various identity related issues; second was to foster exploration and decision making among the adolescents in context to identity relevant issues and third was to make the individuals learn certain appropriate ways of responding and handling identity related concerns. The role of facilitator (interventionist) in terms of mentoring; learning from direct and vicarious observation and exemplars about the way of solving identity related issues played a significant role in inducing such above mentioned skills among adolescents undergoing the intervention program.

The first module of the intervention program highlighted the importance of generating vocation or career related clarity. Activities related to this module induced exploration, goal setting and analyzing the goal set. It also stimulated adolescents to think about ways in which they can achieve the set goals. The cleanness in vocational choice leads to lucidity in understanding one’s self, the aptitudes, abilities, interests, ambitions, resources/requirements, limitations and causes/conditions of one’s speculated success and failure (Parsons, 1909). Gottfredson (2004) summarized this perfectly by saying that “Vocational understanding and decision-making tends to garner attention only when its demands upsurge, that is, when adolescents simultaneously realize the full complexity of making life decisions and the imminent need to do so”. This also provides an excellent opportunity to ask open-ended questions about a student’s future career aspirations (Brown & Lent, 2005). School
based career counseling or vocational interventions focusing on career orientations and vocational identity were found to be effective in formation of successful identity structures within an individual (Raskin, 1994). Other research evidence (Kunnen, 2013; Steger et al., 2012; Steger, Frazier, Oishi, & Kaler, 2006; Germeijis & Verschueren, 2006; Stefanou et al., 2004; Snyder et al., 2003; Bosma & Kunnen, 2001; Bonebright, Clay, & Ankenmann, 2000 & Ryff & Singer, 1998; Marcia, 1983) was also in line with present research finding.

The second module focused on discussing, debating and learning about the ways of handling and responding to various psycho-socio-emotional milieus in order to encourage perspective taking, decision making and coping skills among the individuals. This module imposes upon and stimulates one’s own independent thinking patterns; value orientations and enhanced self-dependent autonomous behavior. It also kindles the ability to voice one’s opinions and regulate oneself socially. Promotion of individual’s autonomy enhances self-direction to one’s life, greater levels of contentment with life, and high & more positive levels of self-esteem and low levels of experiencing unconscious drives (Ekstrom, 2005). The findings can be explained on the basis of previous researches (Wachob, 2014; Maichan, Chatsupakul, Kirdpitak, Yoelao, 2011; Pearson & Hall, 1993; Markstrom-Adams, Ascione, Braegger, & Adams, 1993; Wentz, 1986; Enright, Olson, Ganiere, Lapsley, & Buss, 1984; Edward, 1981).

The third module focused on inducing the technique of, creating expertise in, and strengthening the skills of problem solving behavior among adolescents. Efficiency in problem solving behavior is directly linked with identity consolidation and ability to solve identity related crisis (Grotevant, 1989). Ferrer-Wreder et al. (2002) enhanced critical problem solving skills; sense of control and responsibility to stimulate a change in identity processing style (Kurtines et al., 2008). Another intervention based study in the field of ego-identity formation marked the importance of certain skills such as decision making, social perspective taking, and problem solving (Schwartz, 2002b & Zimmerman, 1995).

However, certain activities were designed to focus on cultivating self related clarity, where the individual was pushed to think and define various strataums related to
his/her own self. This definition was highly important for giving a sense of self-awareness and realizing onto those aspects of one’s self which needed to be modified or altered. Roffman (2006) highlighted the importance of psycho-educational intervention focusing on self-related activities. These activities were said to inculcate self-reflection/self-knowledge about ones strengths and weaknesses and thus uplifts one’ self-esteem (Roffman, 2006). Cognitive behavioral therapy (CBT) has also been found to be effective in consolidating the ego-structures of adolescents by boosting clarity of self-concept (Coholic, Lougheed, & Lebreton, 2009).

The last module of psycho-educational intervention comprised of activities that aimed at fostering the positive side of one’s own self. This two activity module focused on assessment, reflection and articulation of self related attitudes about various facets of one's self. It also helped in inducing self-esteem, significant and positive perceptions about one self and perception of others about one’s own self. This leads to comparison and thus makes the individual realize the gap between what he thinks he/she is and what others perceive him/her to be. The validation or invalidation of this comparison played a great role in generating the need to change one’s psychic orientation to reach a stable sense of one’s identity. Various researches support this conceptualization (Sylva & Smith, 2011; Ferrer-Wreder et al., 2002; DeSocio, 2005; Ghera et al., 2009). Thus boosting efficacious thoughts about one’s abilities and inculcating a sense of self-worth and self-pride pave the way for stable, mature and congruent sense of self.

