

**EXAMINING THE MENTAL FORMS RELATED TO BRAIN
HEMISPHERICITY OF ACADEMIC ADMINISTRATORS**

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Abstract:

In the present study, an attempt was made to examine the mental forms related to brain hemisphericity of academic administrators. For the study, a sample of 1000 Academic Administrators working in various institutions of Tamil Nadu under the categories of High School, Higher Secondary School, Arts College, Science College, Teacher training Institutes, Colleges of Education, Polytechnics, Para-medical Colleges, Engineering Colleges, Medical Colleges. These were chosen, using stratified random sampling technique. The sample was administered through Index of Brain Hemisphericity consists of 50 statements which are designed by Venkataraman. D (1989) and Mental Forms Inventory constructed and Standardized by Venkataraman. D, Radhika.R (2011). Mean, Standard Deviation (S.D), t-test were used for the analysis and interpretation of the data. The findings of the study revealed that the Right Brain dominated Academic Administrators uses all the Mental Forms better than the Left and Integrated Brain dominants. Irrespective of Brain dominance Academic Administrators apply monarchic and Anarchic Mental Forms. The Mental Forms of Male are activated more than the Female. The Right Brain Female and Integrated Brain Male Academic Administrators are dominant in their Anarchic Mental Form. Left Brain oriented people do not show any gender difference glaringly. Right Brainers perform better Mental Forms than the Left and Integrated Brain dominants.

Key Words: Brain Hemisphericity, Mental Forms, Academic Administrators, Monarchic, Oligarchic, Anarchic or Hierarchic Mental Form.

Introduction:

Administration is the art of getting things done through people. Organization and coordination of the activities of an institution is usually governed by the chief executives. Administration is a complex technique for operating an organization in any orderly, efficient and streamlined fashion. The nervous system controls every part of our daily life, from breathing and blinking. This brain has different hemisphere, different forms and different functions based on all this, the administrators function in managing their institution. Administrators nowadays, doesn't only depend on human brain which can govern overall skilled and efficient network of the organization. The Mental Functions and Mental Forms are compatible in nature which executes the administrative function of planning, organizing, staffing, controlling (Posdco), etc. The study aims to analyse the influence of Brain Hemisphericity in activating different Mental Forms. Hence the present study is contemplated to explore the Mental Forms related to Brain Hemisphericity of Academic Administrators.

Right Hemisphere:

Normal people with right hemisphere dominance will exhibit their styles more closely associated with right cerebral hemisphere functions.

Left Hemisphere:

Generally people with left hemisphere dominance will exhibits their styles more closely associated with left cerebral hemisphere functions.

Integrated Hemisphere:

Persons with integrated brain dominance will exhibit their styles showing primarily cerebral complementarily in information processing.

In the intricate realm of educational leadership, the nuances of cognitive functioning play a pivotal role in shaping administrative prowess and decision-making. This exploration delves into the fascinating realm of brain hemisphericity among academic administrators, probing the interplay between left and right hemispheric dominance and its implications for leadership styles, problem-solving strategies and communication approaches within the educational landscape. By unraveling the cognitive tapestry of academic administration, we illuminate the pathways to enhanced effectiveness, strategic vision and innovative leadership in guiding institutions towards excellence in the ever-evolving educational milieu. Behind the scenes, their minds are the engines that drive strategic planning, decision-making, and the cultivation of vibrant academic communities. By peering into the cognitive dimensions of academic administrators, we not only gain insight into the complexities of educational leadership but also illuminate the pathways to effective governance, student success and institutional excellence. Brain hemisphericity

shapes the mental forms and behaviors of academic administrators, potentially informing leadership development programs and organizational practices within educational institutions. Analysis of cognitive processing style or brain hemisphericity and leadership style has been explored in the business sector to determine if this area serves as an indicator for administrative success (Agor, 1984; Mintzberg, 1976; Peters & Waterman, 1982; Spinola, 1988; Wonder & Donovan, 1984). In order to analyze the concept of brain dominance and educational leadership, researchers have conducted studies of right-brain, left-brain thinking and administrative effectiveness (Coulson & Strickland, 1983; Kean, 1989; Norris, 1984; Peters & Waterman, 1982; Soler, 1991).

