

EGO AND LEADERSHIP AMONG ADOLESCENTS

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ABSTRACT

The period of adolescence is designated as the period of storm and stress and age of revolt. This is considered as being one of the most difficult stage in the life of any individual. Thus adolescence is the most critical stage with a distinct phase of rapid physical, psychological and social behavioral changes and emotional disturbances. As Ego is the perceptual centre of personality, it decides the behavior of every individual. This study was taken up to see the relationship between Ego and Leadership among adolescents with reference to their Sex, School Kind, School Type, Medium of Instruction, School Locality, Family Type, Parental Occupation and Participation in Extra-curricular activities.

For the present study, survey method was employed and a sample of 200 students studying in IX, X, XI and XII standard was selected from ten High schools and Higher Secondary schools in Coimbatore district by adopting random sampling technique. The investigator specially constructed and standardized the Ego evaluator and Leadership Evaluator tools for the present study. It is found that i) There is a negligible relationship between Ego and Leadership among Adolescents ii) There is no significant difference in Ego with respect to their Sex, School Locality, Family Type, Parental Occupation and Participation in Extra-curricular activities iii) There is a significant difference in Ego with respect to their School Kind, School Type, Medium of Instruction iv) There is no significant difference in Leadership with respect to their Sex, School Kind, Medium of Instruction, School Locality, Family Type, Parental Occupation, Participation in Extra-curricular activities and v) There is a significant difference in Leadership with respect to their School Type.

Keywords: Ego, Leadership, Adolescents.

INTRODUCTION

Education is a character building process enhancing one's personality and making him/her rational, capable, responsive and intelligently independent, it generates the will to refashion one's heart, head and life. Education is concerned primarily with young people. It takes note of conditions that promotes or relate to their growth and development. During adolescent stage growth and development takes place rapidly and this in turn lead to many adjustment problems. Every individual perceive and respond to the social world in different ways. This is mainly due to the difference in their ego levels. As ego is the perceptual centre of personality, it decides the behavior of every individual.

A strong ego in adolescents enables one to endure the crises, one confront to reach a final equilibrium and integration of experiences, which at times are opposing and contradictory. Ego of adolescents proves a sort of "engineering personality" and that adolescence provide a

special explanation of defensive strategies that manifest themselves in a form that is creative, constructive and ingenious in an individual sense.

Leadership is the art of influencing others to act in order to accomplish specific objectives. All groups need skilled leaders to accomplish their objectives. According to great man theory, effective leaders are those who are capable of planning, organizing and controlling sub ordinate's activities and showed concern for their group and fostered sound group relationship.

Research In Ego and Leadership

Caroline. K. Waterman and Alan. S. Waterman (1974) conducted a study on ego identity status and decision styles. This study found that the decision processes used in coping with the identity crisis would be related to more general decision styles in that identity achievers and moratoriums would tend to be in their conceptual tempo. It also forms that identity diffusions were generally impulsive. Since conceptual tempo has been found to be well

established in childhood, the results of the study have implications for the early prediction of adult identity status.

Gerald. R. Adams and Judy .A. Shea (1978) conducted a study on the relationship between identity status, locus of control and ego development. 294 college students were the sample of the study. Identity achievement students were found to be more advanced in their ego stage development and level of internality, while diffusion students were less advanced. No evidence was found for inters- individual development based upon cross-sectional data.

Sheila. D. Ginsburg and Jacob. L. orlofsky (1981) examined the relationship of identity status to ego development and locus of control in college women. The identity statuses did not differ significantly in self reported locus of control but did differ on the depth measure of ego development. The study shows that identity achievers women were more advanced in their ego development than fore – closure and diffusion women.

Deshpande. S. (1983) Conducted an analytical study on leadership Qualities in Junior College students in Vidarbha Region. This study identified 24 leadership qualities in junior college levels. This study finds that student leadership qualities are not related to their parent's education, parent's political/ social status, parent's occupation and their economic status. The student leaders had good and cheerful nature, honesty, good conduct, punctuality, cooperativeness, good study habit and self confidence.

