

Emotional Intelligence and Personality of Students and Teachers of Art College in Relation to their Handwriting

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1. Introduction

What are people really saying when they put down words on paper? They say a lot of things related to their personality, their emotions and their relations with themselves and with others. What they think and feel, what pleases some and offends others what are their moods, defences and secret fears are depicted in their handwriting. The idea that personality and character can be evaluated from someone's handwriting has always interested and excited people.

Analysis means to understand something by breaking it into parts. Therefore handwriting analysis means understanding the traits of personality as indicated by the various characteristics of handwriting i.e. speed, up and down pressure, balance, rhythm, emotional responsiveness, forward, backward slant and vertical writing, analytical thinking, comprehensive thinking and investigating thinking and so on.

2. Emotional intelligence

Emotional intelligence (EI) often measured as an Emotional Intelligence Quotient (EQ) describes an ability, capacity, skill or a self-perceived ability, to identify, assess and manage the emotions of one's self of others and of groups. It is a relatively a new area of psychological research. The definition of emotional intelligence is constantly changing. The definition is important because it articulates the mechanism by which emotion can assist cognition. Emotional intelligence is the ability to integrate thinking and feeling to make decisions.

3. Personality

Personality plays a very important role in life situations success and failure in life largely depends upon harmonious development. In teaching and learning process, personality of the teacher plays a very important role in moulding and shaping the behaviour as well as the personality of students. The word personality is derived from the Latin word 'persona'. Which was the name given to the masks that actors wore and the characters they portrayed. For a laymen personality means the effect which an individual leaves on other person. In Longman Dictionary of Psychology and Psychiatry (1984)

Goldenson defines personality as the configuration of characteristics including major traits, interest, derives, values, self-concepts, abilities and emotional patterns. According to Webster's Dictionary (2000) Personality is complex of characteristics that distinguishes an individual or a nation or a group especially the totality of an individual behaviour and emotional characteristics.

4. Handwriting

According to Carter, V. Good Dictionary of Education (1959); Handwriting is the act of placing or inscribing character on a surface by hand with the aid of a marking instrument such as pen or pencil; differentiated from drawing, which deals with pictorial characters, from writing, which may include typewriting and penmanship and from chirography, which emphasizes artistic or skilful effects. Handwriting is a learned habit where the writer has refashioned the basic form.

According to Aristotle 'spoken words are the symbol of mental experience and written words are the symbols of spoken words. Just as all men have not the same speech sounds so all men have not the same handwriting. The act of handwriting uniquely fulfils the requirements for a protective personality test. Graphology is the study of handwriting especially for the purpose of character analysis. It also helps to judge the academic progress of the students.

5. Emergence of the problem

The problem was selected with a view to know how emotional intelligence and personality are related to their handwriting. As we know that emotions play a vital role in deciding one's behaviour and personality, their reaction to situations and people leading to success or lack of it. Aspects of emotional intelligence like empathy contribute to social behavior of an individual.

An individual self-awareness, self motivation and zeal for self development will determine his/ her success in life and there of his /her handwriting.

Handwriting gives a clear indication of one's personality as person is formation of identify words in one's handwriting represents how the person thinks of oneself and how much emotionally intelligent he is. Is the person confident and assured of himself/ herself, consider him low/high in relation to environment and people around. Thus personality and emotional intelligence needs to be studied in relation to their handwriting of five art students.

6. Objectives of the study

1. To study the emotional intelligence of students and teachers of Art college
2. To study the personality of students and teachers of art college.
3. To study the handwriting of students and teachers of art college.

4. To study the relationship between Emotional intelligence, Personality and handwriting

7. Hypotheses

1. There is no significant relationship between handwriting and extraversion dimension of personality of Art college teachers.
2. There is no significant relationship between handwriting and neuroticism dimension of personality of Art college teachers.
3. There is no significant relationship between handwriting and emotional intelligence of art college teachers.
4. There is no significant relationship between handwriting and extraversion dimension of personality of Art college students.
5. There is no significant relationship between handwriting and neuroticism dimension of personality of Art college students
6. There is no significant relationship between handwriting and emotional intelligence of art college students.
7. There is no significant relationship between emotional intelligence of teachers and students of Art College.
8. There is no significant relationship between extraversion dimension of Personality of teachers and students of Art College.
9. There is no significant relationship between neuroticism dimension of Personality of teachers and students of Art College.
10. There is no significant relationship between handwriting of teachers and students of Art College.

8. Design of the study

The study was a correlation study of handwriting of Art College students and teachers in relation to their personality and emotional intelligence.

Sample

A sample of 108 students and 30 teachers, studying and teaching in Art College. Sector 10 of Chandigarh was taken to study. Purposive sampling was used to collect data from sample as described above by using tools as mentioned ahead.

Tools used

1. Handwriting Analysis scale constructed by investigator herself.
2. Eysenck's personality questionnaire (Revised) by H.J. Eysenck's and S.B.J. Eysenck (1980) was used.
3. Emotional Intelligence Scale by Hyde, Pethe and Dhar (2002)

Statistical techniques used

Descriptive and Inferential statistics were used to analyse the data and test the hypotheses.

9. Delimitations of the study

1. The present study was confined to analysis of only English handwriting in English of students and teachers of Art College.
2. Sample was confined to Government College of Art only
3. The present study was confined to a few traits of personality i.e. Introversion, extroversion and neuroticism only

10. Findings and conclusions

On the basis of the analysis of the data and interpretation of results obtained through descriptive and Inferential statistics the following conclusions were drawn:

1. That there was no significant relationship between handwriting and extraversion dimension of personality of Art college students, meaning that handwriting has no effect on the personality of the Art college teachers or vice-versa.
2. Again no relation was found between handwriting and neuroticism dimension of personality of Art College teachers.
3. No relationship was found between handwriting and emotional intelligence of Art college teachers, meaning both handwriting and emotional Intelligence does not affect each other.
4. Further no relationship was found between handwriting and extraversion dimension of personality of Art College students.
5. Neuroticism dimension of personality of students did not effect their handwriting and no relation was found between them.
6. Further even emotional intelligence of art college students did have relation with their handwriting.
7. No significant relation between emotional intelligence of teachers and students was found. This shows that teachers and students were not attached to each other.
8. Further no relationship was found between teachers and students in the extraversion dimension of personality.
9. Neuroticism dimension of personality also did not have any relation between the students and teachers.
10. Handwriting also did not have any relation between the teachers and students.

Concludingly saying that the variables of handwriting, personality and emotional intelligence of students and teachers did not have any relation or bonding between them. They both were working and studying independently and did not effect each other neither in their personalities, emotional intelligence or handwriting.

11. Educational implications

1. Students/ teachers should be helped to improve their handwriting as it has an impact on their personality and emotional intelligence.
2. Personality assessment, handwriting analysis and emotional intelligence enables the teacher to identify the strengths, weaknesses, aptitudes talents areas of interest and intelligence.

12. Suggestions for further studies

Experimental Research can be conducted by employing graphotherapy technique in which change in the personality and emotional intelligence of the students.

- A similar study can be replicated on a wider scale/sample. More variables can be studied like creativity.

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