In accordance with the one way multivariate analysis of variance (MANOVA) on data, the result of one way analysis of variance between post test scores of experimental group and control group also shows statistically significant values for informational, normative as well as diffuse style of identity formation [F (1, 248) = 17.07, 46.80 & 31.06, p<0.01]. The results show that individuals in experimental group scored high on informational identity processing style (M = 2.75) as compared to individuals in control group (M = 2.54) who didn’t received the psycho-educational intervention. However the individuals in experimental group also exhibited low post scores on normative and diffuse identity processing style (M = 2.50, M = 2.65) as compared to the individuals who didn’t undergo intervention, i.e. the control group (M = 3.02, M = 3.08). Thus results of the investigation support first hypothesis that
“Psycho-educational intervention program would facilitate ego-identity development from diffuse and normative identity style towards informational identity style in experimental group as compared to control group” and satisfy the operationalized aim of the present research. Talking about the objective of testing the effect of intervention on three different styles of ego-identity formation i.e. informational, normative and diffuse avoidant style, the results of one way repeated measure analysis of variance revealed statistically significant difference in pre & post test scores \[F (1, 174) = 365.74; 136.74; 92.38, P<0.01\] respectively. This revelation also support the fifth hypothesis of the present study that “Post intervention scores of adolescents in experimental group would be significantly higher on informational identity styles and would be lower on normative and diffuse avoidant style of identity formation as compared to pre-intervention scores”. A variety of research evidenced the affirmed hypothesis. A series of school based curricula interventions were designed to endorse ego-identity formation among adolescents. The rationale behind these intervention programs was to stimulate the use of more sophisticated identity statuses/identity styles and to promote developmental movement in this direction (Waterman, 1989). Researchers have found that various cognitive, socio-cognitive and affective faculties within an individual aid significant change in one’s existing psychological organization (standards, values, goals, etc.) (Deci and Ryan, 2000). Ego-identity formation is all about questioning oneself, finding solutions and sticking to relevant and appropriate alternatives or solutions in order to get a clear sense of personal existence (Grotevant, 1989). Any change in ego-identity processing style from faulty to appropriate cultivates and facilitate the growth of certain tendencies which can reduce one’s effort and energy in reaching the target of identity formation and will render an individual to consolidate his self in a mature and stable form. In the one-semester intervention program devised by Ferrer-Wreder et al. (2002) on the marginalized youth, significant pre to post changes and a significant decrease in use of normative style was observed. However the activities under this program were related to various domains of skills/knowledge, attitudes, orientations, and exploration/commitment dimensions among adolescents that are positively linked to ego-identity establishment. Other intervention based studies in the field of ego-identity formation marked the importance of certain skills such as decision making, social perspective taking, and problem solving. The results of all these interventions were found to be successful in changing and aggravating the process of firm and

The psycho-educational intervention program deliberated upon creating external pressures and generating the need to decide on major identity relevant issues. Along with this the direct and indirect learning of various cognitive, affective and social skills facilitated the shift from diffuse avoidant or normative style to a more significant and appropriate style of ego-identity formation i.e. informational identity processing style (Berzonsky et al., 1988).

It is important to note that maximum identity intervention related literature focuses on changing the identity status of the individual by devising numerous intervention activities. Therefore a significant lack of research evidence was seen in the area of studying the effect of identity interventions on changing the process/orientation/style of ego-identity formation. The present research can act as a significant support/evidence for further researches in this area.

