HANDWRITING ANALYSIS IN RELATION TO PERSONALITY AND SELF-DISCLOSURE OF PROSPECTIVE SECONDARY SCHOOL TEACHERS OPTING TEACHING OF ENGLISH

Renu Verma* & Vishav Jyoti Bajaj**

Abstract

The study aimed to examine the handwriting in relation to Personality and Self-Disclosure of prospective secondary school teachers opting Teaching of English. Handwriting and its Relationship to Eysenck's Extraversion-Introversion and Sinha's Self Disclosure inventory was used on 200 prospective secondary school teachers opting Teaching of English subject. Scores on the both the inventories were co-related with the handwriting characteristics of: slants to the right, left or upright ; size of handwriting; formulation of angle, the sharp points; space between lines and words; final stroke of letter 'e' ;t-bars cross the t stem ; loops of lower parts of y and g. No significant correlations between the handwriting measures and introversion- extraversion were found but the handwriting had a significant influence on the prospective teachers opting teaching of English on neuroticism and Lie Score of the personality at 0.01 level of significance. Significant results at 0.05 level of significance were found in case of Money and Economic Affairs, Friend, Husband/ Wife (Dimensions of Self-Disclosure).Significant results at 0.01 level of significance were found in case of Occupation, Hopes and Fears, Mental Conflicts, Interests, Feelings and Ideas, Mother/ Mother-in-law ,Father/ Father-in-law ,Brother/ Brother-in- law (Dimension of Self-Disclosure) and handwriting.

Introduction

Handwriting is a complex human activity that entails an intrinsic blend of cognitive, kinesthetic and perceptual motor components. The "print out" left by handwriting depicts the flavour, outlook and colour of an individual's "modus operandi". Thus, the handwriting becomes a polygraph which points a picture of person "behind the pen".

*Dean, Govt. College of Education, Chandigarh
**Science Mistress, Govt. High School, Khera, Fatehgarh Sahib

Handwriting analysis as a "science of the future" plays a significant impact on parents and teachers to evaluate qualities of children in terms of personality, character, emotions, intellect, self awareness, social adjustments, reliability, aptitudes, creativity and many other traits.

Analyzing personality and self- disclosure through handwriting is much the same way as viewing a Monet's painting. It is the classic impressionistic painting, where we realize that painting is made up of thousands of small dots blended to create a dynamic, clear portrait. Similarly the individual strokes of the pen has myriad of meanings

Handwriting is a very personal and individual trade mark of personality. It is the barometer of the personality, is also mobile and volatile. It grows and changes with the individual so that as the person matures, the handwriting develops noticeably through the stages from childhood to adolescence, adulthood and eventually old age.

Principles of Handwriting Analysis

(a) Principle of Neutralization

The principle of neutralization says that, one graphological sign may neutralize or cancel out the effect of another graphological sign if both signs are present in equal numbers. If one sign indicates selfishness and other unselfishness, it means that the person possesses both characteristics in average proportions so that actually they neutralize each other.

(b) Principle of support

When a person is strongly endowed with a particular character trait there will be two or more signs in the handwriting indicating this fact. This is known as the principle of support. The more signs that are present tending to support the existence of a trait of character, the stronger is that particular trait.

The Three Zones of Handwriting- divisions of the personality

There are three zones to examine in handwriting. These zones reflect imagination and desires. This information also provides us with another key to the writer's personality. The zones indicate three different areas of thought and are dependent on emotional energy (pressure or force applied while writing), as well as how much or how hard the writer concentrates in these areas.

The upper zones is the area in which the extended up-strokes are found in the tall letters like b, d, f, h, l, t, etc. The upper zone reveals intellectual thought, abstract thinking, daydreaming, psychic abilities, and imagination. The upper zone indicates philosophical imagination.

The middle zone is the central region occupied by letters with neither long up-strokes

nor long down-strokes, such as a, c, e, m, n, o, etc. The middle zone deals with the day today aspects of life like home, family, paying the bills, work and social concerns. The middle zone points to our approach to daily life.