Johi.J.K.(1984) conducted a study of ego- identity and values of adolescents living in hill areas of kumaun region in relation to the perception and home environment. This study reveals that ego identity was positively and significantly related to the perception of the adolescents of their school and home environment. It was found that more adherence to economic value and social value and less adherence to aesthetic value might lead to more stable and stronger ego identity.

Anita Landau Hartig and Anne. C.Peterson(1985) conducted a study on cognitive mediators of ego functioning in adolescents. This research examined the relationship between ego functioning and two domains of operational thinking: social interpersonal reasoning and

physical-mathematical reasoning. Results indicated significant difference between males and females in patterns of correlations as well as in patterns of relationship in a casual analysis. Ego functioning was predicted by interpersonal reasoning for females and by physical mathematical reasoning and verbal intelligence for males.

Barbara. M. Gfellner (1986) conducted a study on ego development and moral development in relation to age and grade level during adolescence. Major increases in moral capacity were found at conformist and conscientious levels of ego development. Low positive correlations between ego level and moral capacity were reported for young adolescents but not for older ones. Both ego and moral development seemed more closely related to grade level than to age. Socio-economic status predicted acceleration in ego development at the rate of one half an ego level over middle to later adolescence. Students of higher socio-economic background attained developmental levels one to two years before their contemporaries of low socio-economic status. Sex differences in ego development were in favor of females.

Kumar, Awadshesh (1986) conducted a study of ego involvement, level of aspiration and associated factors in relation to achievement at graduation level. This study reveals that science students had high ego involvement where as boys and girls of arts group had comparatively low ego involvement. Regression co efficient revealed that ego involvement and intelligence made a remarkable contribution to the success of boys and girls at the graduation examination

Mulia. R. D. (1990) Conducted a study on Leadership Behaviour of students in context of their streams, sex and level of adjustment. Higher secondary students were the sample of the study. This study finds no significant difference in leadership behavior among the three streams- commerce, arts and science, as well as among different levels of adjustments. It finds significant difference in leadership between the two sexes.

Alice Mary (1993) conducted a study on the interaction of adolescent ego development and family characteristics in divorcing families and examines the parent- adolescent relationship on development. Findings indicated that

family structure parental drug and alcohol abuse was significantly related to non progressive development.

Edmunds Alan Louis(1993) conducted a study on relationship among leadership indicator in academically gifted high school students. This study reveals the positive relationship between IQ and Leadership skills. Males out performed females on task orientation and past leadership behavior on the leadership skills. This research suggests that the leadership should be measured by multiple indicators as suggested by the literature and the multiple indicators may be useful for measurement validation purpose and for the variety of leadership elements.

Mehtretter, Glenn William (1995) studied the contribution of complexity of mental processing and stage of ego development to transform leadership. These major finding of this study is that minimum level of complexity of mental processing associated with successful transformation of organization and character of transformation is associated with the stages of ego development of a leader.

Harrel Cheri. R. (2004) examined the relationship between ego and development and parenting styles. This study has given the empirical findings on the direct effects of parenting styles on children's behavior and the relationship between developmental stage and attributes of effective parenting. The study gives positive correlation between more adequate parenting skills and higher levels of ego development.

Need for the Study

Ego is the part of ourselves; we refer it when we say 'I', 'Me' and 'Mine'. The strength or level of ego is different for different individuals. It has an important role in determining one's own personality. Autonomy and initiative power shows the strength of ego. Ego has been modified by the influence of environment in which a man lives. Adolescence is the period of crucial development. During this stage they undergo identity crisis. They would like to be different from others. For this, they may try to show what he is? By all means they would like to be identifiable by others. Becoming a leader of a group is one of the best ways for this. The choice depends upon individual differences. Is there any influence of ego on this choice? is an interesting question. So the investigator selected this topic.

Operational Definitions

Ego

Ego is the conscious part of the psyche with which we normally identify the personality. It is an inflated feeling of pride in our superiority to others. In other words ego is one's consciousness of his own identity.

Leadership

Leadership is a process of influencing others in the group to act in a particular way to accomplish mutual goals. It is guiding, directing and inducting others to strive for the realization of common goals.

Adolescence

Adolescence can be defined as a period of transition from childhood to adulthood that involves physical, cognitive and social changes. This period extends from the time the individual become sexually mature until eighteen. The age of legal maturity is divided into early adolescence, which extends to seventeen years and the adolescence, which extends until legal maturity.