Further the results of the present study show that individuals in the experimental group were also found to score high on cognitive autonomy (M = 73.30) as compared to the individuals in the control group (M = 68.40). The results were [F (1, 248) = 12.02, p<0.01] statistically significant for experimental and control group comparison. This means that the individuals in the experimental group were high on cognitive autonomy as compared to individual in the control group. The results of the study support the second hypothesis of the present investigation that “Post intervention scores of experimental group would be higher on cognitive autonomy as compared to the scores of the control group”. This entails that the psycho-educational intervention program was efficacious in inducing autonomous behavior in adolescents. The activities in the intervention program encouraged the students to take initiative, nurture competence, make effective use of communication and raise opinions without hesitation (Stefanou et al., 2004). Teachers who fostered autonomy demonstrated the ability to help and this increased supposed competence and motivation of their students. Adolescents who saw themselves as autonomous and competent were more persistent, involved, curious, and they reported that they enjoyed school work more than students who exhibited low competence and low autonomy (Stefanou et al., 2004 & Hektner, 2001). Three stage group counseling
intervention was used to study different components of autonomy and also to enhance the participant’s autonomous behavior. Significant results were obtained when post test scores of experimental and control were analyzed (Maichan, Chatsupakul, Kirdpitak, Yoelao, 2011). Wachob (2014) used technologically based digital videos to enhance the level of autonomy among individuals. These videos involved checklists and protocols and certain activities. The showcasing of these videos helped students to integrate many important autonomy inducing skills and behaviors like being reflective, evaluative, critical thought and abilities like analysis, listening, speaking and writing. The enhancement of such skills and behaviors significantly contributed in uplifting individual’s autonomy (Wachob, 2014). Appropriate and immediate feedback of the screen and visual/auditory signals also had motivating effects (Apple, 2007 & Alm, 2006). Endorsement of individual’s autonomy also augments self-direction in one’s life, boost the levels of contentment with life, self-esteem and satisfaction with one’s decisions (as one takes the responsibility of decisions when he/she is the decision maker for his/her issues) and low levels of experiencing unconscious drives (Ekstrom, 2005). Autonomy supports more diligence regarding responsibilities and increases self-control for learning (Stefanou et al., 2004). There are very few interventions that have been done to promote autonomy, and even fewer intervention studies have been done in the area of cognitive autonomy. However parent and peer related interventions were found to be effective in fostering autonomous behavior among adolescents. Close interactions based interventions between adolescents and parents where parents help their adolescent children to explore from a secure base of a positive relationship have also been studied. This secure bond between parent and adolescent open the doors for healthy discussion, seeking advice in the face of problems, and adaptive communication, which will help the adolescent move toward establishing autonomy (Crosnoe & Elder, 2004; Allen, Hauser, Thomas, & Tomas, 1994). The findings have also been supported by other researches (Blume, 2010; Bamberg, 2008; Kraus, 2007; Gergen, 1991 & Sarbin, 1986).

One way multivariate analysis of variance also revealed another major and significant finding. The individuals in the experimental group (M = 65.01) were found to score high on the measure of emotional literacy as compared to individuals in the control group (M = 61.95). The results of one way analysis of variance between the post
scores of experimental and control group on emotional literacy came out to be statistically significant \[ F (1, 248) = 6.40, p<0.01 \]. This implied that individuals who have undergone psycho-educational intervention show high levels of emotional literacy as compared to individuals who were not given any such intervention. The results are in line with the third hypothesis that “Post intervention scores of experimental group would be higher on emotional literacy as compared to the scores of the control group”. The results can be elucidated with research evidence (Bryan & Holly, 2015; Morrison, 2009; Schwartz, Kurtines & Montgomery, 2005). Intervention focusing on developing self-awareness, self-regulation, increasing motivation levels, enhancing empathy and improving social skills was found to escalate the levels of emotional literacy (Faupel, 2003. Goleman, 1996). Art-based group work has been found to be helpful in fostering exploration in adolescents by encouraging them to learn about their feelings and behaviors, while developing their self-awareness and self-esteem (Coholic et al., 2009). *Strong Teens: A Social and Emotional Learning Curriculum* based intervention was found to be helpful in promoting social-emotional competence and resilience among adolescents in the following areas i.e. to understand emotions, manage anger, relieve stress, and solve interpersonal problems (Merrell, 2014). These individuals build strong and resilient personality as they were found to be efficient in managing their emotions and respond appropriately to the environmental situations, thus were less vulnerable to health and behavior problems (Merrrell, 2014). Psycho-educational therapeutic services were able to foster self-esteem, self-awareness and self-concept among adolescents (Morrison, 2009). These values are important for ability of emotional regulation. Adolescents with ability to manage emotions intelligently show better academic performance and increased exploration for identity related issues (Morrison, 2009). Emotionally focused intervention strategies were found to be efficacious in affecting self-discovery identity processes (Schwartz, Kurtines & Montgomery, 2005; Ferrer-Wreder et al., 2002).