Need and Significance of the Study:

The Academic Administrators play a dynamic role in designing the Academic Activities and also for the smooth functioning of the institution. The success of Academic excellence is based on considerable work rendered by the Academic Administrators, which is based on the systematic planning and procedure. The successful brain accomplishment of Academic Administrators depends on the influence of Hemisphericity and Mental Forms. The role of Hemisphericity is prudent and it does functions in determining man's behaviour. Hemisphericity which acts as a mental Self-Government governs over all behavior and influence man's functioning style according to the nature of the work. Hence the present study has been specially intended to study the brain hemisphericity of academic administrators and the influence of mental forms in activating for successful brain accomplishment.

Review of Related Literature:

Syed Humera (2015) conducted this research which aims to study the hemispheric dominance and mathematical achievement of X standard student of Aurangabad city. Research findings revealed that majority of the students had Right Hemispheric dominant style of Learning and Thinking. No significant difference was found between Mathematic achievement of student with respect to difference hemispheric dominant style of Learning and Thinking. No significant difference was found between Mathematic achievements of boys and girls. Vlachos Filippou and et al (2013) carried out a study on Brain hemisphericity and Developmental Dyslexia- The present study examined the link between brain hemisphericity and dyslexia the results revealed that significantly more dyslexic pupils displayed a preference for a right hemisphere thinking style compared to their peers who adopted a left hemisphere thinking style. Venkataraman (2012) conducted a study on judgement of students' emotional actions in relation to their brain dominance and found that the students belong to right brain dominance are able to discriminate various types of emotions correctly than the other brain dominance are able to discriminate various type of emotions correctly than the other brain dominance. Kumar, M. (2012). Conducted a study on Academic achievement of adolescents in relation to their Emotional Intelligence and style of Learning and Thinking and found that right hemisphere preferred adolescents are more academic achiever than left hemisphere preferred adolescents.

Operational Definitions of the Study:

• Brain Hemisphericity:

The portion of the brain involved in guiding activities requires manual dexterity; for those who are right-handed, the left hemisphere is dominant and for those who are Left – handed, the Right Hemisphere is dominant. Lateralization is the idea that the two halves of the brain's cerebral cortex, left and right, execute different functions and ability to use the proper mode of thinking when performing particular tasks. Integrated Brain Hemisphericity is mainly responsible to manage emotional climate. In this Hemisphericity imaging is vital. Integrated Brainers can perform visualization, drawing and dramatizations. Most individuals have no distinct preference for any one style of thinking. They equally adapt both the hemispheres.

In general, the left hemisphere is dominant in language: processing what you hear and handling most of the duties of speaking. It's also in charge of carrying out logic and exact mathematical computations. When you need to retrieve a fact, your left brain pulls it from your memory.

The right hemisphere is mainly in charge of spatial abilities, face recognition and processing music. It performs some math, but only rough estimations and comparisons. The brain's right side also helps us to comprehend visual imagery and make sense of what we see. It plays a role in language, particularly in interpreting context and a person's tone.

• Mental Forms:

A level of psychological well-being, or an absence of a mental disorder; it is the "psychological state of someone who is functioning at a satisfactory level of emotional and behavioral adjustment". From the perspective of positive psychology or holism, mental health may include an individual's ability to enjoy life, and create a balance between life activities and efforts to achieve psychological resilience.

It refers to the mode in which the brains exists, acts or manifests itself and govern to regulate one's decisions and activities, which may be Monarchic, Oligarchic, Anarchic or Hierarchic Mental Form.

Objectives of the Study:

- To examine the mental forms of Academic Administrators with Right, Left and Integrated Brain Hemisphericity.
- To find out whether a significant difference exists in Mental Forms of Academic Administrators with Right, Left and Integrated Brain Hemisphericity based on Gender.

