

IDENTITY STYLES, COGNITIVE
PLANNING AND ACADEMIC
PERFORMANCE OF FEMALE
ADOLESCENTS

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SUSHMITA CHAKRABORTY

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NEW DELHI - 110067
INDIA

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JAWAHARLAL NEHRU UNIVERSITY
NEW DELHI - 110 067

ZAKIR HUSAIN CENTRE FOR EDUCATIONAL STUDIES
SCHOOL OF SOCIAL SCIENCES

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CERTIFICATE

Certified that this Dissertation titled "Identity Styles, Cognitive Planning, and Academic Performance of Female Adolescents" by Ms. Sushmita Chakraborty is in partial fulfilment of the requirements for the award of the Degree of Master of Philosophy of this University. This Dissertation has not been submitted for any other degree of this University or any other University.

We recommend that this Dissertation be placed before the examiners for evaluation.

PROF. SURESH C. GHOSH
(Chairperson)

PROF. (Mrs.) SUSHILA SINGHAL
(Supervisor)

DEDICATED TO
"SHRI AUROBINDO AND
THE MOTHER"

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ABSTRACT

The purpose of the current study is to explore the interrelation between the identity styles, cognitive planning and academic performance of female adolescents. IT is a correlational study conducted on the sample that comprised of 25 girls each from government and private schools, in the age group of 16-18 years of science stream, of eleventh standard from South Delhi. Purposive sampling method was used to select the sample. The variables put under study were identity styles (informative, normative, avoident, commitment) planning strategies, academic performance and demographic variables (family size, type of family and educational and occupational level of the parents of the subjects). The tools enforced were the identity styles questionnaire of Berzonsky, strategic planning test of J.P. Das, semi structured interview schedule and personal information interview to study the demographic variables and the existence of role models, if any. The academic performance was adjudged by the board (10th) and first terminal (11th) examination results of the subjects. The techniques employed were correlation to find the relation of aforesaid variables, to test - to study the difference between the two schools, chi square - to find the homogeneity of the subjects in their relation with their role models.

The data clearly brings to light that both school and family of adolescents play a significant role in the development of identity styles, formation of planning strategies and their academic performance. There exists a negative relation between identity styles and planning strategies of the subjects of both schools, while the identity styles are positively related to the academic performance of the subjects, the styles differ in the two schools. Planning strategies and academic performance are positively related in government schools while in private schools only such sporadic relations emerged. The relation between demographic variables to other variables largely depended on the school attended, which also played an important role in planning abilities and level of academic performance. The demographic variables and identification with role models contributed in the shaping of identity styles and planning strategies of the adolescents.

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CHAPTER - I

**INTRODUCTION
AND THEORETICAL
PERSPECTIVE**

When seen in the perspective of the life span, adolescence appears as the time when the surge of life reaches its peak. The adolescents' life is or might be full of opportunities to have new experience, to explore new relationships, to find new resources of inner strength and ability. Adolescence is also a stage of life when dreams of love and power have not been disturbed by the realities of life. However it is also a time of great responsibility, when most young people must make some trade-offs for the privilege of growing up. Their freedom to seize what life offers is curtailed both from without and from within.

The adolescents might be promised a land but they themselves have to find a path and build their settlement in this "strange" land, discover their own selves, their potentials and also their limits, this role in the adult world and above all their identity. Eisenberg (1965) 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.

Hall (1904) focussed on the relationship between biological and psychological forces during adolescence,

providing a rationale for limited interest in developmental events during infancy and childhood, and thus overestimated the promise of adolescence and underestimated the significance of childhood. On the other hand Freud, held that personality growth was nearly complete by the end of the 5th year of life, thus neglecting adolescence as an important period in personality formation. However, the insights from Freud's psychoanalytic theory have immensely contributed to the therapeutic treatment of adolescent personality deficiencies and to theoretical conceptualisations about personality development. A rapprochement between psychoanalysis and the social sciences achieved during the 1940s and 1950s led to revived interest in adolescence. Such "neo-Freudians" as Erikson postulated the release of biological propensities leading to the assumption that adolescence is a period of excruciating storm and stress.

ERIKSON'S EIGHT STAGES OF MAN

As part of a life-span developmental approach, Erikson proposed a stage theory of development that views the individual from birth to death. These stages are characterized by certain developmental tasks. The eight stages of psychosocial development as proposed by Erikson (1963) are -

1. Basic trust/mistrust,
2. Autonomy/shame, doubt,
3. Initiative/guilt,
4. Industry/inferiority,
5. Identity/role confusion,
6. Intimacy/isolation,
7. Generality/self-absorption,
8. Integrity/despair.

At each of these stages the individual must face new problems or psychosocial crises that may result in greater maturity or else in arrested development. At the stage of adolescence, individuals must cope with the various physiological changes that accompany puberty, such as the urge to relate to persons of the opposite sex and preparing for vocational plans. If adolescents cope successfully with these demands, they should view themselves as unique and integrated individuals. If not the adolescent identity crisis can result in identity diffusion. Erikson believed that adolescents must form a revised conception of themselves that incorporates changes in the biological, psychological and social spheres. At the next stage of early adulthood, if successful the individuals achieve the ability to commit themselves to others. Erikson's theory suggests that older adolescents have a greater degree of ego identity than the younger ones, they appear to be less confused, more secure and experienced, less anxious. Moreover, they regard work as a source of recognition.

The age related stage and accomplishments enunciated by Erikson are shown below :-

TABLE 1.1 PSYCHOSOCIAL STAGES OF DEVELOPMENT

ERIKSON'S PSYCHOSOCIAL STAGES	AGE	BODY AND PSYCHOSEXUAL DEVELOPMENTAL STAGES	PERSONALITY ACCOMPLISHMENT
Basic trust/	0 - 1	ORAL - SENSORY	Trust developed in other people
Autonomy/ shame, doubt	1 - 2	MUSCULAR - ANAL	Feels mastery of physical functions and people around self.
Initiative/ guilt	3 - 5	LOCOMOTOR - GENITAL	Extra energy for doing things. Sexual feelings towards parents.
Industry/ inferiority	6 - 12	LATENCY	Learns skills in interaction with environment; especially in school.
Identity/ role-confusion	13 - 19	PUBERTY & ADOLESCENCE	Questioning of conflicts from past; expansion of social and sexual interests.
Intimacy/ Isolation	20 - 30	YOUNG ADULT	Shares feelings with another.
Generativity/ self-absorption	31 - 55	ADULTHOOD	Concern with growing family and work productivity.
Integrity/ despair	56 on	MATURITY	Develops broad perspective of part life.

IDENTITY DEVELOPMENT IN ADOLESCENCE :

The developments in domains of adolescent's namely physical, intellectual, moral, career etc. are crucial in their identity development, which has long lasting effects not only on the individual but also on his/her interactions with others in the future both near and far.

One question they ask and over in many different ways is "Who am I ?" This refers to the awareness of one's unique assortment of own abilities, beliefs, attitudes and history that makes one unique individual. The convergence of developmental peaks-physical, cognitive, social emotional etc. guide the quest of selfhood in the stage of adolescence. The ability to think abstractly enables one to see the world differently, particularly one's place in it.

The search for one's identity is a lifelong developmental path for which adolescence is the launching point. The effort to make sense of the self and the world is a healthy, vital process that contributes to the ego-strength of the adult. The conflicts involved in the process serve to spur growth and development. The various socialisation agents parents and others expect young individual to begin developing their own identities (Violath and Holden, 1988; Williamson and Campbell, 1985) and society

grants the individual time and opportunities to develop a coherent set of personal values (Erikson, 1968). Adolescents may therefore become self-conscious in social situations because they assume that others will survey them closely for signs of individuality since budding individuality is expected at this stage of life. The self concerns and social demands of the identity development process may lead adolescents to confuse their own concerns with the concern of others. Such feelings of uniqueness and invulnerability stem from the fact that having an identity is a new concern to them.

Inkeles (1969) had suggested that during each period in life socialisation is made up of four major elements. In adolescence one major element is the "main task". The young person is expected to manage the changes in himself and in the society's expectations of him without drastically upsetting the existing patterns of adult control and dominance. A second element is the agents of socialisation (teachers, peers, heroes, community leaders etc.). One of this purposes is to help make it easy for the adolescent to eventually assume mature roles by helping him/her extinguish childish gratifications and by training him/her for new obligations. The fourth element comprises the goals of those agents for successful socialisation which in Inkeles' (1969) scheme is the "central issue". In adolescence, the central

issue is focussed on identity formation. In coming to terms with themselves and the society, young people collectively face certain "main tasks" and each of these is an integral part of that issue.

IDENTITY, IDENTITY STATUS AND IDENTITY STYLES :

Erikson's (1959) theory of psychosocial development is a major framework for understanding adolescent development where identity development and its consolidation forms the crux.

Erikson defined identity as a primarily unconscious process that unites personality and links 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 integrates one's meaning to oneself and one's meaning to others; it provides match between what one regards as central to oneself and how one is viewed by significant others in one's life. Identity is also a way of preserving the continuity of the self, linking the past and the present. In states of identity diffusion a person experiences a sense of not knowing who she or he is and feels at the mercy of parts of the self, impulses, memories and traits that do not add up or feel coherently connected to a core self. In its essence, identity becomes a means by

which people organise and understand their experience and deeply share their meaning systems with others. At the same time contrasting ourselves with others heightens our sense of what is uniquely individual. Often, 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 a typology or a set of values that is meaningful to others with whom we identify ourselves.

The process of identity formation and modification takes place through out the life cycle, beginning just after birth as we gradually become aware that we come to terms with the meaning, that self has expressed in the larger scheme of things.

In psychodynamic terms, identity is neither a structure nor a content but a property of the ego that organises experiences. It is an amalgam of constitutional and idiosyncratic libidinal needs, psychological defenses against inner conflict, significant identifications with important others, interest and social roles. Natural talents, intelligence, social class, physical limitations, early deprivation and traumatic experience all render a unique hue to the identity formation in an individual.

Erikson showed that although identity is formed through identification with others who come to have meaning to us, identity is greater than the sum of those part identifications. Identity formation is the work of transforming and assembling these identifications into coherent wholes with a centre that holds. Here, "the self is gradually modified so that one day one may look back and realise that one had changed inexorably, that one is different from how one used to be and is still essentially the same" (Josselson, 1987). Identity then is a dynamic fitting together of parts of the personality with one realities of the social world so that a person has a sense both of internal coherence and meaningful relatedness to the real world.

In Erikson's eight-stage psychological theory (1950, 1959, 1968) the nature of development throughout life is dynamic. Development involves the resolution of specific tools which occur in an epigenetic fashion. There is not only an intricate balance of both positive and negative aspects of task resolutions but also each stage comes about, because a new dimension of social interaction becomes possible with increasing psychological, physical and cognitive maturity. In adolescence the task of identity consolidation demands a reintegration of previous roles into

a stable identity. Positive resolution of identity issues is related to positive resolutions in other psychosocial task areas (Archart and Smith, 1990).

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

However, the principle conflict of adolescence described by Erikson's theory (1968) involves the resolution of seven "part" conflicts. Each reflects one of the four primary conflicts of childhood or one of the three crises of adulthood and a concrete sense of identity, necessitates the successful resolution of all the other conflicts. Gallatin (1975) points out that in this manner the individual can come to terms with his/her part and also prepare oneself for

the future. Therefore, what happens during adolescence is in many respects determined by what went before. Furthermore, adolescence appears to determine what will follow next too, because the identity crisis incorporates aspects of all the other nuclear conflicts. Hence, identity formation and comprises a complex set of relationships among the diverse states of the human development cycle (Rothman, 1978). Ego-identity is a complex role-image that summarizes one's part, gives meaning to one's present and directs behaviour in future (Adams and Gullota, 1983).

Cross-sectional studies involving the ego-identity interview were conducted by Meilman (1979) and Archer (1981). Greatest gains in identity formation occur during the college years (Waterman, 1982). This is because the college environments provide a diversity of experiences that can serve both to trigger consideration of identity issues and to suggest alternative resolutions for identity concerns, Longitudinal studies using the Inventory of Psychological development provide evidences of identity development during college years (Constantinopole, 1960). Feldman and Newcomb (1969) in their study observed that in most cases of change in the context of identity elements, they are accompanied by changes in the identity status as well, thus reflecting psychological maturity of subjects. Three main longitudinal studies of Waterman and Waterman

(1971), Waterman, Geary and Waterman (1974) and Waterman and Goldman (1976) were carried out on students of technological and liberal arts college. Each of these studies covered the areas of vocational and occupational choice, religious beliefs and political ideology. The result of these studies show that - firstly, college facilitates identity development in the areas of vocational choices. There were significant increases in the frequency of students in the identity achievement status and decreases in the frequency of students in the moratorium status. In the liberal arts college, there was observed to be decrement in the frequency of the students in the identity diffusion status.

Secondly, with regard to religious beliefs, all the three colleges showed a significant decrease in the frequency of students in the foreclosure status. At the university there was an increase in the frequency of the students in the identity achievement status and at the technological school there was an increase in the frequency of identity diffusions.

Thirdly, it was observed in all the colleges that students demonstrated very little interest in political ideology. Infact, more than half of the participants completed college without having any clear belief in this area nor attempting to make any committments either. Besides

the above studies, two other longitudinal studies have traced identity development from college years to adulthood. Whitborne and Waterman (1979) using the Inventory of Psychosocial Development, conducted a follow-up with male and female college alumni ten years after they had completed as undergraduates. A significant increase was found for the Eriksonian 5th stage (identity vs. identity diffusion) of psychosocial development. Marcia (1976) using the ego identity interview followed up on 30 men who had originally been interviewed 6 yrs. earlier while still in college. Leaving aside moratorium status, the results showed that the identity statuses were fairly stable. Individuals in the foreclosure and identity diffusion statuses were found to be more stable than those in the identity achievement status. Therefore, it shows that changes and consolidation of identity statuses take place in the adolescence which are further strengthened or improved upon in the adult year, but not changed. Though these studies emphasized the identity development in the college years yet recent works have shifted their focus towards high school realising that the last crucial years in the high school contribute more towards the identity development of the adolescents.

Social settings are also a source of influence in shaping identity formation process. These provide

institutionalised situations where individuals can identify with others and imitate roles. The processes of identification and imitation are used to varying degrees by individuals. For example, the identity status literature suggests that some individuals are less likely to explore "options" and more likely to identify and imitate others (Marcia et. al., 1993). On the contrary, some other individuals experience greater awareness of incongruities and distress and may in turn, seek out information to arrive at a conclusion (Berzonsky, 1989).

The process of identity formation hence generates the faith that individuals experience incongruity and that loss and crisis of meaning and are able to determine some resolution within the self and with others. As stated by Erikson (1964, 1968) Baumeister (1991 a,b) and Parks (1986) identity is an ongoing process which can be either assigned or selected based on the values of individuation, self-determination, social approval, belongingness, social responsibility, equity and care for and about others (Adams and Marshall, 1996).

MARCIA'S IDENTITY STATUS :

In order to determine the usefulness of Erikson's formulation of identity as means of diffracting the late adolescence experience. Several researchers (Block, 1961;

Browson, 1959; Gruen, 1960) relied on primarily on intrapsychic criteria to anchor the construct, but Marcia (1964, 1966) devised a structured interview format which preserved the inherently psychosocial nature of identity formation. This paradigm evolved from Erikson's view that identity is essentially a kind of contract, that the individual makes with society, commitments which are made following a psychological moratorium or crisis period.

Marcia (1964, 1966) provided validation for measures of overall ego-identity. His approach describes four identity positions or styles, which individuals tend to adopt to cope from the adolescence to adulthood. These four identity "statuses" are based on the criteria of crisis and commitment in the areas of occupation and ideology (areas that were specified by Erikson as relevant) for the adult role in the Western society). "Crisis" can be used to refer to a period of struggle or active questioning in arising at a set of beliefs and a decision regarding occupational plans and belief systems (Rotham, 1978). It is an active selection among meaningful alternatives with questioning of formal choices and beliefs (Orlofsky, 1978). "Commitment" on the other hand refers to the degree of investment in the chosen or selected alternatives regarding occupational plans and belief systems.

The individual identified as having an "identity achievement" style has experienced crisis and has emerged with stable occupational and ideological commitments. He/she has re-evaluated and restored his/her part beliefs and has resolved his/her free to act. "Identity diffusion" is identified by lack of commitment regardless of whether a crisis period has occurred or not. The individuals with identity diffusion are undecided and unconcerned about an occupation and uninterested or indiscriminating with respect to ideological matters. The other two statuses identified by Marcia (1966) are "moratorium" and "foreclosure" which are intermediary between achievement and diffusion. Moratorium individuals are those who are currently in a crisis period and have either vague or lack commitments. These are the individuals who are actively struggling to make commitments and have not achieved a clear and satisfying self-definition. Individuals in the foreclosure status are those who have not experienced any overt crisis but already have firm and specified, usually parental determined commitments.