Furthermore results of the multivariate and univariate analyses used in the present study revealed that individuals in the experimental group were also found to score high on problem solving (M = 11.03) as compared to the individuals in the control group (M = 9.49). The results were \[ F (1, 248) = 35.52, p<0.01 \] statistically significant for experimental and control group comparison. This shows that the
psycho-educational intervention was not only effective in increasing the usage of informational identity processing style; enhancing the levels of cognitive autonomy and emotional literacy but also successful in augmenting the levels of problem solving behaviors. Thus the result of the study supports the fourth hypothesis of the present investigation that “Post intervention scores of experimental group would be higher on problem solving ability as compared to the scores of the control group”. These results can be backed by empirical support. Tzuriel’s (2014) conceptualization of cognitive modifiability holds that “individuals’ have the propensity to learn from new experiences, opportunities and have the ability to change their own cognitive structures” (Tzuriel, 2011). Thus, efficient intervention programs designed with a purpose to modifying one’s cognitive structures are capable of creating a change in cognitive functioning. Certain Mediation strategies were found to be efficacious in improving patterns of learning, observing and problem solving (Tzuriel, 2014; Feuerstein et al., 2003). The Freire’s (1983) model of “Problem posing” & transformative pedagogy focused on applying certain participatory activities where the interventionist intentionally involves the individual in problem situation so that they learn to indentify and seek solutions to the problems by engaging themselves in transformative activities (Freire, 1983). However these activities are contexts that provide an individual with the opportunity to solve their problems on their own and gaining greater access to and control over resources and gain mastery over their lives (Zimmerman, 1995). The focus of another set of interventions designed and used e.g. the Changing Lives Program (CLP) was the enhancement of critical understanding & problem solving, control and responsibility, knowledge of self proactive participation in self and community (Schwartz, 2001). It was observed that the intervention program was successful in enhancing one’s ability to think critically about making the choices that shapes one’s life course, taking personal responsibility for their decisions, living up to one’s fullest potentials, changing negative trajectory of their lives to positive ones (Kurtines et al., 2008). Intervention targeting skills like successful identification of the task or problem type, definition and clarification of judgment and connection of relevant information, critical evaluation of the adequacy of information (Quellmalz, 1987) are able to improve problem solving skills (Kurtines et al., 2008). Various intervention based studies in the area of ego-identity (Archer, 2001; Enright, Olson, Ganiere, Lapsley, & Buss, 1984; Markstrom-Adams, Ascione, Braegger, &
Adams, 1993) have shown enhancement of decision making, social perspective taking, and problem solving skills among adolescents.

The above mentioned supporting literature also justifies the other comparisons in the present study that were used to test the significance of psycho-educational intervention program in increasing one’s dependence upon informational identity processing style and minimizing the use of normative and diffuse style of ego-identity formation; increasing levels of cognitive autonomy; emotional literacy and problem solving skills. The comparison between pre and post scores of both the experimental and control group was studied with the help of one way repeated measure analysis of variance for cognitive autonomy, emotional literacy as well as for problem solving. The results for the pre-post comparison in experimental group were found to reach the statistically significant value \[F (1, 174) = 156.64; 226.85; 285.44, p<0.01\]. This shows that the post score of the participants in the experimental group were on the higher side on cognitive autonomy, emotional literacy and problem solving as compared to the pre scores of the participants. This supports the sixth hypothesis of the present research that “Post intervention scores of adolescents in experimental group would be significantly higher on problem solving ability, cognitive autonomy and emotional literacy as compared to pre-intervention scores”. However the results of the pre-post comparison for control group did not reach the level of statistical significance and no significant difference was found between the pre and post scores of control group on any of the dependent variable viz. a viz. different identity processing styles i.e. informational, normative and diffuse- avoidant; cognitive autonomy, emotional literacy and problem solving. This states that the participants in the control group, who did not get the psycho-educational intervention, have shown no change in the scores from pre to post test on any of the dependent measure in the present study. This finding stood in line with the seventh hypothesis that “there would be no significant difference in the pre and post intervention scores in the control group on identity styles, problem solving ability, cognitive autonomy and emotional literacy”.

The correlational analysis applied to see the degree and direction of relationship between all the variables viz. a viz. different identity processing styles i.e. informational, normative and diffuse style; cognitive autonomy; emotional literacy and problem solving skills (N = 250) was also done to find out the level and direction
of association of all the variables. Results reveal that informational style of ego identity formation is not significantly correlated with normative and diffuse style of ego-identity formation. The normative identity processing style is found to correlate negatively and significantly ($r = -0.75$, $p<0.01$) with diffuse identity processing style. The findings are explainable in the light of earlier researches (Berzonsky & Luyckx, 2008; Berzonsky & Kuk, 2000 & Schwartz et al., 2000). An informational style have been found to correlate highly with identity achieved and identity moratorium statuses as conceptualized by Marcia (1966), but not with foreclosed or diffuse statuses (Berzonsky & Kuk 2000; Schwartz, Mullis, Waterman, & Dunham, 2000). Other studies found negative correlation between normative and diffuse style of ego-identity formation (Wilson, 2011 & Berzonsky, 2004). Both the informational style and the normative style were positively and significantly related to commitment, and the diffuse style was negatively and significantly related to commitment (Wilson, 2011). The Diffusion, Moratorium and Foreclosure statuses had indirect negative effects on adjustment to college through the diffuse/avoidant processing style (Wilson, 2011).

