RELATIONSHIP BETWEEN BRAIN DOMINANCE AND LEADERSHIP STYLE OF THE HIGH SCHOOL TEACHERS

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ABSTRACT

Teachers in fact are the designers of the future of the students. Teachers are the dynamic forces to include education in students. Directly or indirectly they influence their students, hence teachers should present themselves as ideals. According to William Arthur Ward, “The mediocre teacher tells; the good teacher explains; the superior teacher demonstrates; the great teacher inspires” (Sharma, 1975). A great teacher inspires his students in all possible ways. The teacher is the leader of the social group in the classroom situation as well as in the school life. His job is not finished with the imparting of instruction in the class. He is to develop relation with the class children and make them good social beings, outside the classroom too (Lawrence, 2015). Hence, he / she should maintain good relationship with pupils, colleagues, head of the institution, parents of the children and the community. His vision of life must be based on love, sympathy and affection for all in general and for the needy and deprived classes of the society in particular. So, teacher is considered as a leader (Lawrence, 2012).

Brain is the organ of learning, every part of the brain controls different functions of learning. Especially the two hemispheres play different role themselves. The left hemisphere appears to be specialized for language functions of speaking, reading, writing and understanding language and for analytical functions. The right hemisphere appears to be specialized for nonverbal abilities, musical abilities and perceptual and spatio-manipulative skills. The enhanced cooperation between both the hemispheres in the learning process is called Brain Dominance. It is also called Brain-Based Learning or Hemispheric Dominance or Cerebral Dominance (Lawrence, 2015). The different hemispheres of the brain i.e. brain dominance is responsible for the difference in teaching-learning activities in a classroom. In general the right brain dominated students enjoy the social aspects in class and might get bored easily. Left brain dominated students are in general good with numbers and enjoys science class. It is easy for them to remember dates and processes and have a good understanding of grammar and sentence structure (Vargas, 2013). It is not only important for students to understand what learning styles work best for them, it is also important for teachers to understand their own neurological strengths and weaknesses so they too can successfully reach every student (Holbrook, 2011).

The present study aims to examine whether there is any significant relationship between brain dominance and leadership style of high school teachers in terms of gender. In this survey study, two tools were used for collecting data, namely (i) Adopted Alert Scale of Cognitive Style which was developed and standardized by Loren D. Crane (1989) and (ii) Teachers’ Leadership Style Inventory by Arul Lawrence (2012). The investigator has selected 207 teachers who were taking classes for IX and X standard from different high schools in Tenkasi Educational District as sample with the help of stratified random sampling technique. For analyzing the data, Mean, Standard Deviation, ‘t’-test, ANOVA and Pearson’s Product Moment Correlation were used. The findings show that (i) there is no significant difference between UG and PG educational qualification of high school
teachers in their Brain Dominance and Leadership Style (ii) there is significant difference among government, aided and unaided high school teachers in their Brain Dominance and Leadership Style (iii) there is no significant relationship between Brain Dominance and Leadership Style of high school teachers in the autocratic and laissez-faire dimensions. But, there is significant relationship between Brain Dominance and Leadership Style of high school teachers in the democratic dimension.

**Keywords:** brain dominance, leadership style, hemispheric dominance, high school teachers