These identity statuses have been determined by means of a 20-30 minutes semi-structured interview and the inter judge reliability and construct validity for the statuses have been established in several studies (Marcia, 1966;

Marcia and Friedman, 1970). Early researches on identity statuses were based on small number of subjects only. Attempts have been made to transpose findings on male identity to female subjects. Given the existing theoretical and empirical writings on female development which stressed the preeminence of interpersonal domain in women's lives (Douvan and Adalson, 1966; Coleman, 1961; Sanford, 1956; Deutsch, 1944), it was necessary that the identity status interviews reflect on interpersonal identity of women. Besides the male subjects had the adaptive status of identity achievement followed by moratorium. Subjects with identity achievement style are fairly stable and capable of establishing and pursuing realistic goals and also cope with sudden shifts in the environment. These subjects tend to have the highest grade point average of all the statuses (Cross and Allen, 1970). Achievements and Moratoriums have higher overall ego identity (Marcia, 1966), perform better on a concept attainment task under stress, less susceptible to esteem manipulation (Marcia, 1967), more reflective in their decision-making styles (Waterman and Waterman, 1974), have a higher level of moral judgement (Podd, 1969), a more internal locus of control (Waterman et.al. 1970) and are more capable of intimate engagement with peers (Orlofsky et.al., 1973) than the foreclosures or diffusions. Moratoriums report the highest anxiety levels (consistent

with their currently being in crisis) and are lowest in authoritarianism, foreclosures being the most authoritarian (Marcia, 1966, 1967).

BERZONSKY'S IDENTITY STYLES :

Process-oriented conceptualisations of identity statuses preferred (Berzonsky, 1986,1988; Grotevant, 1987; Marcia, 1988), specifically Berzonsky (1988,a) proposed that Marcia's (1966) four outcomes status paradigm may reflect differences in the process by which personal decisions are made and the problems are solved. He highlights three processing orientations namely (a) Informational, (b) normative and (c) diffuse/avoidant. According to this view, self-exploring individuals categorized as identity achieved or in moratorium according to Marcia's (1966) identity-status paradigm employ an "information-orientation", they actively seek-out elaborate and utilize self-relevant information when making identity relevant decisions and solving personal problems. When these efforts produce dissonant feedback, information-oriented individuals need to revise and accommodate relevant self-constructions (Berzonsky, 1990; Kelly, 1955). Individuals who are foreclosure (Marcia, 1966) criteria are hypothesized to use a "normative" orientation; their major concern is conforming to the prescriptions and expectations of significant others

(e.g. parents) and reference groups. This orientation is expected to heighten efforts to conserve existing self-constructions. Normative individuals often tend to defend against and distort information and experiences that may invalidate internalised prescriptions. Finally, individuals in Marcia's (1966) identity diffusion status characteristically avoid dealing directly with personal problems and with basic identity questions. This diffuse, "avoidant" orientation includes efforts to procrastinate and delay as long as possible.

Research on the identity statuses is consistent with the aforementioned descriptions. For example, a foreclosure has been found to be associated with authoritarianism, rigid belief systems and an intolerance of ambiguity (Berzonsky and Neimeyer, 1988; Marcia, 1966, 1967; Schenkel and Marcia, 1972). Slugoski Marcia and Koopman (1984) found that self-exploring individuals, those in a state of moratorium and those who had achieved on identity, displayed significantly greater integrative complexity in social-cognitive reasoning than the individuals who were foreclosed and diffused. Subjects who were foreclosed and diffuse had problem considering multiple and conflicting sources of information within a self-determined also found that foreclosed individuals were least able to analyse and integrate information from multiple perspectives and that both

foreclosed and diffuse subjects excluded relevant information because of a restricted attentional focus. Subjects classified in the achievement and moratorium statuses processed more extensive amounts of information and were more self-confident about their judgements than those in the fore closed and diffuse statuses (Read et.al., 1984). Studies of personal construct differentiation have indicated that increased cognitive complexity is associated with ongoing (moratorium) self-exploration (Berzonsky, 1989 b; Berzonsky and Neimeyer, 1988). Grotevant and Adams (1984) found that diffuseness was associated with a tendency to avoid coping directly with problems, a reliance on other - directed problem solving strategies (Berzonsky, Trudeau and Brennan, 1988; Grotevant and Adams, 1984) and the possession of fragmented self-theories (Berzonsky, Rice and Neimeyer, 1990).

The available research suggested that the statuses may utilize three different social-cognitive approaches to personal decision-making and problem-solving. These orientations comprise the mechanisms by which self-relevant information and experiences are encoded, processed, organised and revised. The process differences are assumed to operate on at least three levels. The most basic components are the specific "cognitive and behavioural



responses" individuals perform in their daily life. The intermediate level of "social-cognitive strategies" are organised collections of these behavioural and cognitive units. The most general level of identity style refers to the strategy that an individual typically employs or would prefer to use when negotiating identity-relevant issues, (Berzonsky, 1989, a). While there may be developmental constraints on strategic competence, at least by late adolescence all three social cognitive strategies should normally be available (Berzonsky, 1988, a). Individual differences in strategy usage, therefore, will tend to be mainly motivational in nature reflecting stylistic preferences and/or environmental demands, incentives and consequences (Berzonsky, 1989,a). The process orientations are not conceptiuaised to be independent.

Research on identity styles has revealed that self-reported use of a normative style is associated with identity foreclosure and with a tendency to be closed to novel information relevant to "core" areas of the self such as value and belief systems (Berzonsky, 1990; Berzonsky and Sullivan, 1992). Reported use of a diffuse/avoidant style had been found to be correlated positively with diffusion status scores, external control expectancies and debiliative anxiety reactions (Berzonsky, 1989 b) and negatively associated with interaspectiveness and openers to personal

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feelings (Berzonsky, 1990). The relationships between an information-oriented style and identity status has been found moderated by identity commitment. Hence, identity commitments may serve to restrict the use of an information orientation. Fullinwider (1991) found that information-orientated identity style is associated with individuated family systems, facilitative anxiety reaction an internal locus of control (Berzonsky, 1989,b) and a number of social-cognitive dimensions including a need for cognition, openness to ideas a personal identity emphasis and introspectiveness (Berzonsky, 1990, Berzonsky and Sullivan, 1992).

GENDER DIFFERENCES IN IDENTITY :

Freud had, explained male and female differences with the statement "Biology is destiny". To explain the sex differences in identity Marcia and Friedman (1970) hypothesised that there is a lack of social support for women going through identity crisis. While men are encouraged to go through an identity crisis and achieve greater personality differentiation and autonomy, women have been expected to find their identities through marriage and child rearing. The women who struggle to develop their own beliefs and life styles not only face uncertainty and conflict but also receive much less acceptance and guidance

than the women who foreclose on parental values and adopts prescribed roles.

Female identity is considered different in quality from male identity. Where identity in men is metaphorically a straight line that may twist and turn but moves ever forward, identity in women is a series of concentric circles. They see their future as a succession of stages in which each stage has a slightly different focus, but all are gradually integrated into a whole that makes sense. Their experience of who they are and where they are going is multifaceted, they are and will be many things, but not all at the same time. Their commitments are abstract rather than narrow, and they have flexible expectations.

Identity in women centres for more on the kind of a person 'to be' than on occupational or ideological choices; where as in men identity is confirmed or denied by objective yardsticks such as degrees received or financial success, identity substantiation in women is dependent on the responses of important others. In order to feel giving, the woman must find someone willing to receive, to feel lovable and have someone to love her. Women value interpersonal competence for its own sake and getting along well with different kinds of people brings an autonomous sense of satisfaction.

Nurturance is the shared ideal for women. It comprises the core of both affiliative and achievement needs. When they speak of what is important to them in their lives and careers - whatever they mention always revolves around means "of helping others or working with others". Erikson (1968) suggested, with regard to identity development, that there are more important issues than occupation, religion and politics. Specially, he maintains that "womanhood arrives when attractiveness and experience have succeeded in selecting what is to be admitted to the welcome of the inner space'. Males, on the other hand, are seen as projecting themselves into "outer space' to become accomplished in the "conquest of geographic space and scientific fields or in the dissemination of ideas" (Erikson, 1968).

Erikson (1963) commented that much of woman's identity resides in the kind of man she wishes to be sought by, suggesting that it is the identity choice which precedes intimacy. However, these gender differences were apparently not significant enough for Erikson to alter his eight stage developmental progression. Few studies (Craig-Brag et.al., 1988; Fitch and Adams, 1983; Josselson, 1987) have reported that the females issues related to establishing and maintaining interpersonal relationships form the most salient factors that contribute to advanced intimacy

formation among adolescents. Infact some researchers have suggested that because that much of a woman's life depends on whom she marries, intimacy may precede identity in women. Josselson (1973) opined that identity and intimacy stages are merged in women.

Women who have achieved identities have often accomplished this via a relationship which supported their independence from their parents opened new possibilities for identifications or helped them consolidate previous ego ideals. To the extent the relationship boosted her sense of identity, the women was more likely to feel greater committment to it. The table below shows the differences that males and females have in identity status, as shown by several researchers.

The following table shows that where male foreclosures are close to male diffusions and moratoriums much like achievements, the female foreclosures are much like achieved and moratariums similar to diffusions (Josselson, 1973). In marked contrast to the findings reported for males, the results of various studies suggest that foreclosures may be more adaptive status and moratorium a less adaptive one for women. On a number of variables such as conformity, field dependence locus of control, difficulty of college major and

Summary of Empirical Results Regarding Identity Statuses :

A. Males

Achievements :	Highest performance on concept attainment task under stress (a)	least vernarable to self-esteem manipulation
Moratoriums :	Most anxious (b), least cooperation with high authority opponent in prisoner's dilemma (c)	< reflecting cognitive style (d).
Foreclosures :	Most authoritarian (a) unrealistically high goals (a)	Impulsive Cognitive Style.
Diffusions :	Most vulnerable to self-esteem manipulation	

B. Females

Achievements :	Most difficult college majors (e)	low in self- recognition (g) field indepen- dent (n) more resistant to conformity pressures (f).
Foreclosures:	Highest self esteem (e) most authoritarian (e) lowest anxiety (e)	<
Moratoriums :	Least authoritarian (e) most cognitively complex (g), highest anxiety (h).	High in self recognition (g) field dependent (n).
Diffusions :	Highest anxiety (e)	

(a) Marcia, (1966).

(b) Marcia, (1967).

(c) Podd et. al., (1970).

(d) Waterman, (1972).

(e) Marcia and Friedman, (1970).

(f) Toder and Marcia, (1971).

(g) Josselson, (1972).

(h) Schenkel, (1973).

anxiety, foreclosure women perform more like identity achievement subjects while moratoriums perform like those in diffusion status (Howard, 1975; Marcia and Friedman; Schenkel, 1972; Toder and Marcia, 1973). In one study foreclosures are highest in self-esteem and in identity achievement women lowest (Marcia and Friedman, 1970), though Schenkel and Marcia (1972) could not replicate this finding. Schenkel and Marcia (1972) found Achieved and Foreclosure status female to have the lowest anxiety scores and diffusion and moratorium status subjects the highest. The achieved-moratorium similarity was not seen for university males. Schenkel (1975) reported that Achieved University female had the highest field independence scores while diffusion status females had the lowest. Toder and Marcia (1973) found Achieved and Foreclosure females confirming less than moratorium and diffusion status females. The reversal of relative performance between moratorium and foreclosure status women was again seen. Alishio and Schilling (1984) in their study with 31 females and 29 males as subjects observed that male personality processes consistently focussed on occupational issues while females focussed on interpersonal and sexual issues.

The result of these studies had led Marcia (1976) to argue that moratorium status has differing adaptive value

for men and women. However, Waterman and Nevid (1977) found on occupation, the status distribution of females as almost identical to that of the males. Furthermore, on religion and politics the differences are of relatively small magnitude.

Matteson (1977) also supported this finding in his study with Danish subjects. Imbimbo (1995) in his study on 57 female and 39 male college students (17-25 yrs.) of divorced families also observed the same pattern and concluded that though no difference between males and females were found in the ratings of overall identity status, significantly more females were in achieved identity within the domains of occupation and attitude towards premarital sex. Raphael (1977) suggested that the differences that have been observed in earlier studies were due to methodological problems involving selection of differing aged samples.

In the Indian context, however the same cannot be said. As Kakar (1978) in his book "The Inner World" has observed that in India a women's identity is entirely guided by her relationship with others. He speculated that though surrounded by a strongly male-dominated society, yet girls often here derive their identity from their relations with other females within her family. In a study by Kumari, Singh and Dubey (1990) on 400 girls within the age range of 10-16

yrs. in the rural India, they found that the adolescent girls had very low self-image, which as they suggested was due to social and cultural norms and taboos. Sharma and Anandlakshmy (1993) in a study on the identity of the adolescent girls from rural and urban background with different socio-economic status (SES) found that girls from low and middle SES groups went mostly through this phase of adolescence without ever experiencing a psychological crisis or striving towards autonomy. Identification with the sex-role and acceptance of the socially ascribed roles formed the very base of the so-called "identity" development. however the picture was slightly better in case of the upper SES girls who managed to find some time and - the move pressed factor - opportunity to make r attempt to make important decisions regarding her education and career. Sharma and Anandlakshmy's study further observed that girls between 16 and 19 yrs. (that is in their late adolescence) emerged as "unassertive, responsible and compliant", with parental values and expectations internalized as their own. In comparison to a boy an Indian girl certainly has had much less freedom to develop her own thoughts and accomplish her own activities. Hence, a difference in their identity development with Erikson's model of adolescent development and Marcia's identity status, the Indian adolescent girls are mostly in the foreclosure status with never having have

to face a crisis (Sharma and Anandlakshmy, 1993).

Furthermore, studies in the area of female adolescence has been very rare in India thus leaving very little scope to discuss whether they differ from the males or not.

A considerable amount of attention have also been directed towards identifying the role of family in the identity development of adolescents. Jordan (1970); Oshman and Manosevitz (1976); Jessor and Jessor (1974); Waterman (1982), Offer, Ostrov and Howard (1982) have found in their studies a positive relation between family and adolescents identity development. Emmerich (1978) in her study on ninth and twelfth graders showed that the boys of the lower grade more often choice the parent-approved alternatives, than either ninth-grade girls or twelfth grade boys. The girl's responses were more or less stable in both the grades. Thus, these studies show that family does play a significant role in the identity development and identity status of the adolescents.

Kamptner (1988) also found in his study that family relations did enhance identity development both directly as well as indirectly. He suggested that security in the familial relations provides the adolescents with the required support for meaningful exploration and experimentation and in the process enhance aspects of

adolescents' sociability which ultimately enhances the identity formation process.

PLANNING :

Binet (1909) had said that comprehension, planfulness, invention and judgement are the four words in which lies the essence of intelligence. Hence development of the ability to plan is very important. Wittgenstein (1953) noted that there are so many definitions of "game" that it is difficult to describe what they all have in common. Same is true about planning. Cognitive scientists have described problem solving as a planful behaviour and even labelled one problem-solving heuristic as "planning" (Newell and Simon, 1972). Plans and Planning have been described as onset of complex conceptual abilities that reflect knowledge, the ability to represent it flexibility and abstract manner, the ability to recognize or set goals, strategic skill and skills in monitoring, evaluating and repairing strategies. Five different aspects of planning skills have been the focus of developmental analyses of planning : representation, self-control, strategies, orchestration skills and metacognition.

Early in life a child acquires standards through abstraction of norms, recognition of the deviation from norms and empathy with others. Later on this process becomes more complex because the individual has a need for cognitive consistency among beliefs, actions and the perceived demands of reality. Human beings solve problems on the basis of judgements that guide search to the most relevant and promising aspects of the problem space. Newell et.al. (1959) suggested two ubiquitous and powerful heuristic methods, namely means-end analysis and planning method. Planning method, allows the problem solver to construct a solution in general terms before working out the details. It thus indicates that Newell and his associates viewed planning as a problem-solving technique that is used to guide action when the original problem is too difficult. Miller, Galanter and Pribram (1960) defined plan as "any hierarchical process in the organism that can control the order in which a sequence of operations is to be performed". A plan could involve anything from a rough sketch of a course of action to a detailed specification of each operation. They proposed that most plans are learned either through imitation or through verbal instruction from another person. New plans that are not learned are based either on old plans or "metaplans" and "heuristic plans". Images and plans are

reciprocally related in several ways. A plan can be learned and stored as an image or as a part of it. The accumulated knowledge stored in images is incorporated into plans to provide a basis for guiding behaviour; images can therefore form a part of a plan. Changes in an image can be brought about only by executing plans for gathering, storing or transforming information.

