



# MENTAL FORMS OF THE BRAIN IN INFLUENCING EMOTIONAL INTELLIGENCE STUDY ON HEMISPHERCITY

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## Abstract

The current research study focuses on relationship between Mental Forms Of The Brain In Influencing Emotional Intelligence Study On Hemisphercity a normative survey method was student sampling to select a sample size of 460 Teachers students . The primary objective of the study is to evaluate the reading Habits of future class room Teachers. The data for the study was collected from a sample of (130 male and 230 female) future class room teachers all over tamilnadu. Sample distribution. Statistical Techniques Used mean t-test.

**Key words:** Brain On Hemisphercity Emotional Intelligence.

## INTRODUCTION

Studying the influence of mental forms of Brain with regards to Hemisphere city and Emotional intelligence is interesting. One the common theory of Hemisphere city influences. Four types of mental forms namely, Hierarchic form, Monarchic form, oligarchic form Anarchic form. The mental form influences administrative style of Brain. The different Hemisphere city namely Right Brain, left Brain integrated Brain influence activation of mental forms of Brain Each part of Brain influences other one of two mental forms Each type of mental forms influences the individual function style of brain. The Right or left Brain is activated by the Emotional intelligence. Emotional intelligence is centre part of Brain, covering Emotional lobe This Emotion lobe is identified with the intelligence quotient. There are relationships between the Emotional lobe and Hemisphere city. And Hemisphere city and Emotional lobe and mental forms of Brain. It is Emotional lobe that determines mental forms of Brain and activity of the individual. Mental forms of Brain are Dynamic leadership behavior, Dynamic nature of Activity and way of different function. Difference meditate Hemisphere city preference of Brain, mental forms of Brain Emotional intelligence of Brain or trivial in nature, of influence each other in excepting individual personality studying the trivial nature of the mental forms and Emotional intelligence is important in filed of Education to channel students Emotional behavior and mental behavior the prepare stream of academic behavior.

## **DEFINITION OF MENTAL FORMS**

The Hemisphere city of the Right Brain and left Brain are important developing mental forms. Hemisphere city performance in four types mental forms namely, Hierarchic form, Monarchic form, oligarchic forms Anarchic form The four type of mental forms influences by the Hemispherecity.

### **HIERARCHIC FORM**

The Hierarchic mental forms of Brain aims to fulfill the multiple goals, in Nature. There individuals are Motivated to take part in more goals of work by giving equally priorities to each work people function Hierarchic form tend to be slow Passive problems of different nature.

### **MONARCHIC FORM**

Monarchic problems are ones requiring fulfillment of a single goal or head pure monarchic problems are rare, although problems that are not intrinsically monarchic may be approached us though they are some examples of such problems might be ones of making children literate, maximizing profit at any costs, or financing an addiction often problems become monarchic not because they are inherently so, but because the representation of the problem is oversimplified by the problem solver. It is important to recognize, here and elsewhere, that problems become of one kind or another Longley as a function of the way people represent individual, but hierarchic to another.

### **OLIGARCHIC FORM**

Oligarchic problems are ones requiring fulfillment of multiple, equally important goals. The equal importance's of the goals may be perceived rather than actual. Examples of such problems are teaching or English as a second language with the constraint that the indigenous culture of the learners not be destroyed, reform of an organization without undermining its basic tenets, and teaching of thinking with the constraint that the students not become "machines" Note that in each of these cases, there is a goal but that the fulfillment of the goal has associated with it a constraint such that if the constraint is not fulfilled, the solution is deemed unacceptable. Thus both the goal and the constraint are of equal importance.

### **ANARCHIC FORM**

Anarchic problems are ones that require a break away from exiting paths and procedures for their solution. They are what I sometimes refer to as "no entrenched" (Sternberg, 1981, 1982) some insight problems such as the hatrack problem (Maier, 1970) and the nine-dot problem, may best be solved anarchy ally, because existing solution paths tends to interfere with, rather than facilitate, solution. These problems require a totally new approach Radical life changes often require an anarchic approach as well, with the understanding that it is necessary to break away from existing approaches to adaptation to circumstances.