The lower case is the area occupied by the extended down-strokes of letters such as g, j, p, q, etc. The lower zone emphasizes physical and material drives such as physical abilities, sex drive, appetite, and the desire for material wealth. The lower zone reveals activities essential to survival. For example
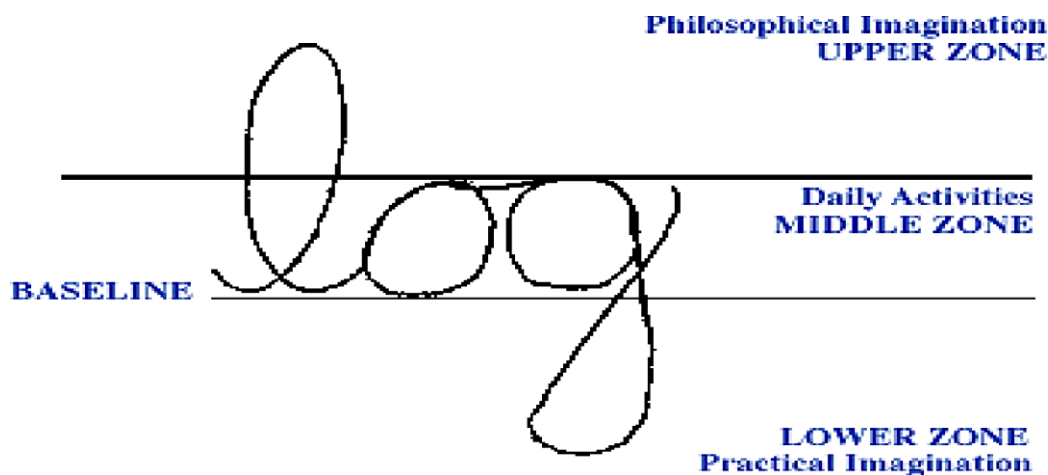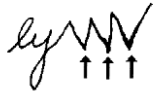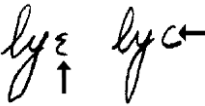

Figure 1.1 Showing Three Zones of Handwriting.

Hence, we can judge the personality of an individual through handwriting by looking at the zones where the writing is mainly concentrated, and where the emphasis is. By Looking for any encroachment from upper case to the line above or from lower case to the line below - it's a sure indication that the encroaching case is dominant. Also by looking at the central case to see if there is an upward or downward pull. An upward pull is best spotted if we see an arched pattern running through the central case. A downward pull is best spotted by seeing a pattern of troughs through the central case. The pull pattern in the central case also indicates the emphasis of the personality.

Examples of Handwriting Traits

ANALYTICAL THINKING v-wedges for m, n-bottom baseline intersections	sorts and separates information in assessing their value, evaluates information	
BLUNT increasingly heavy downward and forward middle final	brings matters to a conclusion and thrusts it upon others	
BROADMINDED wide e-loop	liberal self-viewpoints, free of bigotry	
CONCENTRATION small writing	focuses attention on one activity ignoring all other influences	
CULTURAL REFINEMENT middle letter printed as capital	integration and discrimination of creative artistic and structural systems into one's mode of living	
EMOTIONAL INTENSITY, MUCH AVAILABLE heavy average stroke pressure	possesses strong libido and passions, abundance of available energy and vitality, proactive	
FORGETFUL missing t-bars	inability to recall information or planned action, absentmindedness	
HUMOR initial wavy upper area down stroke to baseline	the contrast between reality and assumed values provokes amusement	
REBELLIOUS inflated triangular forward inverted upper circle	open hostility towards authority and for any form of discipline, belligerent	
VANITY tall t, d-stem height	excessively high regard of ones conduct demonstrated through a sense of superiority	

Significance of Handwriting analysis

1. It is of an invaluable aid to the Human Resource department as it proves helpful in evaluating applicants.

2. It provides knowledge of strengths; weakness, aptitudes and talents one possesses, which are helpful in overcoming fears and frustrations.