Hayes-Roth and Hayes-Roth (1979) proposed an "opportunistic model of planning". They defined planning as the "predetermination of a course of action aimed at achieving some goal' and like Newell viewed planning as a part of the problem-solving process. For Hayes-Roth and Hayes-Roth, planning represented the 1st stage of a two stage problem-solving process. Control being the second stage, consisted of monitoring and guiding the execution of the plans to a successful conclusions" (Hayes-Roth and Hayes-Roth, 1979). Scholnick and Friedman (1987) suggest that the planning process included such functions as (a) forming a representation of the problem, (b) choosing a goal; (c) deciding to plan, (d) formulating a plan, (e) executing and monitoring the plan, and (f) learning from the plan.

In recent years a comprehensive model of cognitive processing has been advanced with planning as a central

concept (Das, 1993, 1980, 1984 a,b; Das and Heemsbergen, 1983; Naglieri and Das, 1990). 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. The function of the first unit is the regulation of cortical arousal and attention, the second unit codes information using simultaneous and successive processes and the third unit provides for planning, self-monitoring and structuring of cognitive activities. The first functional unit of the brain is responsible for the appropriate level of arousal or cortical tone and "directive and selective attention" (Luria, 1973, a). The second unit is responsible for the reception, coding and storage of information arising from the external and partial internal environment through sensory receptors. The third functional unit of the brain located in the prefrontal areas of the frontal lobe where planning processes take place provide for the programming, regulation and verification of behaviors and are responsible for behaviours such as asking questions, solving problems and self-monitoring (Luria, 1973, a).

Luria (1976) 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. During the process of incorporation, the child becomes able to use the content directives, of his/her parents, as a means of thinking through problems and solving them. Thus, the child moves from being self-controlled to planful. Luria suggested this change being due to two reasons, namely; socialisation where the parents and significant others provide the contents of the plan and the individual learns to be planful, and; secondly due to acquisition of language. Vygotsky (1962) has also stressed the crucial role of language in planning, emphasizing that language is used to represent a problem, a goal and the potential means of attaining it. Vygotsky also suggests that parents not only provide the tools for planning but also provide information about where planning is appropriate. They are in fact the source of strategy and metacognitive information of the use of various planning strategies. Not only parents but also peers influence the kind of plans that an individual learns. Cocking and Copple (1987) noted that children often are influenced by each other's plans. Goodnow (1987) observed that when plans involve people and their activities, which most often are, since our plans involve various social and day-to-day activities that has other people in them, one has to keep an eye on the social rules and regulations that "underlie the

right and proper ways to treat people".

Training forms a crucial factor in improving the planning strategy of individuals. Studies conducted by the Berkeley Staff, Cox and Swain (1981) and Cox, Swain and Hartsough (1982) have proved that training of students in choosing the right strategies for solving various kinds of problems does have its own effect on the performance, particularly in making decisions and solving problems. For instance in the study conducted by the Berkeley Staff, it was found that trained students were better able to trace the best strategic course of action starting from problem presentation to its solution in comparison to the controlled subjects (Covington, 1987).

Most of the models of planning have assumed that planning is dependent on a subset of cognitive abilities that change with development and that environmental factors may interact with developmental cognitive process to produce changes in these abilities that are involved in the children's planning. Researches have established that relationships do exist between parents' child-rearing practices and various aspects of children's cognitive development.

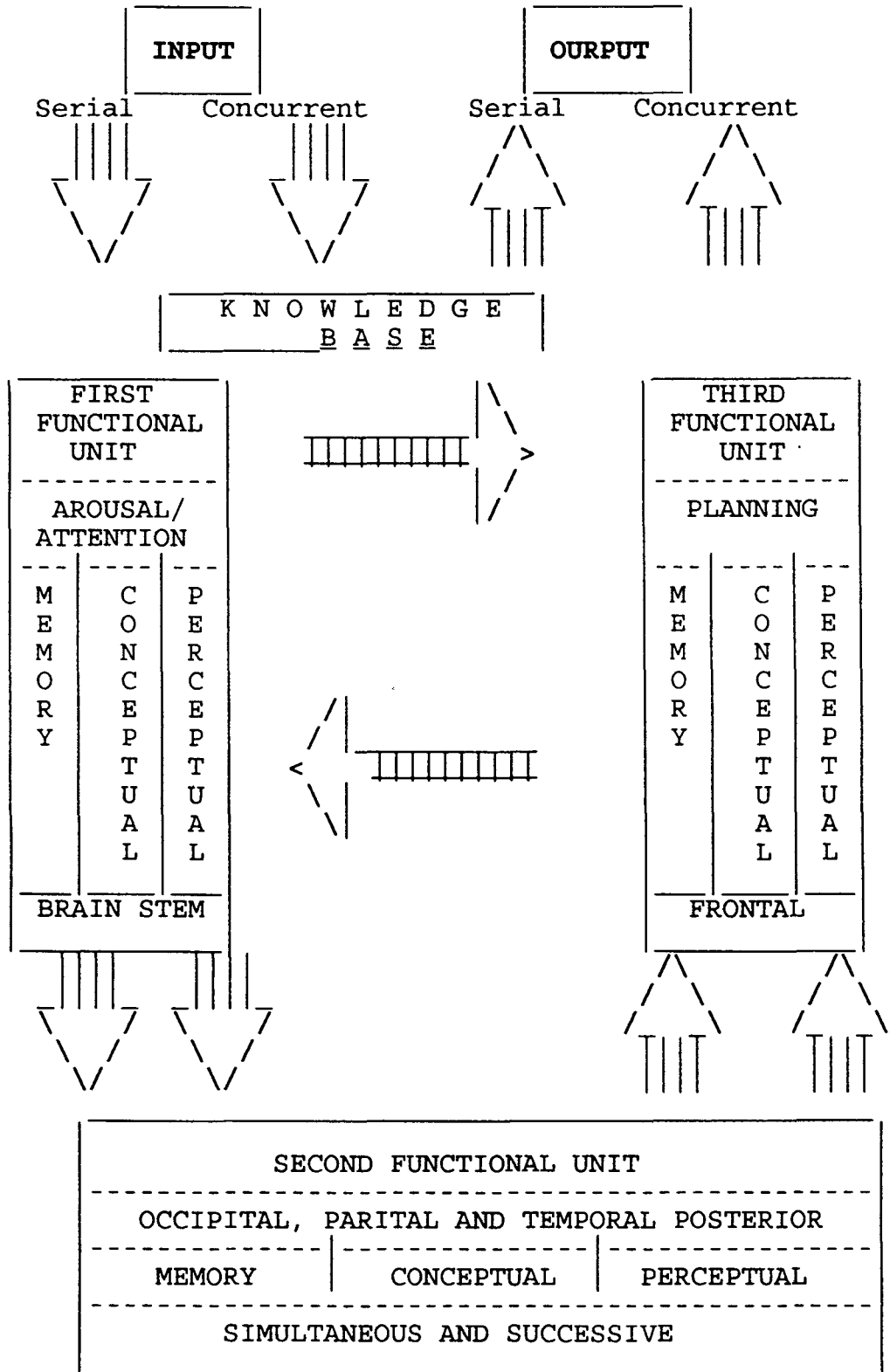
Vygotsky (1978) had conceptualised that the source of child's planning functions are within the social interactions with other people, especially parents, who are more competent than the child. Therefore, the speech and communication skill between parent and child gathers much importance in the learning of planning strategies for the children (McGillicuddy-De Lisi, De-Lisi and Flaugher, 1987). They in a study showed that even with a speech problem a child can learn various planning strategies as well as a normal child, if the parents can communicate in the right way to the child. Also parental beliefs about the development of planning ability in their children has a relation with the actual development in the child (McGillicuddy De Lisi, (1984). Goodnow (1984) and other researchers have also proved through their studies that parents' life-experiences, and other sociocultural factors reveal relation with the development of planning in children. In a study by Klaczanski and Reese (1991) they tried to find out whether the social context leads to differences among individuals in their "action orientations" - individual's values, control beliefs, goal orientation and most importantly the decision-making perspective. They observed that the planning strategies of college preparatory students are different from the sophomores and high school students. While the college preparatory students had a

"career preparation" orientation the vocational students had an "adult preparation" orientation. Therefore, the developmental tasks which the students are facing (i.e. the context) does influence their "action-orientation". In a further study Klaczynski (1994) supported the earlier finding- that individuals develop their problem solving strategies to meet the demands of the changing social contexts of the life course.

Hence, planning, though cognitive in nature, has social aspects in it and the same factors such as age, socio-economic status, parents and significant others (including peers) which influence the identity formation and consolidation in the adolescents may to some extent influence their selection and consolidation of the planning strategies they adopt.

The PASS model of cognitive processes is described schematically in the following page :-

THE PASS MODEL OF COGNITIVE PROCESSES :



As shown in this figure, planning processes are closely connected to attention, on the one hand and to simultaneous and successive planning on the other. Planning processes are needed to assess an individual's informational skills in making decisions about how to solve a problem; execute an approach etc. Planning processes are also involved when a person is asked to decide how to perform a test. For instance, writing a composition involves generation of a plan, organisation and when it is presented, examination of the preliminary product and modification of the plan so that the final result is consistent with what the goal is. Planning processes according to Das and his associates allow the person to guide the course of activity and to utilize 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 requires motivation and metacognition skills to a great extent. Human planning is mostly verbally mediated since the most powerful symbolic system is language. When individuals get engaged in planning, they form a mental representation

of the situation and our 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" (Vygatsky, 1986). Higher cognitive function are derivatives of inter-psychological processes that a child participates in during his/her development. 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).

Leontjev (1978, 1979) suggested three levels of planning, namely activity planning, action planning and operation planning. Das et. al. were of the view that a good way to conceptualize planning and its relation to such concepts as problem-solving and strategies, was to consider how planning relates to these three levels of analysis. At the level of activity, planning is conceptualized as a method of realizing or aiming towards one's general life goals and motives, such as self-fulfillment, education, career development etc., thus meaning that activity planning

is future oriented. Action-planning, the 2nd level of analysis, is equivalent to problem-solving. While activity planning can be best understood as movement towards realizing one's general life goals, action planning aims at achieving a particular goal or solving a particular problem. It involves forming a mental representation of the problem, the constraints of planning, both external and internal, the goal and the course of action to be taken. It can also be an opportunistic process, or "planning-in-action". However, the main feature of action-planning is that it emerges as a response to a given situation or stimuli and is therefore oriented towards the present as well as the future.

The operation planning is equivalent to strategies and tactics and consist of working towards the solution of a problem in accordance with the purpose of meeting the environmental conditions. The main feature of this level of planning is that it satisfies the specific conditions that are associated with a specific task and hence oriented towards the present. Operation planning involves forming a representation of the task and condition, choosing the possible operations to be undertaken and then executing these steps towards the fulfillment of already present goal. Hence, planning and plan are generic terms that can refer to any of the three levels of analysis, where as problem-solving refers to the action or operation level of analysis.

In the context of the PASS theory planning, like the two information coding processes and attention, can be measured by tests that are perceptual, minestic (memory) or conceptual. Visual search involves the perceptual level and matching numbers is a composition of both perceptual and memory abilities, while crack-the-code and planned composition are the two planning tasks that involve conceptual planning.

Newcomer and Barenbaum (1991) have proved in their study that poor writers do 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. A study on 8th grade Canadian school children (both girls and boys) Mishra (1992) showed that good writers performed significantly better than poor writers on all the three planning tasks. Good writers were also significantly better than poor writers on all planned composition variables of expression, organisation, wording, mechanics and individuality. Therefore, good writers are not only better than poor writers on cognitive tests of planning but also in their use of planning and organisational skills in writing.

PURPOSE OF THE STUDY :

This research had its origin in the acknowledgement that surrounded by social taboos and a restricted environment, the female adolescents in India, face difficulty in taking out their problems and seeking advice, when they need them the most. Subtle though strict advocacy of the family and societal norms for the female adolescents, lack of openers in the home and school environment, communication gap between the young girls and their elders in addition to common problems of adolescents growth and development add to their emotional burden and pressurise them, resulting in their acute identity crisis, which affects their performance both academic as well as non-academic.

Hence, it was considered meaningful to probe and analyse the identity styles of adolescent girls and their planning strategies. This was so because of, the small number of studies focusing on the female adolescents in general and more so in India that the far-reaching effects of these ought to be visualised and corrective measures planned.

CHAPTER - II

METHODOLOGY

PROBLEM STATEMENT :

Identity styles and cognitive planning of the female adolescents are related to their academic performance.

ASSUMPTIONS :

1. It is assumed that the identity styles and cognitive planning of the female adolescents are related to each other and to their academic performance.

Though there is no direct empirical evidence to show the relationship between identity style and planning strategy or between planning strategy and academic performance yet many researchers have talked about the importance of social context in planning. Das and his associates (1996) observed that planning has a social origin and that one learns the planning strategies from the more capable planners. For example, if the adolescents identity style was "information-oriented" then her/his planning strategy probably will be different from the one whose style was "diffuse/avoidant". While the formers' planning will probably be well informed, tactful and meticulous, the later's (i.e. the diffuse styled individual) will be haphazard, in complete, incomplete and untidy thus guaranteeing very little success. The planning strategies adopted may also affect the subject's academic performance.

A well planned subject having an informative style may perform relatively better than an ill/not planned subject having the avoidant style. Similarly the normative styled subject may perform according to the expectations that her/his parents and teachers or the significant others may have from her/him.

The academic performance in turn may lead to the concretisation of one's identity style. If, for instance, the subject performed well after meticulous planning and was administered praise for it, she/he will tend to become an achiever, leading to the reinforcement of informative style which in turn will reinforce meticulous strategic planning.

2. It is assumed that the family background factors, such as parental education and occupation, size of the family and type of family relate to the identity style, cognitive planning and academic performance of female adolescents.

The role of family in the development of children is known to be important at all stages but particularly during the stage of adolescence. The influence that they have on the adolescents is not only important for their present development but is also crucial for their future. Parental relations, their views, emotions, attitudes etc. influence the adolescents in different domains. Parental involvement

matters in the adolescent's performance in school and so does parental support in the development of self-esteem which is a crucial variable at this stage (Stephan and Hoyale, 1995). Often, the adolescents learn the techniques of handling crisis situations and the strategies of problem-solving from their family members. If parents tend to procrastinate in solving a problem, the adolescents may also learn to do so, and if the parents show urgency and eagerness in solving a problem on hand and desire to succeed the adolescents will also adapt such strategies.

Further, an adolescent who comes from a joint family or a larger family having many siblings will have a larger canvas of characters to choose from as his/her role model(s), while an adolescent from a small or nuclear family has a limited choice. These adolescents coming from joint and nuclear families thus along with having a different identity style will also solve problems differently.

3. It is assumed that the identity styles, cognitive planning and academic performance of the adolescents are related to the types of schools they go to.

The type of school to which an adolescent goes influences his/her identity style and planning strategy development. If the school environment encourages an

achievement oriented style and trains the students to be innovative, creative and participative - the students of such a school are likely to develop an achieving identity style and be better planners than adolescents from a school having no encouragement for solving problems(s) or in handling challenging activities. Studies have shown that school types affect the development of literary skills (Lee and Croninger, 1994). It has also been found that the success rate of a student depends on the kind of school which one attends (Reyles and Jason, 1993).

OBJECTIVES OF THE STUDY :

The three objectives of this study are :

1. To find out the relationship among identity styles, cognitive planning and academic performance of the female adolescents;
2. To find out the relationship of the family variables to the identity style, cognitive planning and academic performance of the female adolescents;
3. To find out the school types related variations in identity styles, cognitive planning and academic performance of the female adolescents.

HYPOTHESIS :

It has been hypothesized that :

1. There will be positive relations among the identity styles, cognitive planning strategies and academic performance of the female adolescents;
2. Family factors like education and occupation of parents, size and type of family will be positively related to the identity styles, cognitive planning strategies and academic performance;
3. Identity styles, cognitive planning and academic performance will differ by the school types to which the female adolescents go.

SAMPLING :

The sample consisted of fifty (50) adolescent females within the age range of 16 to 18 years. They were eleventh (11th) standard students in the science stream. Amongst these fifty females, twenty-five (25) were from a government girls school while the other twenty-five (25) were from a private school. Both the schools were located in South Delhi. These adolescents as per their age were at the stage of late adolescence, where the identity crisis has been almost dealt with and they are not in as much confusion as

in their previous years. They have by now developed or are in the final phases of developing their own styles of identity and planning and are looking forward for the final leap into adulthood.

RESEARCH DESIGN :

Research design is the plan, structure and strategy of investigation conceived so as to obtain answers to the proposed research questions as well as to control variance.

The correlational design has been used here to find out the relations between the three variables of identity style, cognitive planning and academic performance and the relations between the styles of the adolescents and their role models.

VARIABLES :

The variables included are :

1. IDENTITY STYLES :

This has been defined by Berzonsky (1992) as the "Strategy which an individual typically employs or prefers to employ, when negotiating identity-relevant issues". The four stages of identity as defined by Marcia, namely

achievement oriented, moratorium, foreclosure and diffusion are found associated with Berzonsky's four styles of Informative, Normative, Avoidant/Diffuse and Commitment, discussed below -

The Informative Style - an individual style, reflecting an inquisitive nature to find out more than it is necessary for solving a problem in hand and a tendency to go to great length for finding out the variety of information related directly or indirectly to the problem-situation and the use the informations as the basis to act.