The correlational analysis conducted in the present study also show a positive and significant correlation ($r = 0.29$, $p<0.01$) between informational style and cognitive autonomy. However a significant and negative relationship ($r = -0.14$, $p<0.05$) was found between normative identity processing style and cognitive autonomy. The diffuse avoidant style does no show a significant relationship with cognitive autonomy. Correlational results of the present investigation also summarize the connotation between informational identity processing style and cognitive autonomy. Thus the individuals high on informational identity processing style were also found to be high on cognitive autonomy and vice-versa. However, the ones who had shown higher tendency towards normative identity processing style were found to be lower on cognitive autonomy and vice-versa. The body of reviewed literature so far indicates that the information identity style relates to active, adaptive social-cognitive strategies (Berzonsky and Kuk, 2000), which serves as the bases for successful cognitive separation of adolescents from their parents (Spear & Kulbok, 2004). Results of another important study in the area of autonomy and identity indicated that an autonomous causality orientation is positively related to an informational identity style and negatively related to a diffuse–avoidant style and normative processing style. A controlled orientation was found to be associated positively with a normative
identity style, and an impersonal orientation is positively related to a diffuse–avoidant identity style (Soenens, Berzonsky, Vansteenkiste, Beyer & Goossens, 2005). Research also shows that autonomous individuals take into account the advice of credible, well informed experts (Koestner et al., 1999), and they seek the most reliable information before making choices and thus are likely to score high on the information-oriented identity style (Spear & Kulbok, 2004). Families of achieved adolescents participate in discussions related to family problems and contribute in family decision making process (Bosma and Gerrits, 1985) as compared to adolescents in the foreclosed and diffuse status (Matteson, 1974). This also justifies the positive congruence between informational style/achieved status and cognitive autonomy.

Furthermore the relationship between informational identity processing style was found to be significantly positive (r = 0.39, p<0.01) with emotional literacy as well. But diffuse style was found correlated significantly and negatively with emotional literacy (r = -0.14, p<0.05). However no significant correlation was found between normative style and emotional literacy (but the direction was positive). This implies that individuals endorsed with informational identity processing style were found to be high on emotional literacy and vice versa. But the individuals who were found to be high on diffuse avoidant identity processing style were found to be low on emotional literacy and vice versa. A large quantity of research background supports the findings of the study. Individuals that deploy informational processing style are also found to be high on emotional intelligence as compared to normative or diffuse style of processing (Seaton & Beaumont, 2008). Individuals using an informational identity style view self-relevant problems as manageable and solvable, and thus would use a problem-focused coping strategy that is said to be the most emotionally intelligent way to approach a problem situation. Whereas diffuse avoidant style would employ emotion-focused coping activities such as denial, wishful thinking, and general attempts at tension reduction. These strategies are said to have more emotionally unstable consequences (Wilson, 2011). Berzonsky and Kuk (2005) found that people with diffuse identity processing style have lower emotional forbearance in comparison to informational and normative identity style. The normative style was also found to be unrelated to dispositional forgiveness (an important variable related
to emotional literacy), the diffuse style was negatively related to dispositional forgiveness, and the informational style was positively related to dispositional forgiveness and negatively related to revenge motivations (Seaton et al., 2014). The informational and normative styles predict some positive coping strategies, such as seeking emotional and instrumental social support (Beaumont & Seaton, 2008). Individuals high on informational style were found to be high on emotional self regulation as compared to their diffused and normative counterparts (Firoozabadi et al., 2014). Research studies also suggest that people with higher scores in identity are more emotionally manageable, reliable, adaptable, efficient, and individually more cohesive and enjoy a higher level of mental health than the ones who score low on identity (Shahraray, 2005).