Variables

Independent Variables

- Sex
- School Kind
- School Type
- Medium of Instruction
- School Locality
- Family Type
- Parental Occupation
- Participation in Extra -curricular activities.

Dependent Variable

- Ego
- Leadership

Objectives

- To study the relationship between Ego and Leadership among Adolescents
- To find whether there is any significant difference in Adolescent's Ego with respect to their Sex (Boys/Girls)

School Kind (Mixed/Unisex)
School Type (Government/ Aided)
Medium of Instruction (Tamil/English)
School Locality (Rural/Urban)
Family Type (Joint/Nuclear)
Parental Occupation (Employed/Unemployed)
Participation in Extra-curricular activities
(Participated/Not participated)

- To find whether there is any significant difference in Adolescent's Leadership with respect to their
Sex (Boys/Girls)
School Kind (Mixed/Unisex)
School Type (Government/Aided)
Medium of Instruction (Tamil/English)
School Locality (Rural/Urban)
Family Type (Joint/Nuclear)
Parental Occupation (Employed/Unemployed)
Participation in Extra- curricular activities
(Participated/Not participated)

Null Hypotheses

- There is no significant relationship between Ego and Leadership among Adolescents
- There is no significant difference in Adolescent's Ego with respect to their
 - a) Sex (Boys/Girls)
 - b) School Kind (Mixed/Unisex)
 - c) School Type (Government/Aided)
 - d) Medium of Instruction (Tamil/English)
 - e) School Locality(Rural/Urban)
 - f) Family Type (Joint/Nuclear)
 - g) Parental Occupation (Employed/Unemployed)
 - h) Participation in Extra- curricular activities (Participated/ Not participated)
- There is no significant difference in Adolescent's Leadership with respect to their
 - a) Sex (Boys/Girls)
 - b) School Kind (Mixed/Unisex)

- c) School Type (Government/ Aided)
- d) Medium of Instruction (Tamil/English)
- e) School Locality (Rural/Urban)
- f) Family Type (Joint/Nuclear)
- g) Parental Occupation(Employed/Unemployed)
- h) Participation in Extra-curricular activities (Participated/ Not participated)

Methodology

In the present study, survey method was employed.

Sample

A sample of 200 students studying in IX, X, XI, XII standard were selected from ten High school and Higher Secondary schools of Coimbatore district by adopting random sampling technique.

Tools

The investigator specially constructed and standardized the following tools for the present study.

Ego Evaluator

25 items relating to the Ego were finalized after item analysis with the score for three alternative responses viz., Always, Sometimes and Never in Tamil and English version. For all the statements, scoring was done by awarding 3, 2, and 1 marks for the responses . The reliability of the test was found to be 0.7.

Leadership Evaluator

20 items relating to Leadership were finalized after item analysis. Four separate choices were given for each item. The items were given both in English and Tamil. For all the statements scoring were done by awarding the marks 4, 3, 2 and 1 for the first, second, third and fourth option for each item respectively. The reliability of the test was found to be 0.69.

Data collection and scoring

The investigator first approached the Head of the institution of all the schools and met the students in person. With the help of the class teacher the investigator gave a short explanation of the aim and scope of the study to the subjects and appealed to their conscious participation and co-operation.

The collected responses were scored systematically by using appropriate scoring key prepared by the investigator and they were consolidated for the purpose of analysis.

Statistical techniques Used

- 't'-test
- Correlation co-efficient

Analysis of Data

Hypothesis I

There is no significant relationship between Ego and Leadership among Adolescents

Table 1 shows that the correlation value between the Adolescents' Ego and Leadership, since the coefficient of correlation (0.13069) lies between 0 and 0.2, there is a slight or negligible correlation between Ego and Leadership in adolescents.