The Normative Style - The individual, having this style will perform as is expected (according to the set norms) to be performed in such a situation and from him/her.

The Avoidant/Diffuse Style - In this case, the individual tends to procrastinate the action needed to solve the problem in hand, and when its knocking on the door, he/she crudely, haphazardly and without much thought to the consequences of his/her action tends to perform it.

The Commitment Style - Here, the individual shall make it a point to get over the problem - by hook or by Crook - because he/she has been told to do so or has the responsibility on his/her shoulders to do so.

2. COGNITIVE PLANNING :

Researches in developmental psychology revealed that planning can be defined in numerous ways. Das and his associates (1996) have defined planning as "an intrapsychological process that is mediated by some symbolic or sign system". They believed that the most powerful symbolic system is language and hence human planning is mostly verbally rather than non-verbally mediated. Also it is believed that planning has a social origin since it is a "higher cognitive function" (Vygotsky, 1986), and all higher cognitive functions are learnt by the individuals during development in the social context.

3. ACADEMIC PERFORMANCE :

Academic performance has been defined as the performance of the student(s) in the school related subjects which include English, Modern Indian Language (MIL), Science and their practicals and all other activities which are graded by the school (such as SUPW etc.). How well has a student performed over the last year and half, (Board plus terminal exams) as officially recorded, has been taken as the indicator of academic performance.

4. FAMILY VARIABLES :

This includes the information on the subject as well as on the role-model's, namely - the type and size of the family of the subject, parent's education and occupation and education of the siblings.

DESCRIPTION OF TOOLS :

The tools which have been used to collect data are :

1. Adapted form of Identity style questionnaire of Berzonsky;
2. Strategic planning test of J.P. Das;
3. An Interview schedule for the role model;
4. Personal information sheet.

1. IDENTITY STYLE QUESTIONNAIRE :

To measure identity-styles, a self-rating inventory was used; which is made of uncoupling objective measures of identity status (Berzonsky, 1986). Statements indicative of the three social-cognitive strategies form the questionnaire. In all there were forty (40) items. Subjects were asked to rate on a 5 point scale, which ranged from "not at all like me" to "very much like me". Item numbers : 2, 5, 6, 16, 18, 25, 26, 33, 35 and 37 were statements

indicating informative style. Item numbers : 4, 10, 19, 21, 23, 28, 32, 34 and 40 were of normative style, while item numbers, 3, 8, 13, 17, 24, 27, 29, 31, 36 and 38 indicated avoidant style. The remaining items of 1, 7, 9, 11, 12, 14, 15, 20, 22 and 39 indicated the commitment style. This measure yielded four separate scores - Informative-orientation (Info) score; Normative orientation (Norm) score; Avoidant-Diffusion Orientation (Diff) score; and Commitment (Comm) score, with regards to the subjects' personal identity issues. The internal reliability coefficients were - Informative : .53; Normative : .52; Diffuse : .59 and Commitment : .77. The test-retest reliability were .86 (Info); .78 (Norm), .78 (Diff) and .84 (Comm).

2. STRATEGIC PLANNING TEST :

Planning processes are especially important when prediction of success is at issue, because planning processes are related to complex tasks (Das, Naglieri and Kirby, 1994), and to factors that are sometimes described as personality attributes - persistence, motivation, independence, cooperation and flexibility.

In a typically planned composition test a picture is shown and the individual is asked to write or describe what

is happening in picture. The subject is asked to write or describe what is happening in the picture, what led it to happen and what will happen. The composition is then evaluated on the basis of grammar, organisation and uniqueness. This task of planned composition is measured by the strategic planning test.

Das and his associates designed the text of the test of strategic planning to find out the relation between planning processes and performance in a managerial job within the banking industry. For this, they presented a situation along with four objectives and asked the subjects to first assign priority positions to the four objectives and then write a brief composition suggesting how the best results could be obtained by using the four objectives as prioritised.

This original test was administered by Das and Misra (Das et al., 1993) to the post-graduate students of Indian Institute of Management (IIM), Ahmedabad; and found it to be useful. Subsequently, other researchers adapted the test to suit their own situations. Hence this test also came to be used on school students.

Here to suit the situation of the present study, a different situation involving a common school activity (organising of fete) was conceptualised. The four objectives that were given were also redesigned to suit the situation

chosen. These objectives were -

- i) Find new ways;
- ii) Spend more money;
- iii) Propaganda; and;
- iv) Be friendly with peers.

3. INTERVIEW SCHEDULE FOR THE ROLE MODEL :

The interview schedule used was unstructured open-ended one. It was designed to find out how does the role model (as specified by the subject) showed an understanding of the stage of adolescence in the area of physiological, psychological and emotional development. It also attempted to find out how the subject. How the role model influenced the subject in her academic and non-academic performance, as well as in handling of crisis and problem-solving situations. An attempt was also made to find out what expectations the role model had from the subject i.e. what does he/she want her (subject) to be as an adult member of the society professionally or otherwise.

4. PERSONAL INFORMATION SHEET :

This sheet was used to record information about the subject's family members - area of residing, parent's names, qualifications and occupation, number of family members,

type of family (joint/nuclear) and qualification of sibling(s), also the name of the individual who influenced or continues to influence the adolescent in her activities as well as in thought process. This individual could be a family member, friend, relative, teacher etc. The subject was also required to mention the relation with the specific individual such as father, sister, grandfather, teacher, aunt, friend etc.

ORGANISATION OF THE FIELD STUDY :

Several private and government schools were visited and meetings held with the principals, to explain to them as to what this research was and convince them to get permission for administering the tests on the females in their school. In some cases the principals did not concede to the request while in some (particularly in the government schools) they asked to approach the Directorate of Education. Finally, the permission was obtained from two schools (i.e. one private and one government) where the need of sample number (n=50) was satisfied. Once the schools were decided appointments were made with the respective class teachers to explain to them objectives of the work and their scope. They were also requested to help whenever needed. In both the schools the teachers were quite helpful.

After finding out the time when the students would be free but present in the classroom, I went to meet the students and have an informal chat with them before giving the test. I explained to them why I was there and what was I trying to attain by the questionnaire. The tests was administered one after another. This was followed by recording the academic performance of students in the 10th standard (Board) exams and the 1st terminals, often taking the help of the respective class teachers.

The questionnaires were pooled together and analysed on the identity items to find out the predominant style of the subjects. Then eight cases from each school type were selected, one being high and one low on each of the four styles. The sixteen (16) subjects were identified, whose respective role models were personally interviewed later. Appointments were made with the selected role models and interviewed in their homes and offices. Some came to the hostel and a few were met in the school premises itself. The role models were interviewed by using a schedule devised for the purpose.

CODING :

Different coding schemes were followed for the tools used -

(i) **Identity Styles** : The coding here was done as per the ticked response of the subject i.e. if she ticked 5, the score was 5, if 2 then coding was 2 etc.

(ii) **Planning Test** : The coding of the subject's performance was based on the composition written and assessed for strategic planning as designed by Das and associated (1996). Here, several criteria were used to assess subject's performance. The scores between 1-7 were given, where one (1) was the best while seven (7) was the worst. For instance - 1. "Have all the strategies been mentioned in the essay ?"

1	2	3	4	5	6	7
Mention all four strategies clearly		Mention 2 - 3 strategies clearly			Does not mention any of the strategies clearly	

(iii) **Personal Information Sheet** :

---> Type of family --

nuclear > 1
joint > 2

---> Educational Qualifications --

below 10th > 0
10th - 12th > 1
Graduation > 2
Post-graduation/Professional > 3
(MBBS/BE/ME/MBA) .

----> Parental Occupations --

Housewife	> 0
Government Service	> 1
Private Sector Service	> 2
Business	> 3

ANALYSIS OF DATA :

The correlation analysis have been applied to test the relations between the variables of identity styles, cognitive planning and academic performance and family variables. Here differences on these variables between the two groups (i.e. the two school - government and private - types) were tested by 't' test. The interview schedules of the role models were content analysed by evolving categories. The values were computed and the relationship seen in terms of the subject's identity styles, cognitive planning and academic performance.

CHAPTER - III

RESULTS

TABLE 4.1 shows the relation among the demographic variables (FS, TOF, EO), identity styles (ISA, ISB, ISC, ISD) and academic performance (AAP) of the female adolescents from the government school.

TABLE 4.1

CORRELATIONS AMONG THE DEMOGRAPHIC VARIABLES (FS, TOF, EO), IDENTITY STYLES (ISA, ISB, ISC, ISD) AND ACADEMIC PERFORMANCE (AAP) OF THE FEMALE ADOLESCENTS IN THE GOVERNMENT SCHOOL

	FS	TOF	EO	ISA	ISB	ISC	ISD	AAP
FS	1.00							
TOF	.52	1.00						
EO	-.31	.05	1.00					
ISA	.20	.20	.06	1.00				
ISB	.20	.07	.06	.53*	1.00			
ISC	-.16	.07	-.05	.07	-.01	1.00		
ISD	-.11	.05	.02	.24	.05	.09	1.00	
AAP	.24	.21	.33	-.29	.16	.16	.03	1.00

1 tailed significance. * - $p < .05$

FS : family size; **TOF** : type of family; **EO** : Education and occupation of parents of the subjects; **ISA** : Information orientation of identity style; **ISB** : Normative identity style; **ISC** : Avoidant identity style; **ISD** : Commitment style; **AAP** : Academic performance.

It is observed from the above table that the family size of the female adolescents in the government school have a positive though non-significant relation with the type of family (nuclear/joint) that they come from. A positive relation is also observed between the family size of the girls and their information orientation identity style ($r=.20$) and normative identity style ($r=.20$) meaning that a bigger family probably makes the adolescents more information and normative oriented in their identity style. Family size is also positively related to the academic performance ($r=.24$) suggesting that girls from large families perform well in academics. However, since none of these reach the level of significance it means that a larger family size is likely to be positively related to the identity styles and academic performance of adolescents.

The type of family has positive though non-significant relation with the identity styles be that informative, normative, avoidant or commitment. It also is positively related to the academic performance of the adolescent girls ($r=.21$, n.s.).

The level of education and occupational status of the parents of the government school girls has a positive relation with the academic performance meaning that the more educated the parents and the higher their occupational

status, the better do the girls do in academic performance. However, this relation too is non-significant.

The adolescent girls from the government school have a high positive relation between their information oriented identity style and normative style ($r=.53, p<.05$) meaning that the information seeking style makes them more and more adaptable to the norms of the society and accept what is expected of them. It is also observed that those adolescents with information identity style do not perform well in academics as a negative relation is observed between the two ($r = -.29, n.s.$).

Those adolescents with a high normative style of identity attempt to finish the work given on time, are committed and perform well in their academics. This can be observed from the positive relation with academic performance. The avoidant style also was positively related with the academic performance ($r = .16, n.s.$). In other words, leaving aside information style, the other three identity styles were positively related with the subjects academic performance.

TABLE 4.2 shows the relation between the cognitive planning strategies and the academic performance of the female adolescents in the government school.

TABLE 4.2

CORRELATIONS AMONG THE PLANNING STRATEGY AND ACADEMIC PERFORMANCE IN THE FEMALE ADOLESCENTS OF THE GOVERNMENT SCHOOL.

	CPS ₁	CPS ₂	CPS ₃	CPS ₄	CPS ₅	CPS ₆	CPS ₇	CPS ₈	CPS ₉	TCPS	AAP
CPS ₁	1.00										
CPS ₂	.74**	1.00									
CPS ₃	.41	.67**	1.00								
CPS ₄	.79**	.75**	.70**	1.00							
CPS ₅	.82**	.66**	.68**	.89**	1.00						
CPS ₆	.75**	.90**	.65**	.70**	.72**	1.00					
CPS ₇	.85**	.77**	.55**	.84**	.83**	.79**	1.00				
CPS ₈	.79**	.76**	.68**	.86**	.82**	.73**	.82**	1.00			
CPS ₉	.63**	.86**	.77**	.75**	.66**	.73**	.71**	.89**	1.00		
TCPS	.84**	.90**	.77**	.91**	.88**	.88**	.90**	.92**	.89**	1.00	
AAP	.11	.10	.08	.18	.08	.10	.01	.10	.08	.11	1.00

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1 tailed significance. * - p<.05; ** - <.01.

CPS₁ : Cognitive planning strategy one; CPS₂ : Cognitive planning strategy two; CPS₃ : Cognitive planning strategy three; CPS₄ : Cognitive planning strategy four; CPS₅ : Cognitive planning strategy five; CPS₆ : Cognitive planning strategy six; CPS₇ : Cognitive planning strategy seven; CPS₈ : Cognitive planning strategy eight; CPS₉ : Cognitive planning strategy nine; TCPS : Total planning strategy; AAP : Academic performance.

The 1st planning strategy has a high positive relation with the 2nd ($r = .74, p < .01$), 4th ($r = .79, p < .01$), 5th ($r = .82, p < .01$), 6th ($r = .75, p < .01$), 7th ($r = .85, p < .01$), 8th ($r = .79, p < .01$) and 9th ($r = .63, p < .01$) planning strategy. It also has a high positive relation with total planning strategy ($r = .84, p < .01$), suggestive that if the adolescents are good in 1st planning strategy, they will also be good in other strategies. A better use of planning strategy is also related to better academic performance ($r = .11, n.s.$).

A similar high positive relation is observed between the 2nd planning strategy and the other planning strategies (3rd, 4th, 5th, 6th, 7th, 8th and 9th planning strategy), meaning that girls who were strong in their 2nd planning strategy were also good in the other planning strategies. Further, a positive relation between CPS_2 with the academic performance suggests that these girls can have better academic performance ($r = .10$).

The relation between the 3rd planning strategy with the other planning strategies follows a similar pattern, meaning that a better performance on this strategy is associated with good performance on other strategies. Further it also correlates with the academic performance positively ($r = .08$).

The 4th planning strategy has a high positive relation with the 5th ($r = .89, p < .01$), 6th ($r = .70, p < .01$), 7th ($r = .84, p < .01$), 8th ($r = .86, p < .01$) and 9th ($r = .75, p < .01$). The high positive relation with TCPS ($r = .91, p < .01$) indicates the positive overall relationship of the 4th strategy.

TABLE 4.3 shows the correlations between identity styles and planning strategies of the female adolescents in the government school.

TABLE 4.3
CORRELATIONS BETWEEN IDENTITY STYLES
AND PLANNING STRATEGIES OF FEMALE ADOLESCENTS
IN GOVERNMENT SCHOOL

	ISA	ISB	ISC	ISD
CPS1	-.18	-.20	-.08	-.01
CPS2	-.20	-.32	-.05	-.08
CPS3	-.32	-.30	-.42	.20
CPS4	-.42	-.35	-.17	.08
CPS5	-.29	-.30	-.30	.18
CPS6	-.06	-.18	-.20	.04
CPS7	-.18	-.38	-.23	-.05
CPS8	-.29	-.29	-.25	.07
CPS9	-.28	-.34	-.13	-.03
TCPS	-.27	-.34	-.22	.06

ISA : Information style, **ISB** : Normative style, **ISC** : Avoidant style, **ISD** : Commitment style, **CPS1** : Planning strategies one, **CPS2** : Planning strategy two, **CPS3** : Planning strategy three, **CPS4** : Planning strategy four, **CPS5** : Planning strategy five, **CPS6** : Planning strategy six, **CPS7** : Planning strategy seven, **CPS8** : Planning strategy eight, **CPS9** : Planning strategy nine, **TCPS** : Total planning strategy.

The adolescent girls in the government identity style, the informative trend style have low correlation with cognitive planning, trend suggesting hardly any distinct possibility of better planning strategies, because of identity styles.

Commitment style however has a positive relation with the 3rd ($r = .20$, n.s.), 4th ($r = .08$, n.s.) and 5th ($r = .18$, n.s.) planning strategy, the commitment style of the adolescents can be helpful in their planning strategies.

In the overall context, it can be said that there is no significant relation between the identity styles and the planning strategies of the government school girls.

TABLE 4.4 shows the correlation between the demographic variables and the planning strategies of the female adolescents in the government school.

TABLE 4.4

CORRELATIONS BETWEEN THE DEMOGRAPHIC VARIABLES AND PLANNING STRATEGIES OF THE FEMALE ADOLESCENTS IN THE GOVERNMENT SCHOOL.

	CPS ₁	CPS ₂	CPS ₃	CPS ₄	CPS ₅	CPS ₆	CPS ₇	CPS ₈	CPS ₉	TCPS
FS	.06	-.01	-.16	-.14	.01	.08	.02	-.06	-.10	-.05
TOF	.11	.07	-.06	-.08	.13	.20	.12	.01	-.07	.05
EO	.07	.08	.07	.04	-.03	.21	.14	-.07	-.07	.07

FS : Family size, TOF : Type of family, EO : Education and occupation of the parents of the subjects.