## Emotional Intelligence

Etymologically the word 'Emotion' is derived from the Latin word 'Emotion Cantus' be understood as an agitated or excited state of our mind and body. taking clue from its derivation, various Psychologists have tried to define the term 'Emotion' in their own ways.

According to Woodworth (1945) "Emotion is a Moved" or 'Stirred up' state of an organism. It is a stirred up state of feeling that is the way it appears to the individual himself. It is disturbed muscular and glandular activity that is the way it appears to an external observer.

In the words of Crow and Crow (1993) "Emotion is an affective experience that accompanies generalized linear adjustment and mental and Physiological stirred up states in the individual and that shows itself in his overt behavior.

## REVIEW OF RELATED LITERATURE

**Esturgo-Deu and Sala-Roca (2010)** studied the relationship between disruptive behaviors and the emotional abilities of children in primary education. To do this, disruptive behavior and emotional abilities were evaluated in 1422 pupils aged between 6 and 12 years of age at 11 education centers using Equiv. No relation was found between disruptive behaviors and age, but one was found for sex and emotional abilities. Boys presented more disruptive behaviors than girls. However, there was a significant relationship between disruptive behaviors and the general index of emotional intelligence.

**Cha and Nock (2009)** found out that Emotional Intelligence is a protective factor for suicidal behavior after examining the relations between childhood sexual abuse is found to be a strong predictive of the results.

**Shanmugam (2001)** explored Hemisphericity divergent thinking and problem solving ability in general mathematics of XII students of matriculation schools. The study concluded that problem solving ability, divergent thinking are related to right hemisphere dominance.

**Hemavathy (2005)** conducted a study of identify Hemisphericity of higher secondary in Chennai schools. The Hemisphericity tool (SOLAT) Venkataraman (1989) were administered to 500 students who are studying in Government, Corporation and Matriculation schools with regards to Arts and Science subject. The analysis concluded that majority of girls are right hemisphericity and boys are left hemisphericity. The study proved that type of school influence Hemisphericity preference. Reita Jessie and Sara kumary (2006) studied the relationship between hemisphericity and locus of control of higher secondary students with respect to their Achievement in moths of XI standard from selected schools in Chennai city. The study proved that there is an association between Hemisphericity and achievement in moths. Left brain influence moths and locus of control does not influence by Hemisphericity.

### 1.3. Need for the study

Hemisphere city is the dominance of individual emphasizing and effectively the Right brain and left Brain mans behavior. The treatises on Hemisphericity reveals that each part of Brain influences Hemisphericity influences mental forms of Brian namely Hierarchic form, Monarchic form, oligarchic form, Anarchic form. Each of the four mental forms of the brain is activated by Right brain and left brain. Hemisphericity for of brain able to individuals perform a work systematic order. The monarchic form of brain influences the left Brain student to perform the function one at a time. student with the monarchic form perform the simplify work. One at a time oligarchic influence both right brain and integrated brain

students with right brain perform multiple function with competing goals. Anarchic form influence both the left and integrated brain each part of mental form each type of behavior there by individuals personality. The mental forms influences leadership quality's dominate behavior and other important personality traits It's is highly important to develop mental form activated is the Hemisphere city of the student.

Emotional Intelligence is important concept of cognitive theory, Which develops mental forms and overall Academic Achievement of the study. Right brain is significant developing Emotional lobe The Right brain will activate for Multiple function in curriculum and co-curriculum and extra curriculum. Emotional brains gather's the Emotional Intelligence, Hemispherecity, mental forms of the brain is important to develop the personality of student. Thus this study gains importance.

## **Objective of the study**

### **Primary objective**

The objective of the study is to fathom the influence of Hemisphere city in Activating mental forms of brain and Emotional intelligence.