Hypothesis II

There is no significant difference in Adolescent's Ego with respect to their

- Sex (Boys/Girls)
- School Kind (Mixed/Unisex)
- School Type (Government/ Aided)
- Medium of Instruction (Tamil/English)
- School Locality (Rural/Urban)
- Family Type (Joint / Nuclear)
- Parental Occupation (Employed/Unemployed)
- Participation in Extra-curricular activities (Participated/ Not participated)

Table 2 shows the significant mean score difference in Adolescents' Ego with respect to their Sex, School Kind, School Type, Medium of Instruction, School Locality, Family Type, Parental Occupation and Students Participation in Extracurricular activities. It is observed that the calculated 't' value is higher than the table value at 0.05 level of significance for the variables School Kind, School Type and

Variables	Number of Students	Correlation Value (r)	Result
Ego	200		
Leadership	200	13069	Negligible

Table 1. Relationship between Ego and Leadership in Adolescents

Variable	Category	Number	Mean	Variance	't' value	Result
Sex	Boys	100	57.2	30.79	0.226	NS
	Girls	100	57.2	25.55		
	Mixed	152	57.80	28.14		
School Kind	Unisex	48	55.72	24.96	2.468	S
	Govt.	97	58.75	27.33		
School Type	Aided	103	55.94	25.11	3.877	S
	Tamil	127	58.18	28.09		
Medium of Instruction	English	73	55.76	24.57	3.243	S
	Rural	119	57.58	31.02		
School Locality	Urban	81	56.88	23.7	0.94	NS
	Joint	36	57.91	51.39		
Family Type	Nuclear	164	57.17	23.09	0.595	NS
	Employed	96	57.35	26.12		
Parental Occupation	Unemployed	104	57.25	30.07	0.1261	NS
	Participated					
Students Participation in Extra-curricular Activities	Participated	125	57.82	33.90	1.951	NS
	Not participated	75	56.44	17.38		

Table 2. Test of Significance for Adolescent's Ego (Difference between the Mean Scores of Independent Variable)

Medium of Instruction. Hence there is a significant mean score difference in Ego with respect to the variables School Kind, School Type and Medium of Instruction and it is also observed that the students from Mixed school have more Ego than the students from Unisex school; Government school students have more Ego than Aided school students; Tamil medium students have more Ego than English medium students; But the calculated 't' value is lesser than the table value at 0.05 level of significance for the variables Sex, School Locality, Family Type, Parental Occupation and Students Participation in Extracurricular activities. Hence there is no significant mean score difference in Ego with respect to the variables Sex, School Locality, Family Type, Parental Occupation and Students Participation in Extracurricular activities. Hence the null hypotheses II(b),II(c),II(d) were rejected and the null hypotheses II(a), II(e), II(f),II(g),II(h) were accepted.

Hypothesis: III

There is no significant difference in Adolescent's Leadership with respect to their

- Sex (Boys/Girls)
- School Kind (Mixed/Unisex)
- School Type (Government/Aided)
- Medium of Instruction (Tamil/English)
- School Locality (Rural/Urban)

- f) Family Type (Joint / Nuclear)
- g) Parental Occupation (Employed/Unemployed)
- h) Participation in Extra-curricular activities (Participated/ Not participated)

Table 3 shows the significant mean score difference in Adolescents' Leadership with respect to their Sex, School Kind, School Type, Medium of Instruction, School Locality, Family Type, Parental Occupation and Students Participation in Extracurricular activities. It is observed that the calculated 't' value is higher than the table value at 0.05 level of significance for the variable School Type. Hence there is a significant mean score difference in Adolescents' Leadership with respect to their School Type and it is also observed that the aided school students have more leadership qualities than the government school students. But the calculated 't' value is lesser than the table value at 0.05 level of significance for the variables Sex, School Kind, Medium of Instruction, School Locality, Family Type, Parental Occupation and Students Participation in Extracurricular activities. Hence there is no significant mean score difference in Leadership with respect to the variables Sex, School Kind, Medium of Instruction, School Locality, Family Type, Parental Occupation and Students Participation in Extracurricular activities. Hence the null hypotheses III(c) was rejected and the Hypotheses III (a), III(b), III(d), III(e), III(f), III(g), III(h) were accepted.