CPS₁ : Cognitive planning strategy one; CPS₂ : Cognitive planning strategy two;
 CPS₃ : Cognitive planning strategy three; CPS₄ : Cognitive planning strategy four;
 CPS₅ : Cognitive planning strategy five; CPS₆ : Cognitive planning strategy six;
 CPS₇ : Cognitive planning strategy seven; CPS₈ : Cognitive planning strategy eight;
 CPS₉ : Cognitive planning strategy nine; TCPS : Total planning strategy.

The size of the family from which the adolescent girl comes has a positive relation with her 1st and 6th planning strategy. There is negative relation between the family size variable and total planning strategy ($r = -.05$, n.s.). The absence of any significant relation means that there is no significant relation between the size of the family and the planning strategies used.

Similar is the case with the type of family since it has no significant relation with planning strategies. The level of education and occupational status also does not have any significant relation with the planning strategies of the girls. Hence, in general it can be said that there exists no significant relationship between the demographic variables and the planning strategies of the government school girls.

TABLE 4.5 shows the relation of the external organisation and internal organisation with the demographic variables (FS, TOF, EO), identity styles (ISA, ISB, ISC, ISD) and academic performance (AAP) of the female adolescents from the government school.

TABLE 4.5

CORRELATIONS BETWEEN THE EXTERNAL ORGANISATION AND INTERNAL ORGANISATION WITH THE DEMOGRAPHIC VARIABLES, IDENTITY STYLES AND ACADEMIC PERFORMANCE OF THE FEMALE ADOLESCENTS IN THE GOVERNMENT SCHOOL.

	FS	TOF	EO	ISA	ISB	ISC	ISD	AAP
EORG	-.14	-.07	0	-.32	-.34	-.29	.08	.09
IORG	-.01	.09	.07	-.25	-.32	-.20	.03	.11

FS : Family size; **TOF** : Type of family; **EO** : Education and occupation of parents of the subjects; **ISA** : Information orientation of identity style; **ISB** : Normative identity style; **ISC** : Avoidant identity style; **ISD** : Commitment style; **AAP** : Academic performance, **EORG** : External organisation in planning strategy, **IORG** : Internal organisation in planning strategy.

The above table shows that there is no significant relationship between the ability of external organisation and demographic variables, identity styles and academic performance. Though a positive relation is observed with the commitment style of identity and with the academic performance, relations are non-significant, similar is the case where there is negative relation such as with the demographic variables, identity style of information, normative style and avoidant style.

The picture is same in the case of internal organisation, where though a positive relation is seen with the type of family from which the girls come and the educational qualifications and occupational status of their parents, yet there is no significant relation between them. So also is the case with committment style and academic performance ($r = .30$, $r = .11$).

This suggests that both internal and external organisation have no significant relationship with the demographic variables, identity styles and academic performance of the girls from the government school. Poor organisation (external and internal) is observed in informative, normative and avoidant style.

TABLE 4.6 shows the relation between the demographic variables (FS, TOF, EO), identity styles (ISA, ISB, ISC, ISD) and academic performance (AAP) of the female adolescents in the private school.

TABLE 4.6

CORRELATIONS AMONG THE DEMOGRAPHIC VARIABLES (FS, TOF, EO), IDENTITY STYLES (ISA, ISB, ISC, ISD) AND ACADEMIC PERFORMANCE (AAP) OF THE FEMALE ADOLESCENTS IN THE PRIVATE SCHOOL.

	FS	TOF	EO	ISA	ISB	ISC	ISD	AAP
FS	1.00							
TOF	.62**	1.00						
EO	-.34	-.26	1.00					
ISA	.09	.22	.04	1.00				
ISB	.50*	.10	.06	.50*	1.00			
ISC	.05	.01	-.09	-.58*	-.31	1.00		
ISD	.61**	.34	-.10	.39	.27	.03	1.00	
AAP	-.16	.09	-.05	.40	-.04	-.58	.12	1.00

1 tailed significance. * - $p < .05$

FS : family size; **TOF** : type of family; **EO** : Education and occupation of parents of the subjects; **ISA** : Information orientation of identity style; **ISB** : Normative identity style; **ISC** : Avoidant identity style; **ISD** : Commitment style; **AAP** : Academic performance.

The size of the family of adolescents in the private school has a higher positive relation with their normative and commitment identity styles ($r = .50$, $p < .05$) and ($r = .61$, $p < .01$), though a positive relation is also observed in the other two identity styles namely information and diffuse ($r = .09$ and $r = .05$). This means that the demographic variable of family size has a positive relation with the kind of identity style that she develops. However, family size is

found to be negatively related to the academic performance of girls ($r=-.16$). In the private school context, girls coming from bigger families are more normative and committed in their identity styles.

In the case of the type of family there is no significant relation with the identity styles or with academic performance though there is a positive relation between them. Similar is the case with the parental educational and occupational status.

Information orientation in the adolescent's identity style as high positive relation with the normative style ($r=.50$, $p<.05$) and a negative relation with avoidant style ($r=-.58$, $p<.050$). This means that adolescents with information style also tend to develop normative style in them and the more one becomes information oriented the lesser she procrastinates her work.

TABLE 4.7 shows the relation between the planning strategies and the academic performance of the female adolescents in the private school.

TABLE 4.7

CORRELATIONS BETWEEN PLANNING STRATEGIES AND ACADEMIC PERFORMANCE
OF THE FEMALE ADOLESCENTS IN THE PRIVATE SCHOOL.

	CPS ₁	CPS ₂	CPS ₃	CPS ₄	CPS ₅	CPS ₆	CPS ₇	CPS ₈	CPS ₉	TCPS	AAP
CPS ₁	1.00										
CPS ₂	.25	1.00									
CPS ₃	.19	.21	1.00								
CPS ₄	-.10	.46*	.16	1.00							
CPS ₅	-.63	.70**	.03	.29	1.00						
CPS ₆	-.14	.48*	-.08	.13	.50*	1.00					
CPS ₇	-.11	.66**	.17	.50*	.90**	.61**	1.00				
CPS ₈	.29	.76**	.31	.51*	.81**	.30	.78**	1.00			
CPS ₉	.40	.50*	.68**	.44	.25	.01	.35*	.62**	1.00		
TCPS	.25	.85**	.50*	.51*	.77**	.48*	.83**	.90**	.72**	1.00	
AAP	.24	.03	.26	-.01	-.12	-.05	-.17	.05	.16		1.00

1 tailed significance. * - $p < .05$; ** - $< .01$.

CPS₁ : Cognitive planning strategy one; CPS₂ : Cognitive planning strategy two; CPS₃ : Cognitive planning strategy three; CPS₄ : Cognitive planning strategy four; CPS₅ : Cognitive planning strategy five; CPS₆ : Cognitive planning strategy six; CPS₇ : Cognitive planning strategy seven; CPS₈ : Cognitive planning strategy eight; CPS₉ : Cognitive planning strategy nine; TCPS : Total planning strategy; AAP : Academic performance.

The 1st planning strategy has no significant relation with other planning strategies and with the academic performance of the girls in the private school. However, the 2nd planning strategy has a highly positive relation with the 4th ($r=.46$, $p<.05$), 5th ($r=.70$, $p<.05$), 6th ($r=.48$, $p<.05$), 7th ($r=.50$, $p<.05$) and with the total ($r=.85$, $p<.05$). This means that there is a significant and positive relation between the 2nd planning strategy and the other strategies meaning that if the subject is good in the 2nd planning strategy she shall be good in the other strategies as well.

The 3rd planning strategy has a significant relation along with the 9th ($r=.68$, $p<.05$) and the total planning strategy ($r=.50$, $p<.05$), while the fourth planning strategy has a high positive and significant relation with the 7th ($r=.50$, $p<.05$) 8th ($r=.17$, $p<.05$) and the total planning strategy ($r=.51$, $p<.05$). With the academic performance, the 3rd planning strategy has a positive relation ($r=.26$, n.s.). The 5th planning strategy has a high positive relation with the 6th strategy ($r=.50$, $p<.05$), 7th ($r=.90$, $p<.05$) and 8th ($r=.81$, $p<.05$) and the total planning strategy ($r=.77$, $p<.05$). However, it is negatively related with the subject's academic performance ($r=-.12$ n.s.).

The 6th planning strategy has a high positive relation with the 7th ($r=.61, p<.05$) and the total planning strategy ($r=.48, p<.05$). There is a low negative relation of this strategy with academic performance ($r=-.05$). The seventh planning strategy has a high positive relation with the 8th ($r=.78, p<.05$), 9th ($r=.35, p<.05$) and with total planning strategy ($r=.83, p<.05$). The 8th planning strategy too has significant positive relation with the 9th ($r=.62, p<.05$) and with the total cognitive planning strategy ($r=.90, p<.05$), meaning that if one is good on the 8th planning strategy then she has a positive relation with the other strategies. However, there is no significant relation with the academic performance ($r=.05, n.s.$).

In the overall context, this table shows that the planning strategies have a positive significant relationship with each other, while there is positive relation of the 2nd and 9th planning strategies 2nd and 9th only with the academic performance of the private school girls.

TABLE 4.8 shows the relation between the identity styles and planning strategies of the private school female adolescents.

TABLE 4.8

CORRELATIONS BETWEEN IDENTITY STYLES AND PLANNING STRATEGIES
OF THE FEMALE ADOLESCENTS IN THE PRIVATE SCHOOL.

	CPS ₁	CPS ₂	CPS ₃	CPS ₄	CPS ₅	CPS ₆	CPS ₇	CPS ₈	CPS ₉	TCPS
ISA	.05	.04	.32	-.20	-.13	-.25	-.29	-.14	-.03	-.07
ISB	.34	.01	.08	-.32	-.12	-.38	-.30	-.12	-.08	-.14
ISC	.14	-.01	-.30	.14	-.01	.13	.11	-.01	-.05	-.02
ISD	.26	.06	.12	-.22	-.04	.19	-.18	.01	.02	-.01

CPS₁ : Cognitive planning strategy one; CPS₂ : Cognitive planning strategy two; CPS₃ : Cognitive planning strategy three; CPS₄ : Cognitive planning strategy four; CPS₅ : Cognitive planning strategy five; CPS₆ : Cognitive planning strategy six; CPS₇ : Cognitive planning strategy seven; CPS₈ : Cognitive planning strategy eight; CPS₉ : Cognitive planning strategy nine; TCPS : Total planning strategy.

The table shows that there is no significant relation between any of the identity styles of the adolescents and their planning strategies though there exist some positive relations. The informative style correlates positively with the 3rd strategy ($r=.32$, n.s.). With the 4th, 6th and 7th planning strategies, there is observed to be a negative relation, suggesting that the relation between information identity style and planning strategies is of reverse order.

The normative style of identity is observed to have a positive relation with the 1st strategy of planning only, while a negative relation is observed with 4th, 6th and 7th strategies. However, since non of these relations reach the significant level, one can say that normative style has no significant relation with the planning strategies of the adolescent girls in the private school. Similar is the case with diffuse style and the committment style.

Hence, it can be said that there is no significant relation between the identity styles and planning strategies of the girls in the private school.

TABLE 4.9 shows the relation between the demographic variables and planning strategies of the female adolescents in the private school.

TABLE 4.9

CORRELATIONS BETWEEN DEMOGRAPHIC VARIABLES AND ACADEMIC PERFORMANCE OF THE FEMALE ADOLESCENTS IN THE PRIVATE SCHOOL.

	CPS ₁	CPS ₂	CPS ₃	CPS ₄	CPS ₅	CPS ₆	CPS ₇	CPS ₈	CPS ₉	TCPS
FS	.29	.34	-.12	-.17	.30	.11	.10	.25	.06	.17
TOF	-.15	.17	-.11	-.12	.34	.19	.21	.22	-.28	.10
EO	.02	-.40	-.15	-.18	-.24	-.34	-.31	-.35	-.28	-.40

CPS₁ : Cognitive planning strategy one; CPS₂ : Cognitive planning strategy two; CPS₃ : Cognitive planning strategy three; CPS₄ : Cognitive planning strategy four; CPS₅ : Cognitive planning strategy five; CPS₆ : Cognitive planning strategy six; CPS₇ : Cognitive planning strategy seven; CPS₈ : Cognitive planning strategy eight; CPS₉ : Cognitive planning strategy nine; TCPS : Total planning strategy

This table shows that there is no significant relation between the family size variable and the planning strategies of the private school girls, though a positive relation can be observed of FS with CPS₁ (r=.29, n.s.), CPS₂ (r=.34, n.s.), CPS₅ (r=.30, n.s.), and with 8th planning strategy (r=.25, n.s.).

The type of family (unclear/joint) also does not have any significant relation with the planning strategies and so does the parental education level and occupational status.

Therefore, it suggests that there is no significant relation between the demographic variables and the planning strategies in the case of the private school girls.

TABLE 4.10 shows the relation of external organisation and internal organisation with the demographic variables, identity styles and academic performance of the female adolescents in the private school.

TABLE 4.10

CORRELATIONS OF EXTERNAL ORGANISATION AND INTERNAL ORGANISATION WITH THE DEMOGRAPHIC VARIABLES, IDENTITY STYLES AND ACADEMIC PERFORMANCE OF THE FEMALE ADOLESCENTS IN THE PRIVATE SCHOOL.

	FS	TOF	EO	ISA	ISB	ISC	ISD	AAP
EORG	-.10	-.22	-.24	.15	.01	-.19	.08	.23
IORG	.27	.23	-.39	-.17	-.18	.06	-.05	-.09

FS : family size; **TOF** : type of family; **EO** : Education and occupation of parents of the subjects; **ISA** : Information orientation of identity style; **ISB** : Normative identity style; **ISC** : Avoidant identity style; **ISD** : Commitment style; **AAP** : Academic performance; **EORG** : External Organization; **IORG** : Internal Organization.

The ability of external organisation in the private school girls has no significant relation with the demographic variables of family size ($r = -.10$, n.s.), type of family ($r = -.22$, n.s.) and the parental education level and occupational status. Neither it has any significant relation with the identity styles, though a positive relation is seen between the ability of external organisation and the information identity style ($r = .15$, n.s.), and commitment style ($r = .08$, n.s.). A positive relation is also observed with academic performance ($r = .23$, n.s.), however it does not reach the level of significance.

Similarly, internal organisation also has no significant relation with any of the demographic variables, with the identity styles, and with the academic performance of the subjects.

Therefore, in general it can be said that external and internal organisations in planning strategies had no relation with the type of family, parents education qualifications and occupational status nor with the size of her family. These (EORG and IORG) are also not related to the identity style of the girls be that informative, normative, avoidant or commitment. The ability of internal and external organisation is also not related to the academic performance in the school.

TABLE 4.11 shows the means, standard deviations (SDs) and the 't' values on the demographic variables and the academic performance of the female adolescents in the government (group-I) and private (group-II) school.

TABLE 4.11

MEANS SDs AND THE 't' VALUES ON THE
DEMOGRAPHIC VARIABLES AND ACADEMIC PERFORMANCE
IN THE TWO SCHOOLS.

	GOVERNMENT SCHOOL (GRP-I)		PRIVATE SCHOOL (GRP-II)		t-Value
	Mean	SD	Mean	SD	
FS	5.9	1.25	4.5	.87	4.58*
TOF	1.12	.33	1.16	.37	0.40
EO	4.12	1.45	7.88	1.45	9.15*
AAP	55.56	10.06	74.83	13.10	5.83*

* -> .01 level of significance.

FS : Family Size; EO : Educational and Occupation of
Parents; TOF : Type of Family; AAP : Academic
Performance.

The above table reveals that the mean (M) of the family size (FS) in the Government school (group-1) is 5.9 while that of the private school (group-2) is 4.5. This indicates that the family size of the government school subjects is larger than the private school subjects. The Standard Deviation (SD) of the respective schools are 1.25 (group-1) and .87 (group-2), which means that in group-1 there is relatively more variability in the family size than the group-2. The t-value (4.58 significant at .01 level) also support that there exists a significant difference in the family size of the two schools, which can be observed in 99% of cases.

On the variable of type of family (TOF) significant difference is observed in the means of the two groups (1.12 & 1.16) respectively. Their SDs (.33 and .37) also support the similarity in the type of family, and the t-value (.40) is non-significant.

On the education and occupation (EO) of the parents of the subjects in the two schools, a large difference is observed. The mean of group-1 is 4.12 while that of group-2 is 7.88, showing that the level of education and occupation of the group-2 subjects parents' is also higher than that of the group-1, with little variability in the distribution of educational and occupational status. The t-value (9.15) shows a highly significant difference in the (EO) of the subjects' parents with a probability of the similar difference in 99% of cases.