Hypotheses of the Study:

- The mental forms of Academic Administrators, with Right, Left and Integrated Brain Hemisphericity is monarchic.
- There is no significant difference in the Mental Forms of Academic Administrators with Right, Left and Integrated Brain Hemisphericity based on Gender.

Methodology of the Study:

Normative Survey Method is employed. The investigator prefers Stratified Random Sampling technique to select the population for the data collection. For the study, a sample of 1000 Academic Administrators working in various institutions of Tamil Nadu under the categories of High School, Higher Secondary School, Arts College, Science College, Teacher Training Institutes, Colleges of Education, Polytechnics, Para-medical Colleges, Engineering Colleges and Medical Colleges. These were chosen, using stratified random sampling technique. Of the 1000 Academic Administrators in the sample, 458 were Male Academic Administrators and 542 were Female Academic Administrators. Among them 193 were HMs and Principals, 187 were AHMs and VPs and 620 were HODs. 340 Academic Administrators were with Ph.D qualifications, 198 were with M.Phil qualification and 462 were Post- Graduates.

Tools Used for the Study:

Index of Brain Hemisphericity consists of 50 statements which are designed by Venkataraman. D (1989). SOLAT Tool Being a standardized test the reliability and validity has already been established. The investigator with the help of coefficient of reliability and value of the tool revalidated the scale. The hemisphericity coefficient (Test-Retest with one week interval) for the various dimension of the SOLAT tool was found out. Tool has been established by the investigator by conducting the pilot study to the hundred Academic Administrators working in various educational institutions. The calculated reliability coefficient varies from 0.97 to 0.99 for the 3 dimensions.

Mental Forms Inventory constructed and Standardized by Venkataraman. D, Radhika. R (2011) was used for the present study to collect the data. It consists of 80 short descriptive statements of ways in which Administrators may behave. The tool was given to the Administrators and it was stated that the tool was designed to identify their Administrative styles, Leadership qualities, Decision Making Styles, inter and intra personal relationships etc., based on their Mental Forms and they are also ensured that there are no right or wrong answers. Personal feelings and experiences are encouraged to answer by putting a tick mark on the appropriate scale. Enough time was given to the Academic Administrators to complete the tool. Scoring each item was scored on a scale 1 to 3. All items are considered positive and scored in reverse order. The first 20 items of the tool referred to Monarchic Mental Form, the items 21 to 40 cover the Hierarchic Mental Form and 41 to 60 items will represent Oligarchic Mental Form and the last 20 items stands for Anarchic Mental Form. The score is high in any one of these 20 statements then that particular Mental Form may be dominating in his Administrative Styles. The dependability coefficient (Test – Retest with one week interval) for the various dimensions of the Mental Forms tool has been established by the investigator by conducting a pilot study to the Academicians. The reliability was found 0.99 and it shows that the tool is highly reliable. The validity coefficient of Mental Forms tool was computed using the calculation of square root of reliability coefficient.

Statistical Techniques Used:

The obtained data was analyzed using Mean, Standard deviation and t-test.

Data Analysis:

Hypothesis1: The Mental Forms of Academic Administrators with Right, Left and Integrated Brain Hemisphericity is Monarchic.

Table 1: Mean and standard deviation for Right, Left and Integrated Brainers with regards to Mental Forms

	Mental Forms	Mean	Std. Deviation	Mean Percentage
Right Brain (N=594)	Monarchic	48.21	5.89	80.35
	Hierarchic	47.90	5.85	79.83
	Oligarchic	48.68	15.85	81.13
	Anarchic	48.95	6.38	81.58
	Total Mental Forms	193.75	24.59	80.73
Left Brain (N=188)	Monarchic	47.49	6.62	79.15
	Hierarchic	47.13	6.93	78.55
	Oligarchic	46.68	6.48	77.80
	Anarchic	47.77	6.43	79.62
	Total Mental Forms	189.07	22.27	78.78
Integrated Brain (N=218)	Monarchic	48.05	5.89	80.08
	Hierarchic	47.60	6.68	79.33
	Oligarchic	47.79	6.53	79.65
	Anarchic	49.14	6.71	81.90
	Total Mental Forms	192.59	22.41	80.25

Hypothesis 2: There is no significant difference in the Mental Forms of Academic Administrators with Right, Left and Integrated Brain Hemisphericity based on Gender.

