

# INFLUENCE OF SELF CONCEPT AND EMOTIONAL MATURITY ON INITIATION LEADERSHIP BEHAVIOUR AMONG THE HEADS OF SECONDARY SCHOOLS IN KERALA

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## Abstract

*The present study tried to find out the influence of Self Concept and Emotional Maturity and their influence of interaction on Initiation Leadership Behaviour of Heads of Secondary schools in Kerala in terms of their gender, age, experience and type of management of their school. The investigator approached 260 heads of the secondary schools throughout the Kerala to collect information regarding their Self Concept, Emotional Maturity, Initiation Leader Behaviour. The study found that no significant influence of Self Concept on Initiation Leadership Behaviour for the total sample and all the subsamples other than the subsamples of experience group two. The influence in the case of experience group two is significant. The Emotional Maturity of heads of schools significantly influences their Initiation Leadership Behavior for the total sample and subsamples of males, age group two and experience group two heads. But it does not influence in the case of female heads, age group one heads, experience group one heads and the subsample groups government and aided school heads. The influence of interaction of Self Concept and Emotional Maturity on Initiation Leadership Behaviour is not significant for the total sample and all the subsamples of the study except males. The influence of interaction among male heads is significant.*

## INTRODUCTION

The capacity of human beings to think about self or reflexive consciousness is the differential between man and animal. This self awareness helps an individual to find out the meaning of life. Knowing the self identity permits a person to comprehend his past, recognize his skills and potentialities and can build a brighter place in his life.

To Rogers, self concept is the subjective perception of oneself about who he is and what he can be. All the subjective views of an individual regarding on his life are most important to his personality determinants. It is a multi-dimensional construct which means one's own awareness on her/him from all perspectives, such as beliefs regarding personality traits, physical characteristics, abilities, values, goals, and roles and so forth. It is an organized collection of beliefs and self perceptions about oneself.

Emotional maturity stands for the ability of an individual to manage and to check emotions, to evaluate others' emotional state and to persuade their judgment and actions. It implies controlling emotions rather than letting emotions get the better of. According to Smitson (1974) "Emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intra-physically and intra-personally". Encyclopaedic Dictionary of Psychology (2001) defines "Emotional maturity is an adult level of emotional control and expression as opposed to childish emotional behaviour".

Leadership is an energizing factor that accelerates the performance of a group. A great leader can inspire the entire community by his thoughts and deeds. According to Bennis and Nanus (1985) "Leadership seems to be the marshaling of skills processed by a majority but used by a minority. But it is something that can be learned by any

one, taught to everyone, denied to no one". Outstanding leaders combine good strategic substances and effective interpersonal process to formulate and implement strategies that produce results and sustainable competitive advantage. Initiation leader behavior means the product oriented leader behavior of the leader. The leader thinks only to achieve hi/her targets with in stipulated time period. They never look the humanitarian perspectives of the subordinates, whether they are in capable of doing the things within the time limit or so on.

## NEED AND SIGNIFICANCE OF THE STUDY

21st century society is an output oriented society. Every institution, it may be business firm, agricultural farms, service sectors are working with target. Such like educational institution also working with target. It has to achieve its national aim, vocational aim, minimum level of learning and so forth. All they depends on the initiative capacity of the leader of the educational institution.. It is a critical factor in organizing successful institutions. In a group, the members who like to dominate often take advantage of all group situations and organize, channelize and direct the total energy of the group towards the achievement of group goals. Consequently they become leaders in the group. Thus a leader is one who is capable of exerting his influence on others to a much greater extent than others influence him. But the question is that in what extend he is capable of producing targeted output. Kerala is a state where education gets high priority from people as well as government. Central as well as state governments are spending crores of rupees in its educational sector to build national development. Besides these many projects are undertaking with help of people partnership as well as through social participation. Like leadership, the concept of self is also a vital factor in ones' life. It determines success in one's life. It is the one's awareness on himself such as his personal strengths and limitations and so forth. awareness of the same will help a person to analyze and reason the things accordingly. Another important factor needed for a head of the institution is emotional maturity. Emotional maturity is the ability of a person to make effective adjustment with himself, members of his family, subordinates, society and so forth. The emotional maturity of secondary school heads is relevant in this context.