Finally, the academic performance (AAP) of the two groups in the table show that the means of the two groups (55.56 and 74.03) a wide gap between with the means suggest that the performance of the group-2 subjects is much better than that of the group-1 in a broader perspective. The t-value (5.83; .01 level of significance) also suggest that there is a significant performance of the two groups of subjects in 99% of cases; showing that the private school's

subjects perform better than these in government school.

TABLE 4.12 shows the means, standard deviations (SDs) and the 't' values on the identity styles of the female adolescents in the government (Group-I) and private (Group-II) schools.

TABLE 4.12
MEANS AND SDs AND THE 't' VALUES ON THE
IDENTITY STYLES OF SUBJECTS IN THE TWO
SCHOOLS. IN THE TWO SCHOOLS.

	GOVERNMENT SCHOOL (GRP-I)		PRIVATE SCHOOL (GRP-II)		t-Value
	Mean	SD	Mean	SD	
ISA	39.08	6.02	35.36	7.15	1.99
ISB	31.60	5.41	30.32	5.80	.81
ISC	25.76	6.26	28.04	7.99	1.12
ISD	32.16	3.55	30.72	2.97	1.55

ISA : Information Style;
ISB : Normative Style;

ISC : Avoidant Style
ISD : Committment Style.

From the above table, it is observed that the means (M) of the two groups in the information orientation identity style (ISA) are 39.08 and 35.36 respectively. This suggests that slightly larger number of students of group-1 have the information style than in group-2. The t-value (1.99) is not significant so ever.

In the case of normative identity style (ISB) the respective means of the two groups (31.60; 30.32) and their SDs (5.41; 5.80) reveal that there is no significant difference between the two groups. This is also supported by the t-value (.81), which is non-significant.

In the case of the avoidant style, (ISC) though the means the two groups reveal some difference between them (25.76 and 28.04) there exists no-significance differences, as supported by the non-significant t-value (1.12).

On the identity style of committment (ISD) there is no more difference in the mean and SD of the two groups (32.16 and 30.72), and SDs (3.55 and 2.97). The t-value (1.55) is also not significant. Thus there is no difference between the two groups (group 1 & 2) on the identity style of committment.

TABLE 4.13 shows the means, standard deviation (SDs) and 't' values on the planning strategies of the female adolescents in the government (Group-I) and private (Group-II) school.

TABLE 4.13

MEANS AND SDs AND THE 't' VALUES ON THE PLANNING STRATEGIES IN THE TWO SCHOOLS.

	GOVERNMENT SCHOOL (GRP-I)		PRIVATE SCHOOL (GRP-II)		t-Value
	Mean	SD	Mean	SD	
CPS1	2.28	2.35	1.16	.47	2.33*
CPS2	3.44	2.72	2.16	1.51	2.05*
CPS3	3.44	2.61	2.16	1.54	2.11*
CPS4	3.24	2.55	1.08	.27	4.20**
CPS5	2.48	2.31	1.36	1.15	2.17*
CPS6	3.24	2.61	1.48	1.19	3.06**
CPS7	2.48	2.42	1.40	1.25	2.63*
CPS8	2.96	2.50	2.00	1.47	1.65
CPS9	3.56	2.72	2.24	1.53	2.11*
TCPS	27.32	19.91	15.04	7.31	2.89**
EORG	7.00	5.02	4.40	2.82	2.25*
IORG	20.48	15.87	10.64	5.80	2.91**

* -> .05 ** -> .01 EORG : External Organisation
 CPS : Cognitive Planning Strategy; IORG : Internal Organisation.

From the above table, it can be seen that there is a significant difference in the means of the two groups on planning strategy one (CPS1). The mean and SD of group-1 (2.28 and 2.35) are larger than that of group-2 (1.16 and .47). This suggests that not only the subjects of group-1 are poor in CPS1 but also that there is a higher variation in the performance. In group-2, the performance is better than group-1 and the variability amongst the subjects performance is low. Hence, there is significant difference

in favour of subjects in school 2 supported by a significant t-value (2.33) on planning strategy two (CPS2), the respective means (M) of the two groups are 3.44 and 2.16, while the SDs are 2.72 and 1.51. The t-value (2.05) is also significant, suggesting that the difference between the two groups on the CPS2 is significant. On planning strategy three (CPS3) the means of the respective groups are 3.44 and 2.16, SDs are 2.61 and 1.54 and t-value is 2.11. It shows that there is a significant difference in the subjects' performance in the two groups.

A significant difference is also observed on the planning strategy four (CDS4), where the means of group-1 and group-2 are 3.24 and 1.08 and SDs 2.55 and .27. It shows that the group-1 subjects performance in planning strategy four is inferior to that of group-2. At the same time, there is more variability in the scores of group-1 (2.55) than in group-2 (.27). This is also supported by the significant t-value (4.20, at .01 level), which suggests that in 99% cases the same results can be observed on planning strategy five LPS5, the means of the performance of group-2 is better here too than in that of group one, though there is nearly same amount of variability in the scores. The t-value (2.17) is a significant at .05 level, suggesting a similar trend of result is possible 95% of cases. On the sixth planning

strategy (CPS6) the respective group means (3.24 and 1.48) reveal, as in earlier cases, that the performance of subjects in group-2 is better than in group-1. there is also more variability in the scores of the subjects in group-1, as seen from their respective SDs (2.61 and 1.19). The t-value (3.06) suggests the probability of a similar significant difference in the two groups in 99% of cases.

On the seventh planning strategy (CPS7) a significant difference is observed in the means (2.48 and 1.40) of the two groups respectively. The t-value (2.63) suggests that the probability of such a significant difference can be true in 99% cases. Interestingly, there is no significant difference in the means and DS of the two groups in the eight planning strategy (SPS8) their means being 2.96 (group-1) and 2.00 (group-2).

In the case of the ninth planning strategy (CPS9), it is observed that the mean of group-1 is larger than that of group-2 (3.56 and 2.24). Which suggests that the performance of group-2 subjects is better than group-1. The table also reveals wide variability in the scores of group-1. As a result, the t-value (2.11) shows a significant difference in the two groups which can probably be observed in 99% of cases. The mean in the total planning strategy (TCPS) show that the scores of group-1 is higher than that of group-2.

It suggests that the overall performance of group-2 in terms of the strategies of planning by two is better than that of group one. The SD (19.91 and 7.31) for group-1 and group-2 respectively also show wide variation in the scores of the subjects in group one. The t-value (2.89) is significant at .05 level suggesting that significant difference in the overall planning strategies of the two groups, with the probability of being true in 95% of cases.

The external organisation (EORG) of the subjects in group-2 (M=4.40) is better than that of group-1 (M=7.00). There is wide deviation in the individual scores in group one (SD=5.02) than in group-two (SD=2.82). The t-value (2.25) revealed a significant difference between the two groups on the grounds ability of external organisation by its subjects, with the probability of a similar occurrence in 99% cases. The subjects' ability of internal organisation (IORG) in group-1 is less (M=20.48) in comparison to group-2 (M=10.64). The deviations in the individual scores in the group one is very high (SD=15.87 and 5.80, for group-2 respectively), the t-value (2.91) reveals that there is significant difference between the two groups on the ability of internal organisation and that the probability of such an occurrence exist in 95% of cases.

The χ^2 test was used to test the homogeneity of the group in terms of the gender of the role models' and the subjects' identity styles. It was found that the calculated $\chi^2 = 31.202$ is highly significant, the table χ^2 value being 12.59, at .05 level of significance. This indicated that in 95% of cases the probability shall be true for the occurrence of significant heterogeneity between the gender of role-models and the identity-style of subjects. The χ^2 test was also applied to test the homogeneous nature of the group (i.e. both group-1 and group-2) in the context of the gender of role-models and subject's planning strategies. It was observed that the χ^2 was non-significant ($\chi^2 = 2.05$; n.a.). A non-significant χ^2 suggested that there is homogeneity in the group in terms of the gender of the role-models and the subject's planning strategies.

The use of χ^2 test was administered to test the homogeneity of the group (one and two) in the context of the role-model's relation with the subject and her identity-styles. The calculated χ^2 (.48; n.s.) was suggesting that irrespective of the role-model's relation with the subject identity styles did not change the test was used for testing the nature of relation of the group in the context of role-model's relation with the subjects and her planning strategies. The calculated χ^2 (1.804, n.s.) was observed to

be non-significant, meaning that the difference relation is not related with those in the planning strategies of the subjects.

INTERVIEW ANALYSIS OF THE ROLE MODELS :

Q.1 : PROBLEM, AREAS AND WAYS OF HELPING THE ADOLESCENT.

RESPONSES	FREQUENCY	%
1. Confusion in not knowing what to do and where to go leading to to problems in decision making.	4	21.05%
2. Emotional development and Emotional conflicts	4	21.05%
3. Crucial all-round development that requires careul handling	8	46.73%
4. Learning things which can be right or wrong	3	15.78%

As can be seen from the above table, maximum number of (approx .47%) of the role models of the selected subjects recognized that the stage of adolescence was crucial because of the rapid all-round development (physical, psychological, emotional) which required to be handled with utmost care. 21% of the role models believed that this stage was crucial because there was remarkable emotional development (feelings of love, hate, anger etc. are felt in their extremes)

accompanied by sudden changes in the moods that leads to variety of emotional conflicts. 21% believed that the confusion of not knowing what to do, where to go and why to do various things leads to a lot of trouble in decision-making. Finally, 15.78% (approx 16%) of the role models felt that the stage of adolescence is crucial because in this stage one learns new things from different sources (friends, elders, films, magazines etc.), which may sound and look interesting to them, but which may be wrong too. Therefore, it was very important to know what they learnt at this stage and how did they implement it in their own lives.

Q.2 : WAYS IN WHICH FAMILY CONTRIBUTED IN THE DEVELOPMENT OF MORALS, VALUES ATTITUDES ETC. OF THE ADOLESCENT.

RESPONSES	FREQUENCY	%
1. Faith in the individual that she will not do anything wrong.	2	8.33
2. Parental advice and actions that act as the unwritten norms for the subject.	9	37.5
3. Teaching the guidelines to live through the narration of life experiences (hence, acting the catalytic role).	9	37.5
4. Open discussion on all issues	4	16.66

37.5% of the role-models said that parental advice and actions acted as the unwritten norms which the subjects consciously or unconsciously followed. An equal percent (37.5%) of the role models felt that by teaching them the rights and the wrongs, the do's and the dont's of daily living and narrating to them various incidents of personal and other's experiences in matters related to morality, attitudes towards some issues etc. helped the subjects to learn as to what is to be developed and how. 16.66 (approx .17%) of the role-models replied that open and informal discussions on all issues be it current affairs related to the happenings of the country and the world or personal and family problems and issues, helped the subjects to develop their own values, attitudes, principles etc. Lastly, 8% of the role models said that by having complete faith of the family members on her (subject) that she will not do anything wrong or that her words and actions shall in no way hurt the sentiments of the family, is how she developed the right values, attitudes and morals.

Q.3 : WAYS OF INFLUENCING ACADEMIC AS WELL AS NON-ACADEMIC PERFORMANCE (SUCH AS - SPORTS, HOBBIES ETC.).

RESPONSES	FREQUENCY	%
1. Having confidence and faith in her own ability to succeed.	2	11.11
2. Support at the needful hours.	8	44.44
3. Quality performance by family members, thus inspiring and influencing her to do the best.	5	27.77
4. Endeavour to be the best and inspire her to be novel and different.	3	16.66

As can be seen from the above table 44% of the role-models felt that support at the needful hour (i.e. praising the subject when she performed well and consoling and boosting her up when she was not upto the mark) influenced her academic as well as non-academic performance. Almost 28% of them were of the view that quality performance by the family members, i.e. they themselves always putting in their best efforts and persevering, influenced the subject to perform accordingly, be it academic or non-academic. 17% of the role-models said that their constant advice to the subjects to endeavour for the very best and be different from others in whatever activities she got involved,

influenced her academic and non-academic performance. Finally, 11% were of the view that their constant advice to the subject to have confidence in her own ability to succeed and influenced the subject's academic and non-academic performance.

Q.4 : WAYS OF INFLUENCING IN THE HANDLING OF CRISIS SITUATIONS AND IN HER VIEW TOWARDS A PROBLEM AND ITS SOLUTION ?

RESPONSES	FREQUENCY	%
1. Passive solution (i.e. all problems get solved automatically, hence nothing to worry about).	2	11.76
2. Having faith in one's own ability to solve successfully any crisis.	2	11.76
3. Facing the problem on its face and tackling it rather than running away from it.	6	35.29
4. Suggesting various ways and solutions but leaving it finally to her to decide which one to follow and how.	4	23.52
5. Imaginary individuals being placed in the same problem or crisis situation.	2	11.76
6. Giving personal instances. Emotional conflicts	1	5.88

The above table shows that 35% of the role-models believed that they have influenced the subjects handling of crisis in a problem situation by making her face the problem on its face and tackling it rather than running away from it. 24% said that they suggested (subject) various ways of handling the problem on hand, but left it to her to decide as to which one to follow and how. 12% suggested that they often helped the subjects to tackle problems and crisis situations by making them think of somebody else in that situation and finding out how that person would react to it and take care of it. However, 12% felt that by having faith in one's own ability to solve successfully, any crisis or problem in hand was the first step towards a successful solution of any crisis. Another 12% of the role-models were of the view that problems have always been there and shall continue to be there and problems will get solved automatically, somehow or the other. Hence, the subject should not be much worried about it. Finally, 6% also said that they influenced the subjects and gave them instances of personal experiences, as to how he/she (role-model) had tackled with a somewhat similar problem when he/she was in school etc.

Q.5 : WAYS TO EDUCATE THEM ON DRUGS, AIDS, PREMARITAL SEX, GAMBLING AND OTHER ANTI-SOCIAL ACTIVITIES.

RESPONSES	FREQUENCY	%
1. Arousing fear and making known of the family's disapproval.	3	15.78
2. Discussing with her and making her know the bad effects of such anti-social acts, thus, motivating her to avoid them.	7	36.84
3. Healthy, family relations with caring, understanding and loving parents and family members.	7	36.84
4. Faith in her that she will not get involved in any of the anti-social activities.	2	10.52

From this table it can be seen that 37% of the role-models said that healthy family relations with caring, understanding and loving parents and family members could prevent the adolescents from getting involved in anti-social activities, and drugs etc. Another 37% also felt that discussing with her (subject) and informing her about the bad effects and evils of such acts, motivated her to avoid them. 16% were of the view that by arousing fear in the subject's (telling them, if caught how the police treat such about the treatment of police of such people etc.) and by

making them know the family's strong disapproval prevented the adolescents from getting involved in these actions. 10% however said that they had total faith on their daughters/sister/student, that she would not in any way get involved in such acts. Probably it is this total and unconditional faith that put responsibility on the subject's shoulders of not betraying her role model and thus prevented her from getting involved.

Q.6 : INFLUENCE OF YOUR EDUCATIONAL ACHIEVEMENT ON YOUR DAUGHTER'S/SISTER'S/STUDENT'S DEVELOPMENT AND PERFORMANCE ?

RESPONSES	FREQUENCY	%
1. No, influenced by power and occupational status.	2	12.5
2. No, self-motivation added with determination and perseverance towards attainment of self-chosen goals.	4	25
3. Yes, success and failures have inspired to achieve.	9	56.25
4. Fulfillment of elder's dreams.	1	6.25

The question as to whether the role-model's educational achievement has influenced the subjects, 56% of them (role-models) said yes, that their success and failures, be if in academics or even in their work inspired the subjects to

perform better and better. 25%, however said that the subjects required no outside motivation for she was self-motivated to attain her self-chosen goals, towards whose attainment she worked with determination and perseverance. 12% categorically denied that their educational performance or achievement in any way influenced the subject, on the contrary, it was the power and authority of the occupational status which he/she (role-model) enjoyed which influenced her (subject). Finally, 6% felt that it was desire of the subjects to fulfill the dreams that her elder's had from her which made her perform well.

Q.7 : FAMILY TYPE AS A SOURCE OF INFLUENCE.

RESPONSES	FREQUENCY	%
1. No, because there is not much difference in today's joint and nuclear family.	4	25
2. Yes, because joint family provides a larger canvas and a broader outlook to the individual.	4	25
3. No, because, it depends more on the kind of family's upbringing rather than how many were present in that upbringing.	5	31.25
4. More opportunities to be independent in a nuclear family and hence, yes.	3	18.75

The table showed that 31% of the role-models strongly felt that the nuclear or joint family made no impact, because it was more important as to what is taught to the child and not how many teach it. The quality of upbringing was more important rather than the quantity involved in it. 25% however were of the view that a joint family could be better because it provided with a much larger canvas of characters from where the subject can choose her models and have a broader outlook towards life and its various problems. Furthermore, the fear that the adolescent shall get attracted towards harmful and anti-social activities does not exist, because she shall always have the company of somebody or the other and hence will never feel lonely and bored. 25% also said that present day's joint and nuclear family's did not differ hence they see no reason of how any type of family should have more impact on the adolescent's development. Finally, 19% believed that a nuclear family does have impact because it gives the individual more opportunities to become independent in taking decisions, problem-solving etc.