The correlational results also show that informational style has significant and positive ($r = 0.38$, $p<0.01$) relationship with problem solving skills. However no significant relationship was found between normative and diffuse style & problem solving skills. These findings suggests that the individual who were found to be high on information processing style were also found to be high on problem solving ability and vice-versa. The findings are in consonance with various researches (Berzonsky & Luyckx, 2008; Berzonsky & Kuk, 2000; Schwartz, et al., 2000 & Berzonsky, 1988). Individuals deploying information-oriented style were found to be open to and engage in self exploration and were active in seeking, engaging, and assimilating or accommodating relevant information, which base their ability to correctly perceive the problem, generate and analyze solutions and make efficient decisions. Informational style would be categorized into Marcia’s achievement or moratorium status, and would apply an active problem-solving approach to identity relevant information (Wilson, 2011). Diffuse style orientated people were found to be more changing from situation to situation in terms of decision making suggesting that they involve transient behavioral compliance rather than stable cognitive restructuring (Berzonsky, 1988). Therefore they were found to be low on efficient problem solving skills.

Lastly, the correlational matrix also evidenced a positive and significant correlation among cognitive autonomy, emotional literacy and problem solving skills ($r = 0.32$; 0.33, $p<0.01$, respectively). However emotional literacy correlated positively and
significantly with problem solving skills ($r = 0.40$, $p<0.01$). This implies that the individuals who were high on cognitive autonomy were also found to be high on other two indices of emotional literacy and problem solving and vice versa. Studies have shown that individuals who are emotionally intelligent have the sound ability to regulate their feelings and also use feelings to regulate their emotions effectively (Mayer, Salovey, and Caruso, 2002) in the face of problem situation (Grotevant, 1989). Emotional intelligence is said to mediate between feeling and thinking (Confessore and Park, 2004) and thus the individuals thought processes are controlled by emotional processes. Effective regulation of emotions leads to clear and critical thinking abilities and lower levels of emotional instability and disruption (Mayer, Salovey, and Caruso, 2002). Buvoltz, Powell, Solan & Longbotham, (2008) found that individuals with higher levels of emotional intelligence also possess higher levels of autonomous intentions. Therefore, having clear knowledge about oneself, regulating oneself, being intrinsically motivated by one’s self-esteem and extrinsically motivated by family support pave the way in fostering autonomous behavior among the adolescents. Autonomy and decision making were also found to be positively correlated as individuals high on autonomy are groomed with certain behaviors in their families such as participating in family problem solving and decision making processes and involvement in family discussions (Berzonsky, 2004; Hauser et al., 1984 & Enright et al., 1980). Thus individuals high on autonomous tendencies were also found to be high on creative problem solving and decision making skills (Beckert, 2007; Noom, Dekovic, and Meeus, 2001).

The psycho-educational intervention program, its design and implementation was done to bring out significant changes in the way one receive, filter and use the information related to identity relevant issues and to generate certain competencies among the adolescents which could help them reaching firm and coherent sense of identity in better ways. Significant findings of the study evidenced the efficacy of psycho-educational intervention program in leading changes in stylistic orientations towards ego-identity formation. Which implied that the set of modules designed for psycho-educational intervention paved the way for improvement in the identity orientations styles from less appropriate styles (i.e. normative and diffuse) to more appropriate style (i.e. information) of ego-identity formation. All the parameters used
which were indicative of change showed improvement within a given framework which imply that if during the process of socialization and schooling special attention is given to this aspect of development, then there can be no doubt that any adolescent would fall behind in terms of achievement of more mature ego-identity style. And the endorsement of more mature identity orientation is essential for attaining lucidity in one’s sense of existence, wellbeing of individuals, welfare of society and enhancement of civilization.

Limitations of the study:

- The issue of gender differences in terms of ego-identity styles and specific effects of intervention could not be studied which is needed to be addressed in future research.
- Follow up sessions should have been incorporated to stabilize the effect of intervention.
- The present study was based on short term intervention program; long term intervention should be planned in future to see precision in efficacy of psycho-educational intervention program in changing identity processes and structures.

Future implications of the present Study:

- In the present scenario of severe scarcity of the identity related interventions (especially focusing on process rather than status), the findings can work as rich source of evidence for the same.
- The psycho-educational intervention program can be deployed as a part of curriculum in schools. Trained interventionists can be employed to implement the program.
- School teachers can be trained to implement psycho-educational intervention.
- The present research work provides direct evidence of effectiveness of intervention program in improving the style or orientation towards reaching a clear and coherent sense of identity or extracting meaning out of one’s life. This research may not suffice that the individual have reached achievement/moratorium status after the intervention, but was able to successfully change the way one approaches his/her identity related issues.
The psycho-educational intervention designed can be applied with other identity conceptualizations to test the efficacy of intervention in changing or improvising the source or structural variables of ego-identity formation.