In the present study, the investigator attempts to find out whether the self concept and emotional maturity influences the Initiation leadership behaviour of heads of secondary schools in Kerala. A good leader must be aware of his self (abilities and inabilities) and be fledged with great degree of emotional maturity, because they must have to deal with a number of explosive situations. In such a situation, he must be able to keep his emotional health. So a leader without self concept and emotional maturity may destroy the soul of a group or an organization or a school or a country. Hence it is the need of the time to investigate the problem.

## OBJECTIVES OF THE STUDY

1. To study the influence of Self Concept and Emotional Maturity and their influence of interaction on Initiation Leadership Behaviour of heads of secondary schools in Kerala for the total sample
2. To study the influence of Self Concept and Emotional Maturity and their influence of interaction on Initiation Leadership Behaviour of heads of secondary schools in Kerala the relevant subsamples.

## HYPOTHESES OF THE STUDY

- 1 There exist significant influence of Self Concept and Emotional Maturity and their influence of interaction on Initiation Leadership Behaviour of heads of secondary schools in Kerala for the total sample.
- 2 There exist significant influence of Self Concept and Emotional Maturity and their influence of interaction on Initiation Leadership Behaviour of heads of secondary schools in Kerala for the relevant subsamples.

## METHODOLOGY OF THE STUDY

The present study was indented to investigate the influence of Self Concept and Emotional Maturity on Initiation Leadership Behaviour of heads of secondary schools in Kerala. For the study the investigator collected the data from 130 heads of secondary schools in Kerala. Stratified random sampling technique was used for collection of data. The self version of Andrew and Halpin's Leadership Behaviour description questionnaire (LBDQ), Self Concept Scale by Pillai, Emotional Maturity Scale developed by Sing and Bargava were used for data collection purposes. Gender,

age, experience as head and the type of management of their school were treated as subsamples of the study. Hence the heads were classified in to two, which are males and females on the basis of gender. They were also classified in to age group one (below 50 years) and age group two (50 years and above). Experience was another classificatory variable. Heads were classified accordingly to experience group one (below 5 years of experience as head) and experience group two (experience of five years and above as head). In the type of management two categories (government schools and aided schools) were identified. To find out the influence of Self Concept and Emotional Maturity on Initiation Leadership Behaviour the investigator categorized the independent variables such as Self Concept and Emotional Maturity into two levels, that is, high and low, the mean sores being the cut off scores between the levels. The influence was identified by using 2X2 Factorial ANOVA.

## ANALYSIS AND INTERPRETATION

The influence of Self Concept and Emotional Maturity on Initiation Leadership Behaviour of heads of secondary schools was carried out for total sample as well as subsamples. Subsamples are selected based on the gender, age, experience and type of management of their school. The details are presented below.

**Table-1: Summary of 2X2 Factorial Design ANOVA of Initiation Leadership Behaviour with respect to Self Concept and Emotional Maturity for the Total Sample**

Source of Variance	df	SS	MSS	F-Value	Level of Significance
Self Concept	1	20.189	20.189	0.78	NS
Emotional Maturity	1	169.432	169.432	6.62	0.05
Self Concept X Emotional Maturity	1	37.945	37.945	1.48	NS
<b>Error</b>	126	3224.769	25.593		

Table 1 reveals that the 'F' value for Self Concept is 0.78 which is not significant. It means that there is no significant influence of Self Concept on Initiation Leadership Behaviour of heads of secondary schools for the total sample. From the Table it can also be observed that the 'F' value for Emotional Maturity is 6.62 which is significant at 0.05 level with  $df = 1/126$ . It means that mean scores of Initiation Leadership Behaviour of secondary school heads belonging to low and high level of Emotional Maturity groups differ significantly. So, there is significant influence of Emotional Maturity on Initiation Leadership Behaviour for the total sample. 'F' value for the Interaction of Self Concept and Emotional Maturity on Initiation Leadership Behaviour for the total sample is 1.48 which is not significant. It reveals that there exists no significant influence of interaction of Self Concept and Emotional Maturity on Initiation Leadership Behaviour of heads of secondary school for the total sample.