3. It is helpful in giving awareness regarding one's soul mates, their mental, emotional, social and physical drives.

4. It provides better understanding of children's behaviour to a parent or a teacher.

5. It is helpful in right job selection that allows an individual to use his talents, strengths and satisfies his life style.

6. It is helpful in examining forged documents, signatures, wills, contracts; which ultimately solves many criminal cases

7. Handwriting will reveal the nature of one's present and past growth.

8. The new principle adds to the science of Graphology, known as Psycho graphology which identifies the personality problems.

9. It is helpful in maintaining family peace by calming down the over aggressive, extra antagonistic or supersensitive attitude of the member.

Thus, the nature of handwriting itself conveys the impression of having potential diagnostic value. That is, handwriting bears the richness of features that would be necessary to reflect the many facets of personality (Ben-Shakhar et al., 1986).

Statement of the Problem : "Handwriting Analysis in Relation to Personality and Self Disclosure of prospective secondary school teachers opting Teaching of English".

Objectives of the Study

(1) To study the co-relation between Handwriting and Extraversion (Dimension of Personality) of prospective secondary school teachers opting teaching of English.

(2) To study the co-relation between Handwriting and Neuroticism (Dimension of Personality) of prospective secondary school teachers opting teaching of English.

(3) To study the co-relation between Handwriting and Lie Score (Dimension of Personality) of prospective secondary school teachers opting the teaching of English.

(4) To study the co-relation between Handwriting and Self-Disclosure of the prospective secondary school teachers opting teaching of English.

(5) To study the co-relation between Extraversion and Self-Disclosure of prospective secondary school teachers handwriting patterns in terms of Personality.

(6)   To study the co-relation between Neuroticism and Self-Disclosure of prospective secondary school teachers handwriting patterns in terms of Self-disclosure.

(7)   To study the co-relation between Lie Score and Self-Disclosure of prospective secondary school teachers opting teaching of English

(8)   To study the differences between the personality(dimensions) of Punjab and Haryana prospective secondary school teachers opting teaching of English

(9)   To study the differences between the Self-Disclosure(dimensions) of Punjab and Haryana prospective secondary school teachers opting teaching of English

Hypotheses of the Study

The present study was conducted to test the following hypotheses:

1.   There is no significant relationship between the Handwriting and Extraversion (Dimension of Personality) of prospective secondary school teachers opting teaching of English.

2.   There is no significant relationship between the Handwriting and Neuroticism (Dimension of Personality) of prospective secondary school teachers opting teaching of English.

3.   There is no significant relationship between the Handwriting and Lie Score (Dimension of Personality) of prospective secondary school teachers opting teaching of English.

4.   There is no significant relationship between the Handwriting and Self- disclosure of prospective secondary school teachers opting teaching of English.

5.   There is no significant relationship between Extraversion (Dimension of Personality) and Self disclosure of prospective secondary school teachers opting teaching of English.

6.   There is no significant relationship between Neuroticism (Dimension of Personality) and Self disclosure of prospective secondary school teachers opting teaching of English.

7.   There is no significant relationship between Lie Score (Dimension of Personality) and Self-disclosure   of prospective secondary school teachers opting teaching of English.

8.   The prospective secondary school teachers of Punjab and Haryana opting teaching of English do not differ significantly on the dimensions of Personality.

9.   The prospective secondary school teachers of Punjab and Haryana opting teaching of English do not differ significantly on the dimensions of Self-disclosure.

Delimitations of the Study

(1)   The present study is confined to analysis of Handwriting in English only of 200 prospective secondary school teacher opting teaching of English.

(2)   The present study is confined to Education Colleges located in Punjab and Haryana States only.

(3)   Only few handwriting traits were taken up for study.