Q.8 : FUTURE EXPECTATIONS FROM ADOLESCENTS.

RESPONSES	FREQUENCY	%
1. A well-educated individual involved in constructive work thus contributing towards the countrys' development.	2	9.52
2. An honest, brave, helping caring and loving individual who is loved and respected by all.	5	23.80
3. Successful, happy and her best in whatever field she is in.	10	47.61
4. Happily married to a man who loves and respects her.	3	14.28
5. In a profession that has power and authority.	1	4.76

To the question as to what would they (role-models) expect their daughter/sister/student to be ten years from now, 48% expected her to be happy, successful and her best in whatever field she chose for herself. 24% desired that the subjects be honest, brave, helping, caring and loving individuals, who would be loved and respected by all. 14% wanted the subjects to be happily married to a man who loved and respected her, while 10% wished her to become a well-educated individual who was involved in some constructive

work like doctor, teacher etc. and contributing towards the country's development. Lastly, 5% desired her to be in a profession that would give her a lot of power and authority, which would make her independent and enable her to do whatever she wants.

CHAPTER - IV

DISCUSSION

HYPOTHESIS - 1 :

There shall be positive relations among the identity styles, cognitive planning strategies and academic performance of the female adolescents.

A positive self concept, a high self-esteem and consolidation of the identity style is the crux of the most crucial development in the stage of adolescence. A positive relation between identity style and planning strategies is expected because both of them in their own ways effect the individuals development of self-perception. Furthermore, they also relate to the performance of the individual which is also of much importance in influencing one's identity development. For instance, a good academic performance leads to a higher self-esteem. A good planner is also expected to perform well in her academics, thus increasing and consolidating her identity.

The results reveal that the identity styles have a negative relation with the planning strategies of the female adolescents both in the government and private schools (Tables 4.3 and 4.8) and more so in the case of government school. Adolescent girls with informative identity style in the case of the government school show reverse relation with all the planning strategies, This is however not found in the private school girls (Table 4.8) where a positive though

non-significant relation is observed for the first three strategies that focus on the comprehending, reasoning and original thinking ability of the subjects. Differences between the subjects in the two schools on the first three strategies may be to some extent due to the lack of understanding or comprehending ability of the four given strategies to achieve the goal the government school girls do have the disadvantage of not being fluent in speaking English and their ability to express - the language of the tests and questionnaires used here. On the contrary girls from the private school where the medium of instruction within the school provinces in English certainly have an upper hand in comprehending. What is required. The discrepancy on the three planning strategies is observed in relation to informative identity style but also for normative and commitment.

An informative styled adolescent is mainly concerned about gathering information regarding the problem in hand and its solution but when required to actually sort out and organise the available informations one fails to do it, partially because of her inability to put all the thoughts and plans into words and partly because of her inability to decide. What to include in her plan that shall both solve the problem as well as achieve the required goal. Being in

the stage of late adolescence, with an average age of 17 years these subjects are naturally highly enthusiastic about whatever they come across. A consequence of this being their inquisitiveness to gather and know more and more about the problem and identify various ways of solving it. However, the more they come to know, the more they get confused and thus the lower becomes their ability to plan their actions. Hence a negative relation between informative style and the planning strategies in adolescents though not expected is explainable.

In the case of normative style again a negative relation is observed with planning strategies. Adolescents using this identity style mainly aim to achieve what is expected of them, work according to the set norms of family, school and the society at large. Therefore, when a problem is required to be solved, they usually follow the already set set pattern and not bother either to find out more about the problem in hand nor any unique and novel way of solving it. Furthermore, for the normative styled, the social acceptance has much more importance. The fear of being rejected by the society probably holds them back from venturing into planning all by themselves. They find it safe to follow what everyone does in a given context rather than finding our new ways sorting and organising them and there moulding them in such a way so that the problem is solved.

A pattern of negative relations is observed between the four identity styles and the planning strategies; particularly for the informative, normative and avoidant style. Though other researchers (Podd, 1972; Poppen, 1974; Kohlberg, 1976 etc.) suggested there is a positive relation between identity development and intellectual functioning (planning ability being an important factor in it), the result of the present study contradict it. This is however found to be supported by studies of Berzonsky et.al., (1975); Clauble, (1976) and Wagner (1976) which have shown that there is no relation between identity statuses and intellectual development of the individuals. Blaski and Hoeffel (1974) and Turner (1975) infact had said that while identity development focusses on one aspect of adolescent development, cognitive development focusses on another aspect.

Another factor that could possibly be a cause for the negative relation between the identity styles and planning strategies could be the tests used. While the identity style questionnaire assessed the occupational, political and religious ideology of the adolescent girls the strategic planning test measured the comprehending, organising, expressing and original or unique thinking ability of the girls. Thus supports the results of Blaski and Hoeffel's

(1974) and Turner's (1975).

The results obtained in this study thus partly support the hypothesis of positive relations between identity styles and planning strategies in the female adolescents.

Another part of the same hypothesis of a positive relation between identity styles and academic performance of the female adolescents, the results of the present study (Table 4.1 and 4.6) bring forth a very mixed. While in the government school a positive relation is observed between the normative style and academic performance between avoidant style and academic performance and also between commitment and academic performance (though non-significant) in the private school a positive relation is observed only between the informative style and academic performance and the commitment style and academic performance of the female adolescents.

The difference in the relation between informative style and academic performance in the two schools is probably because of the kind of performance that is expected from the students in these schools. While in the private schools the subjects are encouraged to gather more information related to their subjects, read more books, constantly refer to the library etc. which pushes slowly the

subjects towards becoming informative oriented, such is not the case in the government schools. Here, sadly, the system shows certain amount of passivity. Students are not encouraged to learn more than what is required for their examination and often large chunks of the syllabus are left by themselves for the annual examinations leaving very little time for extra reading. The main aim here is thus to read whatever is there in hand, complete the syllabus/curriculum and give the examination. Not much importance is given towards actual learning. Therefore, students in this kind of schools having a tendency of learning more than what is required often fall behind in their performance in the once-in-the year (annual) examinations, which mainly measures the rote-learning ability of the students. Therefore, a negative relation between informative style and academic performance in the government school is explainable. In brief, it can be said that the government school environment probably discourages the adolescents to be information oriented, while the same is encouraged, appreciated and reinforced through better academic performance in the private school.

The same explanation fit in the discrepancy between normative style and academic performance in the tow schools. Here, however the relation is reverse - i.e. the relation is positive in the case of the government school, and it is

negative for the private school. Apparently the government school encourages the subjects to be normative ("foreclosure" - Marcia's identity status), while the private school discourages it. Similar is the case also with avoidant/diffuse style and academic performance. That there is difference in the academic performance of the students in the schools is also supported by the 't'-test (Table 4.11) where a significant 't'-value (5.83) shows a similar pattern is likely to be observed in 99% of cases. However, the existing pattern of result cannot be generalised because of the sample size being rather small and specific to the performance of the female gender.

The result supports the finding by Sharma and Anandlakshmy (1993) that girls from middle and high SES urban families are more in the moratorium and achievement status (Berzonsky's informative style) than the low SES girls who usually are in the foreclosure status (i.e. Berzonsky's normative style). Subjects coming to the private schools come from families where both parents are not only more qualified and are in the high or upper middle socio-economic status. Hence, the positive relation between informative style and academic performance in the case of private school girls and a positive relation between normative and avoidant style with academic performance in

the case of government school girls is understandable.

Therefore, the hypothesis that there shall be a positive relation between identity style and academic performance is partly accepted.

The first hypothesis also stated a positive relation between planning strategies and academic performance of the female adolescents. The expected positive relation between the two is observed in the case of the government school, while in the private school a positive relation is observed in most of the planning strategies (table 4.2 and 4.7) leaving aside the 1st, 4th, 5th, 6th and 7th strategies.

A positive relation between the two (i.e. the planning strategies and academic performance) suggests that the better and stronger the strategies one employed, the better would be her academic performance. When the individual is able to plan - comprehend what is required, seek information and knowledge regarding the solution of the problem, sort out there informations, organise them and finally implement them - it is natural for her to do the same planning for her examinations as well. A student who in the above plans for her examinations will certainly perform well. Furthermore, one may not seek much information but can be capable of organising the available informations in the test books well enough to meet the demands of the annual exams. Such an

individual's performance will certainly be better than the one who gather information from various sources but is unable to organise them so as to meet the demands of the examination.

Hence, planning strategies do have positive relation with academic performance. However, in the case of private school girls a negative relation is observed for a few strategies. This is probably because of different levels of academic expectations that are made by the schools from their students. It may be so that the private school has higher academic expectations which the adolescent girls with their existing planning abilities are unable to fulfill. Future research in this area may throw more light on the findings of a negative relation between planning strategies and academic performance, but available researches fail to explain this rather unexpected observation.

Table 4.5 and 4.10 show for both government and private school girls positive relations between external organising ability and academic performance. In the relation to internal organisation there exists a negative relation with the academic performance of the private school girls. This result supports the above explanation that the private school girls probably fall short off their planning abilities to meet the demands made by the school's.

Thus, the hypothesis of a positive relation between planning strategies and academic performance is accepted in the case of government school subjects but not for the private school adolescent girls.

HYPOTHESIS - 2 :

Family factors like education and occupation of parents, size and type of family will be positively related to the identity styles, planning strategies and academic performance of the female adolescents.

Numerous studies have shown that family plays a significant role in the adolescent's identity development. Jordon (1970), Jessor and Jessor (1974), Waterman (1982), Bell et.al. (1985), Adam (1985), O'Conner (1995) and many others have observed that the relationships in the family, and even the absence of a particular member of the family either due to death or separation etc. affects the development of the adolescents. In the present study, emphasis had been given in observing the effect of such factors as family size, type of family, education and occupation of the parents on the identity styles, planning strategies and academic performance of the female adolescents.

The results show a positive relation between informative identity style and the subject's family size, type of family and their parents' education and occupation (Table 4.1 and 4.6) in the case of both the schools. Similar is the case with normative style as well. Infact, the family size of the private school girls have a positive and significant relation with the normative style, suggesting that in 95% of the cases there may be a positive relation between the two, and in 99% of cases family size has positive relation with the subjects' (private school) committment style.

Table 4.11 shows that the mean family size of the government school girls is higher than that of the private school. Therefore, in the case of the government school subjects, the larger families put pressure on them to develop informative style regarding their occupation, political and religious ideologies. Furthermore, the more information they gain in these areas the more they begin to follow the norms set by the family. in the case of the private school girls even though the number of member in their family are less, yet due to their parents being more qualified and holding better occupational position [Table 4.11 which shows the mean of education and occupation (EO) in the private school, (Group 2) in more than that of group 1 (government school)] their sources of gathering

information are wider (through news, magazines etc.). they also have more opportunity to learn through parent-child discussion. Thus, both the government and private school adolescent girls tend to gather information before developing their own ideologies and making the choice for their careers from various sources which are made either directly in consultation with their family members or indirectly through them. As said earlier, the more they learn about the various occupation of choices and also about the religious ideals and political values, the more they tend to follow what is expected from them and what their parents have been advising them to do. Infact, 75% of the role models (Q.2) stated that the girls learn to develop their values, morals, attitudes etc. with the help of the guidelines that are given by the parents through narrations of their various life experiences, advice and actions which more or less take the shape of unwritten norms. Once their occupational, political and religious ideologies are consolidated, the private school girls tend to be committed to them, while the committment reduces in the case of the government school girls. Infact, for the government school girls the larger the families, the lower is their committment and vice-versa. This Perhaps the girl feels that her identity is merged with that of other members in the family and therefore a separate endeavour to prove her own

stand has not much meaning. On the contrary, in the private school girls where once the choices are made girls make every committed effort to prove that they have made the right choice. Furthermore, coming from small families, competition among the siblings also become high as a result they become more committed to their ideologies.

The type of family from which the girls come be that nuclear/joint has a positive relation with all the identity styles, for both the schools. Hence, the hypothesis of a positive relation between identity styles and type of family is accepted.

The hypothesis of a positive relation between the education and occupation of the adolescents and their identity styles is supported by the results of informative and normative style for both the schools and far committment style in the case of government school. As for the diffuse style, a negative relation is observed in both the schools. therefore, the more qualified and well-placed the parents are the more their daughter' learn about various ways of living and the more they perform according to their (girl's) parental expectations.

Therefore, the hypothesis that family size, type of family and the parental education and occupation has a

positive relation with the female adolescents identity style is accepted.

The results related to hypothesis of a positive relation between the demographic variables (family size, type of family and education and occupation of parents) and the planning strategies of the female adolescents, show that in the case of government school girls, (Table 4.4) there exists a negative relation between the two. Therefore, the larger a family is the poorer are the planning strategies of the girls. This may be because with many members in the family the girl knows which path to follow and hence does not even make an effort to develop her own strategies. She simply does what some elder sibling have already done, more so because they are highly normative in their identity style. However, this is not the case with private school girls, where a positive relation (though non-significant) is found between their family size and planning strategies.

Tn the case of type of family also there exists a more or less positive relation between the type of family from which she comes and her planning strategies.

With regard to education and occupation of the parents there exists a positive relation with the planning strategies, of the girls in government school (Table 4.4). The more qualified and the more well-placed the parents are

and the more well-placed they are in their occupations, the more the girls realise the importance of planning in their work to be successful. Also as the interview of the role models show 28% (Q.3) of them believe that quality performance by the elders motivates and inspires the girl perform well. But, in the case of private school girls there exists a negative relation. This is probably because unlike the government school girls who have seen their parent slogging to reach their desired goals, the private school girls have always seen everything happening around them relatively smoothly. Hence they have developed the idea that whatever they do, they shall be successful in reaching their goals and hence not much importance is given to the planning strategies.

Therefore, the hypothesis of a positive relation between the demographic variables and planning strategies holds true in most of the cases.

On the hypothesis of a positive relation between the demographic variables and academic performance of the female adolescents, the results show that (Table 4.1 and 4.6) this holds true for government school girls, while it is negated in case of the private school girls. This may be because girls in the government school come from middle socio-economic status, where the secret of success in future lies

in how good one performs today, more so in the academics. Therefore not only the family members but also her parents' education and occupational status probably motivate her to do better and achieve more. Hence, the positive relation is explainable. Also, for the private school girls, academic success is not the only source of their future success. Therefore knowing that there are alternative possibly paths lead to success, the importance of academic success reduces. It may also be that the schools differ in the academic expectations from their students. A possible explanation can be that due to availability of all resources and living in no crisis, particularly financial, these girls tend to develop a certain amount of over-confidence which comes in the way of their academic performance.

Therefore, the present study supports those studies that have proved that family plays a crucial role in the academic achievement of the adolescents. Waterman and Waterman (1972), Craig-Brag, Adams and Dobson (1988), Lee and Croninger (1994) Leff and Hoyle (1995) while this role is positive in the case of government school girls, it is negative for the other group in the private (affluent) school.

The family is an important source for the adolescents identity style and planning development. This is also proved

by the X^2 value which has a nonsignificant relation between the role-model and the identity style and planning strategy. In a majority of cases the subjects role-models were from their own families.

HYPOTHESIS - 3

Identity style, cognitive planning strategies and academic performance will differ by the school types to which the female adolescents go.

Table 4.12 shows that there is no significant difference between the two schools (government and private). A look at this table shows that most of the subjects (both schools) are in the normative (ISB) style, since the difference between the two schools in style is lowest.

Though there is no significant difference in the identity styles of the subjects in the two schools, yet table 4.13 reveals a highly significant difference in the planning strategies of the subjects. It is observed that the mean of the planning strategies of the private school girls is much lower than the government school girls, which suggests that the planning strategies of the girls in the former school are much better than the later's. Yet, there exists a negative relation between the planning strategies and academic performance of these private school girls. on

the other hand even though the strategies used by the government school girls are not as good as those of their counterparts yet they show a positive relation with their academic performance (table 4.2 and 4.7). In brief it can be said that the adolescents in both the schools are poor planners, because in the case of the government school, their planning ability is not manifested, due to already set patterns of the plan while in the private school the subjects are unable to organise all the available informations to form strategic plans.

Furthermore table 4.11 reveals a significant difference in the academic performance of the subjects in the two schools. The mean performance of the private school being 74.83 against 55.56 that of the government school is.

The same table also shows that there is a significant difference in the size of the subjects' families as well as in the education and occupational level of the parents. Majority of the government school girls come from large families while the average education and occupational level of the private school subjects' parents is much higher. In other words, the parents of the private school girls are more qualified and hold better positions in their profession than the government school girls. This can be a probable cause of the observed differences. However, a more crucial

and important cause could be the schools themselves. The environment within the school premises, facilities available (both academic and extra curricular) teacher-student interaction etc. are some of the areas that could probably lead to a difference.