**Table-2: Summary of 2X2 Factorial Design ANOVA of Initiation Leadership Behaviour with respect to Self Concept and Emotional Maturity for Male Heads**

Source of Variance	df	SS	MSS	F-Value	Level of Significance
Self Concept	1	45.603	45.603	2.00	NS
Emotional Maturity	1	113.00	113.00	4.97	0.05
Self Concept X Emotional Maturity	1	105.958	105.958	4.66	0.05
<b>Error</b>	74	1680.203	22.705		

Table 2 reveals that the 'F' value for Self Concept is 2.00 which is not significant. It means that there is no significant influence of Self Concept on Initiation Leadership Behaviour for male heads of secondary schools. From the Table it can also be observed that the 'F' value for Emotional Maturity is 4.97 which is significant at 0.05 level with  $df = 1/74$ . It means that the mean scores of Initiation Leadership Behaviour of male secondary school heads belonging to low and high level of Emotional Maturity groups differ significantly. So, there is significant influence

of Emotional Maturity on Initiation Leadership Behaviour of male heads of secondary schools. 'F' value for the interaction of Self Concept and Emotional Maturity on Initiation Leadership Behaviour of male heads is 4.66 with df 1/74 which is significant at 0.05 level. It shows that the mean scores of Initiation Leadership Behaviour of Low and High Self Concept groups and Low and High Emotional Maturity groups differ significantly. It reveals that there exists significant influence of interaction of Self Concept and Emotional Maturity on Initiation Leadership Behaviour of male heads of secondary schools.

**Table-3: Summary of 2X2 Factorial Design ANOVA of Initiation Leadership Behaviour with respect to Self Concept and Emotional Maturity for Female Heads**

Source of Variance	df	SS	MSS	F-Value	Level of Significance
Self Concept	1	0.477	0.477	0.016	NS
Emotional Maturity	1	81.94	81.94	2.722	NS
Self Concept X Emotional Maturity	1	7.652	7.652	0.254	NS
<b>Error</b>	48	1444.510	30.094		

Table 3 reflects that the 'F' value for Self Concept is 0.016 which is not significant. It means that there is no significant influence of Self Concept on Initiation Leadership Behaviour of female heads of secondary schools. From the Table it can also be seen that 'F' value for Emotional Maturity is 2.72 which is not significant. It means that there is no significant influence of Emotional Maturity on Initiation Leadership Behaviour of female heads of secondary schools. 'F' value for the interaction of Self Concept and Emotional Maturity on Initiation Leadership Behaviour for female heads is 0.25 which is not significant. It indicates that there exists no significant influence of interaction of Self Concept and Emotional Maturity on Initiation Leadership Behaviour of female heads of secondary school.

**Table- 4: Summary of 2X2 Factorial Design ANOVA of Initiation Leadership Behaviour with respect to Self Concept and Emotional Maturity for Age Group One Heads**

Source of Variance	df	SS	MSS	F-Value	Level of Significance
Self Concept	1	9.752	9.752	0.32	NS
Emotional Maturity	1	50.752	50.752	1.68	NS
Self Concept X Emotional Maturity	1	17.610	17.610	0.58	NS
<b>Error</b>	32	965.133	30.160		

Table 4 shows that the 'F' value for Self Concept is 0.32 which is not significant. It means that there is no significant influence of Self Concept on Initiation Leadership Behaviour of age group one heads of secondary schools. From the Table it is clear that the 'F' value for Emotional Maturity is 1.68 which is not significant. It means that there is no significant influence of Emotional Maturity on Initiation Leadership Behaviour of age group one heads of secondary schools. 'F' value for the interaction of Self Concept and Emotional Maturity on Initiation Leadership Behaviour of subsample of age group one is 0.58 which is not significant. Hence, it is evident that there exists no significant influence of interaction of Self Concept and Emotional Maturity on Initiation Leadership Behaviour of age group one heads of secondary schools.