Table 2: Difference between different Brain Dominance in Mental Forms with respect to Gender

	Mental Forms	Mean	Std. Deviation	Mean Percentage
Right Brain (N=594)	Monarchic	48.21	5.89	80.35
	Hierarchic	47.90	5.85	79.83
	Oligarchic	48.68	15.85	81.13
	Anarchic	48.95	6.38	81.58
	Total Mental Forms	193.75	24.59	80.73
Left Brain (N=188)	Monarchic	47.49	6.62	79.15
	Hierarchic	47.13	6.93	78.55
	Oligarchic	46.68	6.48	77.80
	Anarchic	47.77	6.43	79.62
	Total Mental Forms	189.07	22.27	78.78
Integrated Brain (N=218)	Monarchic	48.05	5.89	80.08
	Hierarchic	47.60	6.68	79.33
	Oligarchic	47.79	6.53	79.65
	Anarchic	49.14	6.71	81.90
	Total Mental Forms	192.59	22.41	80.25

Major Findings of the Study:

- The Right Brain dominated Academic Administrators use all the Mental Forms better than the Left and Integrated Brain dominants. Irrespective of Brain dominance Academic Administrators apply Monarchic and Anarchic Mental Forms.
- The Mental Forms of Male are activated more than the Female. The Right Brain Female and Integrated Brain Male Academic Administrators are dominant in their Anarchic Mental Form. Left Brain oriented people do not show any gender difference glaringly.
- Right Brainers uses the Mental Forms better than the Left and Integrated Brain dominants.

Educational Implications:

The study findings reveal that, most of the Academic Administrators are Right and Integrated brain oriented. Hence they have to shift to various hemispheric dominance to meet out their requirement that suits their situation. The whole brain dominance adherence must be accomplished to make all the recessive thinking styles dominant. Brain Jim is a kind of dance that maintains equilibrium in the usage of both the brain hemispheres. The forms of mental governance and their styles are indispensable to carryout different duties in an organization whether the organization is private or government. According to our study, Anarchic Mental Form excels among the Academic Administrators generally enjoy dealing with a potpourri of needs and goals that are often difficult to sort out. Hence yoga may help us to sustain mental peace and it paves way to enhance their Administrative skill. Administrators with a dominant left hemisphere may benefit from opportunities to enhance creativity and intuition, while those with a dominant right hemisphere could further develop analytical and strategic thinking skills. Brain hemisphericity can inform recruitment and team-building efforts within academic institutions, facilitating the assembly of leadership teams with complementary cognitive strengths. By fostering collaboration among administrators with diverse cognitive profiles, institutions can enhance their capacity for innovation, resilience and adaptability in navigating complex challenges.

Conclusion:

Brain Hemisphericity of Academic Administrators related to their Mental Forms explored enhancement in Educational field. The statistical analysis showed that most of the Academic Administrators are Integrated Brainers with Anarchic Mental Form. The investigation revealed that a person with a particular thinking style may adapt to different situations and act accordingly by knowing this Mental Forms, Brain Hemisphericity and there by changing the same through proper training. This would help one to dilute the difficulties they come across in their real life situations. Examining the mental forms related to brain hemisphericity among academic administrators offers valuable insights that can inform educational practices, leadership development and organizational strategies within educational institutions. By embracing the diversity of cognitive styles and harnessing the potential of administrators cognitive strengths, institutions can foster a culture of innovation, collaboration, and excellence in pursuit of their educational mission.

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