- · Handwriting slant.
- · Handwriting size.
- · Handwriting having spacing in words.
- · Handwriting having spacing in lines
- · Handwriting having variation in slant.
- · Handwritings having variation in size.
- · Angular handwriting.
- · Type of e, y and t bars.

Sample

The descriptive survey method was employed to conduct the research. A sample of 200 prospective secondary school teachers opting teaching of English studying in various colleges of Punjab and Haryana were selected by random sampling technique. Every effort was made to make the sample fairly representative of the population..

Tools Employed

The following tools were used for the collection of the data.

1. Handwriting Scale (AGIF Associazione italo-francese di Grafologia, 2006)
2. Eysenck's Personality Questionnaire- Revised by H.J. Eysenck and S.B.G. Eysenck (1980).
3. Self- disclosure Inventory by Varinder Sinha (1984).

Analysis & Interpretation

In order to draw inferences, t-test was applied and Coefficients of Correlation were calculated as required. The results of the analysis are as follows:

Table of correlations

S. No.	Variables	Value of 'r'
1.	Handwriting and Extraversion	-0.005
2.	Handwriting and Neuroticism	0.100
3.	Handwriting and Lie-Score	0.116
4.	Handwriting and Self-Disclosure	-0.039
5.	Extraversion and Self-Disclosure	0.066
6.	Neuroticism and Self-Disclosure	-0.005
7.	Lie-Score and Self-Disclosure	0.057

Table of t-Test

S. No.	Variables	Value of t-Test
1.	Extraversion (Dimension of Personality)	-0.813
2.	Neuroticism (Dimension of Personality)	2.213**
3.	Lie Score (Dimension of Personality)	-4.508**
4.	Money and Economic Affairs (Dimension of Self-Disclosure)	-1.700*
5.	Personality Aspects (Dimension of Self-Disclosure)	-1.329
6.	Occupation (Dimension of Self-Disclosure)	-3.151**
7.	Interests, Feelings and Ideas (Dimension of Self-Disclosure)	-1.978**
8.	Religion (Dimension of Self-Disclosure)	-1.238
9.	Hopes and Fears (Dimension of Self-Disclosure)	-2.468**
10.	Mental Conflicts (Dimension of Self-Disclosure)	-2.809**
11.	Sex (Dimension of Self-Disclosure)	-0.484
12.	Mother/ Mother-in-law (Dimension of Self-Disclosure)	-2.709**
13.	Father/ Father-in-law (Dimension of Self-Disclosure)	-3.080**
14.	Brother/ Brother-in- law (Dimension of Self-Disclosure)	-3.476**
15.	Sister/ Sister-in-law (Dimension of Self-Disclosure)	-0.099
16.	Friend (Dimension of Self-Disclosure)	-1.929*
17.	Husband/ Wife (Dimension of Self-Disclosure)	1.899*
18.	Children (Dimension of Self-Disclosure)	0.300
19.	Neighbour (Dimension of Self-Disclosure)	-1.377

* t-value is significant at 0.05 Level   ** t-value is significant at 0.01 Level

Testing of Hypotheses

1. The coefficient of correlation between Handwriting and Extraversion (Dimension of Personality) of prospective secondary school teachers opting teaching of English was found to be -0.005, which is not significant at 0.05 level of confidence. Therefore, Hypothesis I, "There is no significant relationship between the Handwriting and Extraversion (Dimension of Personality) of prospective secondary school teachers opting teaching of English" is accepted.

2. The coefficient of correlation between Handwriting and Neuroticism (Dimension of Personality) of prospective secondary school teachers opting teaching of English was found to be 0.100, which is not significant at 0.05 level of confidence. Therefore, Hypothesis II, "There is no significant relationship between the Handwriting and Neuroticism (Dimension of Personality) of prospective secondary school teachers opting teaching of English" is accepted.

3. The coefficient of correlation between Handwriting and Lie Score (Dimension of Personality) of prospective secondary school teachers opting teaching of English was found to be 0.116, which is not significant at 0.05 level of confidence. Therefore, Hypothesis III, "There is no significant relationship between the Handwriting and Lie Score (Dimension of Personality) of prospective secondary school teachers opting teaching of English" is accepted.