**Table- 5: Summary of 2X2 Factorial Design ANOVA of Initiation Leadership Behaviour with respect to Self Concept and Emotional Maturity for Age Group Two Heads**

Source of Variance	df	SS	MSS	F-Value	Level of Significance
Self Concept	1	48.107	48.107	1.99	NS
Emotional Maturity	1	109.215	109.215	4.46	0.05
Self Concept X Emotional Maturity	1	15.424	15.424	0.63	NS
<b>Error</b>	90	2202.355	24.471		

From Table 5 it is clear that the 'F' value for Self Concept is 1.99 which is not significant. It means that there is no significant influence of Self Concept on Initiation Leadership Behaviour of age group two heads of secondary schools. Table 5 also reveals that the F value for Emotional Maturity is 4.46 which is significant at 0.05 level with  $df=1/90$ . It shows that the mean scores of Initiation Leadership Behaviour of Low and High Emotional Maturity groups differ significantly. It reveals that there exists significant influence of Emotional Maturity on Initiation Leadership Behaviour of age group two heads of secondary schools. 'F' value for the interaction of Self Concept and Emotional Maturity on Initiation Leadership Behaviour of heads belonging to age group two is 0.63 which is not significant. It indicates that there exists no significant influence of interaction of Self Concept and Emotional Maturity on Initiation Leadership Behaviour of age group two heads of secondary schools.

**Table-6: Summary of 2X2 Factorial Design ANOVA of Initiation Leadership Behaviour with respect to Self Concept and Emotional Maturity for Experience Group One Heads**

Source of Variance	df	SS	MSS	F-Value	Level of Significance
Self Concept	1	9.043	9.043	0.31	NS
Emotional Maturity	1	71.946	71.946	2.48	NS
Self Concept X Emotional Maturity	1	43.113	43.113	1.49	NS
<b>Error</b>	93	2687.813	28.901		

Table 6 shows that the 'F' value for Self Concept is 0.31 which is not significant. It means that there is no significant influence of Self Concept on Initiation Leadership Behaviour of experience group one heads of secondary schools. The Table 6 again shows that the 'F' value for Emotional Maturity is 2.48 which is not significant. It means that there is no significant influence of Emotional Maturity on Initiation Leadership Behaviour of experience group one heads of secondary schools. 'F' value for the interaction of Self Concept and Emotional Maturity on Initiation Leadership Behaviour for experience group one heads is 1.49 which is not significant. It indicates that there exists no significant influence of interaction of Self Concept and Emotional Maturity on Initiation Leadership Behaviour of experience group one heads of secondary schools.

**Table-7: Summary of 2X2 Factorial Design ANOVA of Initiation Leadership Behaviour with respect to Self Concept and Emotional Maturity for Experience Group Two Heads**

Source of Variance	df	SS	MSS	F-Value	Level of Significance
Self Concept	1	9.781	9.781	0.56	NS
Emotional Maturity	1	121.358	121.358	6.99	0.05
Self Concept X Emotional Maturity	1	0.953	0.953	0.05	NS
<b>Error</b>	29	502.847	17.340		