While the private school provides a more active open, student friendly environment with facilities that not only motivate and inspire them to put in their very best but also get their latent talents exploited, the government school lacks on all these. Here, the atmosphere is more of a teacher-oriented school, where the rule is to follow whatever the teacher says. Lack of proper facilities not only in the classes and laboratories but also for games and other extracurricular activities has an adverse effect on the subjects' performance.

Most importantly, the observation of the data showed that there was a marked differences in the students' interaction with their teachers. While in the private school it was more on friendly terms and the teachers were approachable by the students - at all times - with their problems that ranged from class works, and other academically related problems to personal problems at home it was not so in the government school. These made the subjects' be able to relate to their teachers easily and

enhance their ability to plan in case of a problem. This was not the case in the government school. Here the teachers made themselves unapproachable and the students had difficulty to relate to them (teachers) problems concerning their (subjects) course of work as well. Therefore, it can be said that while in the former school the teacher and the students lived in the same world having friendly terms with each other, in the later school, they (teachers and students) lived in different worlds of their own and met like aliens with only one aim - one to teach the other or learn whatever is taught and this took place within the four walls of the classroom. Interaction of the students with the teachers and vice-versa ended once they came out of the classroom. Thus, the third hypothesis is also accepted as far as the planning strategies and academic performance are concerned.

CHAPTER - V

SUMMARY AND CONCLUSIONS

Studies on adolescents have focussed mainly on the development, be that intellectual (cognitive), self-concept and self-esteem or identity. There have been very few studies which have made an effort to findout whether these is an influence of these various developments are interrelated and affect each other. The present study was made with an intention to probe into the relation between identity styles and cognitive planning strategies of the female adolescents and the relation of these to the academic performance.

For the study a sample of fifty adolescent girls within the age range of sixteen to eighteen years and in the eleventh standard science stream were selected. These girls were from two different schools; twenty-five of them were from a government school, and the other twenty five were from a private school. Both the schools were located in South Delhi.

It was assumed that :-

- (i) identity styles and cognitive planning of the female adolescents are related to each other and to their academic performance;
- (ii) family background factors, such as, parental education and occupation, size and type of family, relate to the

identity style, cognitive planning and academic performance of the female adolescents.

(iii) identity styles, cognitive planning and academic performance of the female adolescents are related to the type of schools they go to.

Objectives of this study were :

(i) To find out the relationship among identity styles, cognitive planning and academic performance of the female adolescents.

(ii) To find out the relationship of the family variables to the identity style, cognitive planning and academic performance of the female adolescents, and;

(iii) To find out the school type variations in identity styles, cognitive planning and academic performance of the female adolescents.

Based on the above assumptions and objectives certain hypothesis were made which are as follows :

1. There will be positive relations among the identity styles, cognitive planning strategies and academic performance of the subjects.

2. Family factors like education and occupation of the parents, size and type of family will be positively related

to the identity style, cognitive planning strategies and academic performance.

3. Identity styles, cognitive planning and academic performance will differ by the school types to which the female adolescents go.

A correlational reserach design was adopted for the study with the purpose to find out the relation between the three variables of identity styles, cognitive planning and academic performance and also the relation between the styles of the adolescents and their role models.

Tools that were used are :

- * Identity style questionnaire (adapted from Berzonsky).
- * Strategic planning test (J.P.Das).
- * Interview schedule for the role model.
- * Personal information sheet.

Findings of the Study :

1. There is a negative relation between identity styles and cognitive planning strategies of the female adolescents in both types of schools.
2. Normative, avoidant and committment styles of identity have a positive, though a non-significant relation with the academic performance of the government school subjects.

3. Informative and commitment identity styles have positive relation with academic performance of the private school subjects.
4. There exists a positive relation between the planning strategies and academic performance of the government school girls.
5. In the case of private school, a positive relation is observed between academic performance and most of the strategies, excepting the first, fourth, fifth, sixth and seventh strategies.
6. Informative, normative and commitment identity styles have a positive relation with the demographic variables of the female adolescents in both the schools.
7. A negative relation is observed between avoidant/diffuse identity style and the parental educational and occupational status.
8. Type and size of family have a positive relation with the planning strategies of the adolescents in both the schools.
9. Parent's education and occupational status have a positive relation with the planning strategies of the government school girls, while a negative relation is observed in the case of private school girls.
10. Demographic variables of family size, type of family and parental education and occupation have a positive

relation with the academic performance of the government school girls, while there exists a negative relation between the two (i.e. demographic variables and academic performance) in the private school girls.

11. Identity styles of the female adolescents in both the schools do not show any significant difference.
12. Significant difference is observed in the planning strategies and academic performance of the female adolescents in the two schools. There is also a significant difference in the size of the family and educational level and occupational status of the parents of the subjects in the two schools.
13. Subjects, irrespective of the school they go to have their role models in their families in most of the cases, while for a few their models are in the school either a class mate or a teacher.

CONCLUSIONS :

1. Identity styles and planning strategies of the female adolescents are inversely related to each other, irrespective of the schools to which they go.
2. Identity styles are positively related to the academic performance of the subjects, though the styles differ in the two schools. While in the government school, the normative, avoidant and commitment style are

positively related to academic performance in the private school it is informative and commitment styles.

3. Planning strategies and academic performance are positively related for the subjects in the government school, while in the private school not all the strategies have a positive relation with the academic performance.
4. The relation between demographic variables (FS, TOF, EO) with identity styles, planning strategies and academic performance depend on the school to which the subjects go.
5. School plays an important role in the planning ability and the level of academic performance of the subjects.
6. Adolescents going to the two schools come from families that differ not only in their size but also in their parent's education level and their occupational status.

Therefore, it can be concluded that both school and family of the adolescents play a significant role in the development of identity styles, formation of planning strategies and their academic performance. Further, the interrelation between the variables of identity styles, planning strategies and academic performance also depends on the family and school of the adolescents.

LIMITATIONS :

The present study had certain limitations :

1. Sample size is small and hence generalization is not possible.
2. Due to time constraints, it was not possible to interview all the role models of the subjects, which could have given a different dimension to the study.
3. Again due to shortage of time in hand a test for academic performance of the subjects could not be devised and the performance of the subjects in their Board and terminal examination, which could have been influenced by various factors, had to be relied upon.

RESEARCH SUGGESTIONS :

1. A comparative study of the two genders.
2. A comparative study of adolescents from urban and rural background.
3. A study where both adolescents and their role models are measured to see differences, identity styles, and planning strategies etc.
4. An elaborate study on the adolescents to pinpoint the developmental characteristics and influences.

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APPENDIX

PERSONAL INFORMATION SHEET

NAME OF THE SUBJECT :

ADDRESS :

FATHER'S NAME :

MOTHER'S NAME :

FAMILY SIZE :

TYPE OF FAMILY :
(NUCLEAR/JOINT)

QUALIFICATION :

FATHER'S :

MOTHER'S :

SIBLING :
(BROTHER/SISTERS)

OCCUPATION :

FATHER'S :

MOTHER'S :

WHO IS YOUR ROLE MODEL.

FAMILY MEMBER/PEER :

RELATION WITH HIM/HER :

IDENTITY STYLE QUESTIONNAIRE

Instructions :-

Following are the few items about our beliefs, attitudes and/or ways of dealing with everyday life issues. Please read each item carefully and indicate the extent to which you think the statements represent you. If the statements are very much like you mark 5, and if it is not like you at all mark 1, on a five point scale.

1. Regarding religious beliefs, I know basically what I believe and don't believe. (COMM)
(NOT AT ALL LIKE ME) 1 2 3 4 5 (VERY MUCH LIKE ME)
2. I've spent a great deal of time thinking seriously about what I should do with my life. (INFO)
(NOT AT ALL LIKE ME) 1 2 3 4 5 (VERY MUCH LIKE ME)
3. I am not really sure what I am doing in school; I guess things will work themselves out. (DIFF)
(NOT AT ALL LIKE ME) 1 2 3 4 5 (VERY MUCH LIKE ME)
4. I have more-or-less always operated according to the values with which I was brought up. (NORM)
(NOT AT ALL LIKE ME) 1 2 3 4 5 (VERY MUCH LIKE ME)
5. I have spent a good deal of time reading and talking to others about religious ideas. (INFO)
(NOT AT ALL LIKE ME) 1 2 3 4 5 (VERY MUCH LIKE ME)
6. When I discuss an issue with someone, I try to assume their point of view and see the problem from their perspective. (INFO)
(NOT AT ALL LIKE ME) 1 2 3 4 5 (VERY MUCH LIKE ME)
7. I know what I want to do with my future. (COMM)
(NOT AT ALL LIKE ME) 1 2 3 4 5 (VERY MUCH LIKE ME)
8. It does not pay to worry about values in advance, I decide things as they happen. (DIFF)
(NOT AT ALL LIKE ME) 1 2 3 4 5 (VERY MUCH LIKE ME)

9. I am not really sure what I believe about religion.
(COMM/REV)
- (NOT AT ALL LIKE ME) 1 2 3 4 5 (VERY MUCH LIKE ME)
10. I have always had purpose in my life; I was brought up
to know what to strive for. (NORM)
- (NOT AT ALL LIKE ME) 1 2 3 4 5 (VERY MUCH LIKE ME)
11. I am not sure which values I really hold. (COMM/REV)
- (NOT AT ALL LIKE ME) 1 2 3 4 5 (VERY MUCH LIKE ME)
12. I have some consistent political views; I have a
definite stand on where the government and country
should be headed. (COMM)
- (NOT AT ALL LIKE ME) 1 2 3 4 5 (VERY MUCH LIKE ME)
13. Many times by not concerning myself with personal
problems, they work themselves out. (DIFF)
- (NOT AT ALL LIKE ME) 1 2 3 4 5 (VERY MUCH LIKE ME)
14. I am not sure what I want to do in the future.
(COMM/REV)
- (NOT AT ALL LIKE ME) 1 2 3 4 5 (VERY MUCH LIKE ME)
15. I am really studying a academic area that is right for
me. (COMM)
- (NOT AT ALL LIKE ME) 1 2 3 4 5 (VERY MUCH LIKE ME)
16. I have spent a lot of time reading and trying to make
some sense out of political issues. (INFO)
- (NOT AT ALL LIKE ME) 1 2 3 4 5 (VERY MUCH LIKE ME)
17. I am not really thinking about my future now; it's
still a long way off. (DIFF)
- (NOT AT ALL LIKE ME) 1 2 3 4 5 (VERY MUCH LIKE ME)
18. I have spent a lot of time and talked to a lot of
people trying to develop a set of values that make
sense to me. (INFO)
- (NOT AT ALL LIKE ME) 1 2 3 4 5 (VERY MUCH LIKE ME)

19. Regarding religion, I have always know what I believe and don't believe; I never really had any serious doubts. (NORM)

(NOT AT ALL LIKE ME) 1 2 3 4 5 (VERY MUCH LIKE ME)

20. I am not sure what subject I should study (Or change to). (COMM/REV)

(NOT AT ALL LIKE ME) 1 2 3 4 5 (VERY MUCH LIKE ME)

21. I have known since high school that I was going to college and what I was going to chose as my subject. (NORM)

(NOT AT ALL LIKE ME) 1 2 3 4 5 (VERY MUCH LIKE ME)

22. I have a definite set of values that I use in order to make personal decisions. (COMM)

(NOT AT ALL LIKE ME) 1 2 3 4 5 (VERY MUCH LIKE ME)

23. I think it's better to have a firm set of beliefs than to be open minded. (NORM)

(NOT AT ALL LIKE ME) 1 2 3 4 5 (VERY MUCH LIKE ME)

24. When I have to make a decision, I try to wait as long as possible in order to see what will happen. (DIFF)

(NOT AT ALL LIKE ME) 1 2 3 4 5 (VERY MUCH LIKE ME)

25. When I have a personal problem, I try to analyze the situation in order to understand it. (INFO)

(NOT AT ALL LIKE ME) 1 2 3 4 5 (VERY MUCH LIKE ME)

26. I find it's best to seek out advice from professionals (e.g., clergy, doctors, lawyers) when I have problems. (INFO)

(NOT AT ALL LIKE ME) 1 2 3 4 5 (VERY MUCH LIKE ME)

27. It's best for me not to take life too seriously; I just try to enjoy it. (DIFF)

(NOT AT ALL LIKE ME) 1 2 3 4 5 (VERY MUCH LIKE ME)

28. I think it's better to have fixed values, than to consider alternative value systems. (NORMS)
- (NOT AT ALL LIKE ME) 1 2 3 4 5 (VERY MUCH LIKE ME)
29. I try not to think about or deal with problems as long as I can. (DIFF)
- (NOT AT ALL LIKE ME) 1 2 3 4 5 (VERY MUCH LIKE ME)
30. I find that personal problems often turn out to be interesting challenges. (INFO)
- (NOT AT ALL LIKE ME) 1 2 3 4 5 (VERY MUCH LIKE ME)
31. I try to avoid personal situations that will require me to think a lot and deal with them on my own. (DIFF)
- (NOT AT ALL LIKE ME) 1 2 3 4 5 (VERY MUCH LIKE ME)
32. Once I know the correct way to handle a problem, I prefer to stickk with it. (NORM)
- (NOT AT ALL LIKE ME) 1 2 3 4 5 (VERY MUCH LIKE ME)
33. When I have to make a decision, I like to spend a lot of time thinking about my options. (INFO)
- (NOT AT ALL LIKE ME) 1 2 3 4 5 (VERY MUCH LIKE ME)
34. I prefer to deal with situations where I can rely on social norms and standards. (NORM)
- (NOT AT ALL LIKE ME) 1 2 3 4 5 (VERY MUCH LIKE ME)
35. I like to have the responsibility for handling problems in my life that require me to think on my own. (INFO)
- (NOT AT ALL LIKE ME) 1 2 3 4 5 (VERY MUCH LIKE ME)
36. Sometimes I refuse to believe that a problem will happen, and things manage to work themselves out. (DIFF)
- (NOT AT ALL LIKE ME) 1 2 3 4 5 (VERY MUCH LIKE ME)
37. When making important decisions I like to have as much information as possible. (INFO)
- (NOT AT ALL LIKE ME) 1 2 3 4 5 (VERY MUCH LIKE ME)

38. When I know and situation is going to create stress, I try to avoid it. (DIFF)

(NOT AT ALL LIKE ME) 1 2 3 4 5 (VERY MUCH LIKE ME)

39. To live a complete life, I think people need to get emotionally involved and commit themselves to specific values and ideals. (COMM)

(NOT AT ALL LIKE ME) 1 2 3 4 5 (VERY MUCH LIKE ME)

40. I find it's best for me to rely on the advice of close friends or relatives when I have a problem. (NORM)

(NOT AT ALL LIKE ME) 1 2 3 4 5 (VERY MUCH LIKE ME)

STRATEGIC PLANNING TEST

PHASE I

Instruction : "Your task is to assign priorities in such a way that the right strategy will be in the right place, so as to make sure that the goal is 100% attained".

Supposing that a "Fete" is being organised by your school, where all classes are to take part and that class which performs the best and puts up the best stall wins a prize. Assuming that you are the leader of your class what strategies will you adapt to achieve this :-

- A. Find new ways
- B. Do lot of propaganda.
- C. Be friendly with friends and peers.
- D. Spend more money.

TO BE FILLED BY THE SUBJECT ACCORDING TO HER OWN CHOICE OF THE PRIORITIES.

- A.
- B.
- C.
- D.

PHASE II :

Write an essay of about one page justifying how the plan will produce the best result using the above mentioned four strategies according to their priorities.

INTERVIEW SCHEDULE

- Q.1. PROBLEM, AREAS AND WAYS OF HELPING THE ADOLESCENT?
- Q.2. WAYS IN WHICH FAMILY CONTRIBUTED IN THE DEVELOPMENT OF MORALS, VALUES ATTITUDES ETC. OF THE ADOLESCENT?
- Q.3. WAYS OF INFLUENCING ACADEMIC AS WELL AS NON-ACADEMIC PERFORMANCE (SUCH AS -SPORTS, HOBBIES ETC.)?
- Q.4. WAYS OF INFLUENCING IN THE HANDLING OF CRISIS SITUATIONS AND IN HER VIEW TOWARDS A PROBLEM AND ITS SOLUTION?
- Q.5. WAYS TO EDUCATE THEM ON DRUGS, AIDS, PREMARITAL SEX, GAMBLING AND OTHER ANTI-SOCIAL ACTIVITIES?
- Q.6. INFLUENCE OF YOUR EDUCATIONAL ACHIEVEMENT ON YOUR DAUGHTER'S/SISTER'S/STUDENT'S DEVELOPMENT AND PERFORMANCE ?
- Q.7. FAMILY TYPE AS A SOURCE OF INFLUENCE ?
- Q.8. FUTURE EXPECTATIONS FROM ADOLESCENTS?