Variable	Category	Number	Mean	Variance	't' value	Result
Sex	Boys	100	64.98	28.08	0.486	NS
	Girls	100	63.04	28.58		
School Kind	Mixed	152	67.00	52.00	0.034	NS
	Unisex	48	67.04	54.08		
	Govt.	97	68.20	43.81		
School Type	Aided	103	65.88	58.02	2.305	S
Medium of Instruction	Tamil	127	67.65	48.48	1.63	NS
	English	73	65.89	57.51		
School Locality	Rural	119	67.46	51.77	1.07	NS
	Urban	81	66.34	52.80		
Family Type	Joint	36	66.13	82.29	0.66	NS
	Nuclear	164	67.20	45.89		
Parental Occupation	Employed	96	66.44	52.90	1.05	NS
	Unemployed	104	67.52	51.55		
Participation in Extra-curricular Activities	Participated	125	66.76	56.26	0.62	NS
	Not participated	75	67.41	45.92		

Table 3. Test of Significance for Adolescent's Leadership (Difference between the Mean Scores of Independent Variable)

Findings

- There is a negligible relationship between Ego and Leadership among Adolescents
- There is no significant difference in Adolescents' Ego with respect to their
 - Sex (Boys/Girls)
 - School Locality (Rural/Urban)
 - Family Type (Joint/Nuclear)
 - Parental Occupation (Employed/Unemployed)
 - Participation in Extra-curricular activities (Participated/ Not participated)
- There is a significant difference in Adolescents' Ego with respect to their
 - School Kind (Mixed/Unisex)
 - School Type (Government/Aided)
 - Medium of Instruction (Tamil/English)
- There is no significant difference in Adolescents' Leadership with respect to their
 - Sex (Boys/Girls)
 - School Kind (Mixed/Unisex)
 - Medium of Instruction (Tamil/English)
 - School Locality (Rural/Urban)
 - Family Type (Joint / Nuclear)
 - Parental Occupation (Employed/Unemployed)
 - Participation in Extra-curricular activities (Participated/ Not participated)
- There is a significant difference in Leadership with respect to their School Type.

Discussion of Results

The present study reveals that students from Mixed school, Government school and Tamil Medium show more Ego than their counterparts. The present finding can be reasoned out as shown below.

- During adolescent period pupils have the tendency to show himself or herself superior in front of their opposite sex. It develops more Ego in the students from Mixed schools than those from unisex schools.
- In government schools the students get more freedom

and less rules and regulation to follow. It may develop more Ego in them.

- Mother tongue is the better way to express oneself truly. In most of the English medium schools communication in English is compulsory. This may suppress their own exposure and it may be the cause for their lesser Ego when compared to Tamil medium students.

The present study reveals that the students from Government schools show more Leadership than those from Aided schools. It can be reasoned out as shown below.

- The students from Government schools have a chance to get experienced hands as their teachers. Influence of these teachers and atmosphere of the school which are not available in other schools may help the students to develop their leadership.

Conclusion

The present study shows that there is a negligible relationship between Ego and Leadership among adolescents. Sex has no influence on both Ego and Leadership. Since adolescence is a period of attraction towards opposite sex, the mixed schools contribute more to the student's Ego. The guidance from experienced teachers of Government school helps the students in developing Leadership. At the same time the more freedom they possess, the more Ego they develop. Mother tongue has more influence on Ego. Adolescents Ego and Leadership are independent of their Family Type, Parental Occupation and Participation in Extra-curricular activities.

Implications and Recommendations

The challenge to our educational leadership is to inspire extraordinary aspirations to break out from the confines of our borders, limitations and maximize the complementarities of regional integration, community building and competitiveness. We need to lead our competition into positive sum situations: pressure our national and cultural identities: blend our national interests with the regional interests; and craft a balance in the exercise of national sovereignty with shared responsibility and a sense of community. These are the challenges of our times that require leadership to lift our vision to higher sights

and raise our deeds to new heights. We want a place that prepares students to be productive citizens with a wide range of talents and skills. The present study helps to know the influence of certain personal variables on adolescent's leadership and ego.

Based on the findings and conclusion the investigator recommends the following. The present investigation throws light on relationship between ego and leadership qualities of adolescents and influence of certain variables on ego and leadership .

The following recommendations if implemented will go a long way in the development of personality.

- The school should concentrate on personality development of the students.
- Special counseling and guidance programmes should be conducted for developing the ego strength and leadership qualities of the students.
- Students should be encouraged to participate and lead some important co-curricular events.

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