Table 7 exhibits that the 'F' value for Self Concept is 0.56 which is not significant. It means that there is no significant influence of Self Concept on Initiation Leadership Behaviour of experience group two heads of secondary schools. The 'F' value for Emotional Maturity is 6.99 which is significant at 0.05 level with  $df= 1/29$ . It shows that the mean scores of Initiation Leadership Behaviour of Low and High Emotional Maturity groups differ significantly. It reveals that there exists significant influence of Emotional Maturity on Initiation Leadership Behaviour of experience group two heads of secondary schools. 'F' value for the interaction of Self Concept and Emotional Maturity on Initiation Leadership Behaviour of experience group two heads is 0.05 which is not significant. It indicates that there exists no significant influence of interaction of Self Concept and Emotional Maturity on Initiation Leadership Behaviour of experience group two heads of secondary schools.

**Table-8: Summary of 2X2 Factorial Design ANOVA of Initiation Leadership Behaviour with respect to Self Concept and Emotional Maturity for Government School Heads**

Source of Variance	df	SS	MSS	F-Value	Level of Significance
Self Concept	1	0.784	0.784	0.03	NS
Emotional Maturity	1	76.786	76.786	3.42	NS
Self Concept X Emotional Maturity	1	44.089	44.089	1.96	NS
<b>Error</b>	69	1549.374	22.455		

From Table 8 it is evident that the 'F' value for Self Concept is 0.03 which is not significant. It means that there is no significant influence of Self Concept on Initiation Leadership Behaviour of heads of government secondary schools. The F value for Emotional Maturity is 3.42 which is not significant. It means that there is no significant influence of Emotional Maturity on Initiation Leadership Behaviour of heads of government secondary schools. 'F' value for the interaction of Self Concept and Emotional Maturity on Initiation Leadership Behaviour for government school heads is 1.96 which is not significant. It indicates that there exists no significant influence of interaction of Self Concept and Emotional Maturity on Initiation Leadership Behaviour of government heads of secondary schools.

**Table-9: Summary of 2X2 Factorial Design ANOVA of Initiation Leadership Behaviour with respect to Self Concept and Emotional Maturity for Aided School Heads**

Source of Variance	df	SS	MSS	F-Value	Level of Significance
Self Concept	1	45.457	45.457	1.53	NS
Emotional Maturity	1	91.26	91.26	3.07	NS
Self Concept X Emotional Maturity	1	0.963	0.963	0.03	NS
<b>Error</b>	53	1573.918	29.697		

From Table 9 it is clear that the 'F' value for Self Concept is 1.53 which is not significant. It means that there is no significant influence of Self Concept on Initiation Leadership Behaviour of heads of aided secondary schools. From the Table 9 it can also be observed that the 'F' value for Emotional Maturity is 3.07 which is not significant. It means that there is no significant influence of Emotional Maturity on Initiation Leadership Behaviour of heads of aided secondary schools. The 'F' value for the interaction of Self Concept and Emotional Maturity on Initiation Leadership Behaviour for aided school heads is 0.03 which is not significant. It indicates that there exists no significant influence of interaction of Self Concept and Emotional Maturity on Initiation Leadership Behaviour of heads of aided secondary schools.

## CONCLUSION

Self concept, emotional maturity are the essential qualities of a person which should be posses to lead a healthy and successful life. The study was to analyse the influence of the Self concept, emotional maturity on the initiation leadership behavior of the heads of secondary schools in kerala. The researcher found that there is no significant influence of Self Concept on Initiation Leadership Behaviour of the heads of secondary school in Kerala for total sample and all the subsamples other than the subsamples of experience group two. The influence in the case of experience group two is significant. When discussing the Emotional Maturity of heads of schools, it can be seen that the variable significantly influences their Initiation Leadership Behavior for the total sample and subsamples of males, age group two and experience group two heads. But it does not influence in the case of female heads, age group one heads, experience group one heads and the subsample groups government and aided school heads. The influence of interaction of Self Concept and Emotional Maturity on Initiation Leadership Behaviour is not significant for the total sample and all the subsamples of the study except males. The influence of interaction among male heads is significant.

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