### **Secondary objective**

#### **The secondary objectives of the study**

- a. To find out the mental forms and Hemispherecity of the students studying in arts and science college.
  - b. The find out the Emotional intelligence of Arts and science college students.
  - c. To study the Hemisphere city preference of Arts and science college students.
  - d. To explain the emotional intelligence Hemisphere city difference in Mental forms with regards to different groups.
    - i) Gender
    - ii) Age
- Type of college

### **Limitations of the Study**

1. The data collected for the study is limited to the government college, aided college and private college in the Kanchipuram district.  
The research study is located in Kanchipuram district

## **TOOLS OF THE STUDY**

In this present study three different types of standardized research tool has been applied to process the research study and to explore the objectives of the study in order to ascertain the findings. The three tools applied in this study are mental forms, hemispherecity and Emotional intelligence.

### **SOLAT SCORING KEY**

Solat has a built in scoring key which makes scoring easy count the number of first item of serials as 'R' (Right) and the number of second item of serials as 'L' (Left). It both the item are checked count it as 'I' There is no need to count if the items are not checked.

It the tool the first item indicates right hemisphere the second item indicates left hemisphere and checking of both the items indicated integrated hemisphere.

## SAMPLE AND SAMPLING TECHNIQUE

Stratified random sampling technique was applied to collect data for the study. the sample of the study comprises 460 student studying at arts & science college level. Men and Women are the selected samples collected from government aided and private college located in Kanchipuram District.

### Over all Mental Forms of the students

s.no	Gender	No	Mean	std.deviation
1.	Over all	460	190.52	22.223
2.	Men	216	192.15	24.404
3.	Women	244	182.07	20.035

The overall mean score for both boys and girls are (190.52) and std deviation is ( 22.22) The mean score for women are (182.07). From the mean score analysis it has come to know that the men possesses better mental forms than the women.

The mean score proved that the Men are dominant in their approach ,i.e. in active than the women.

### Over all Emotional Intelligence of the students

S.No	Gender	N	Mean	std.deviation
1.	over all	460	113.00	13.480
2.	Men	216	111.31	15.283
3.	Women	244	114.49	11.479

The overall mean score for both Men and Women are (113.00) and std deviation is (13.480) The mean score for Men are (111.31) and std deviation is(15.283) that of Women are (114.49 ) and std deviation is (114.79) from the mean score analysis it has come to know that women emotionally natured than the Men.

## FINDINGS

### MENTAL FORMS ON EMOTIONAL INTELLIGENCE AND HEMISPHERICITY

1. Mental forms of men of domains than the women.
2. Women are emotional well balanced than the men.
3. According to sample majorities of student are influencing for the right brain.

4. Majorities of student are more anarchic mental forms following oligarchic and anarchic very few students having the mental forms.
5. In the concepts of emotional intelligence student have more self awareness and social awareness.
6. Majorities of government college student of possessed with different mental forms namely monarchic, hierarchic, anarchic this student belong private college have less mental forms.
7. The student belong to science subject and stream are anarchic on the influences by most of the mental forms.
8. Emotional intelligence the science student more than the arts student.
9. The student belong to government college have more emotional intelligence than the student who studying the aided and private colleges.
10. Age of the student influences emotional intelligence.

### RECOMMENDATIONS FOR FURTHER STUDY

1. Mental Forms Engineers, Doctors , Advocate , can be explored.
2. Hemispherecity domains of the science student arts student Doctors, Advocate , with regards to indentify.
3. Emotional intelligence and mental forms of the Doctors, Engineers students like to explore.

### CONCLUSION

Brain function in different mental forms namely monarchic, hierarchic, oligarchic and anarchic Each of this forms is the domains of mental self government. Influence the individuals personality . Role of hemispherecity is important in activating the mental forms of student. Hemispherecity both right, left planning promote role in influencing mental forms and hemispherecity of student.

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