4. The coefficient of correlation between Handwriting and Self-disclosure of Prospective secondary school teachers opting teaching of English was found to be -0.039, which is not significant at 0.05 level of confidence. Therefore, Hypothesis IV, "There is no significant relationship between the Handwriting and Self-disclosure of prospective secondary school teachers opting teaching of English" is accepted.

5. The coefficient of correlation between Extraversion (Dimension of Personality) and Self-disclosure of prospective secondary school teachers opting teaching of English was found to be 0.066, which is not significant at 0.05 level of confidence. Therefore, Hypothesis V, "There is no significant relationship between Extraversion (Dimension of Personality) and Self-disclosure of prospective secondary school teachers opting teaching of English" is accepted.

6. The coefficient of correlation between Neuroticism (Dimension of Personality) and Self-disclosure of Prospective secondary school teachers opting teaching of English was found to be -0.005, which is not significant at 0.05 level of confidence. Therefore, Hypothesis VI, "There is no significant relationship between Neuroticism (Dimension of Personality) and Self-disclosure of prospective secondary school teachers opting teaching of English" is accepted.

7. The coefficient of correlation between Lie Score (Dimension of Personality) and Self-disclosure of Prospective secondary school teachers opting teaching of English was found to be 0.057, which is not significant at 0.05 level of confidence. Therefore, Hypothesis VII, "There is no significant relationship between Lie Score (Dimension of Personality) and Self-disclosure of prospective secondary school teachers opting teaching of English" is accepted.

8. The t-value for significance of difference between the means of prospective secondary school teachers of Punjab and Haryana opting teaching of English on the variable of Extraversion (Dimension of Personality) was found to be -0.813, 2.213 on Neuroticism and -4.508 on Lie Score. This is quite evident that Extraversion Dimension is not significant but Neuroticism and Lie Score are significant at 0.01 level of confidence. This shows that prospective teachers from Punjab and Haryana do not differ in Extraversion Dimension but do differ in their Neurotic and Lie score behavior. Hence the Hypothesis, "The prospective secondary school teachers of Punjab and Haryana opting teaching of English do not differ significantly on the Dimensions of Personality is partially accepted. This means that two of the three personality dimensions are more in the behavior of the teachers of both the states, may be due to the environment or the social set up.

9. Again the t-table shows the difference between the mean score for prospective secondary school teachers opting teaching of English on the variable of Self-disclosure dimensions. Out of the 16 dimensions, money& economic affairs, friend and husband wife (03) are significant at level of confidence which shows that the teachers of Punjab and Haryana differ in their self-disclosure dimensions but do not differ in the dimensions of personality, religion, sister, sister-in-law, children and neighbor(06).This means that they are same on these dimensions. These dimensions are common to both the state teachers. Out of the 16 dimensions the left (07) are of occupation, interest feelings and ideas, hopes and fears, mental conflicts, mother, mother- in-law, father, father-in law, brother, brother-in-law which are significant at 0.01 level of confidence. This means that the prospective teachers of Punjab and Haryana secondary schools opting teaching of English differ significantly on these dimensions in self-disclosure. It means that the hypothesis, "The prospective secondary school teachers of Punjab and Haryana opting teaching of English will not differ significantly on the dimensions of Self-disclosure" is partially accepted and retained.

References

Allport (1924). The Study of the Undivided Personality. *Journal of Abnormal and Sociological Psychology, 19, 132-141*

Ben-Shakhar et.al (1970). The Influence of Handwriting on Assessment. Educational Research, 13(1), 50–55

Eysenck, H.J. (1971). The Structure of Human Personality (3rd Edition). New York: Methuen, p.2.

Eysenck & Eysenck (1975). Manual of the Eysenck Personality Questionnaire. London:

Hodder & Stoughton.

Eysenck and Gudjonsson, Gisli (1986). An Empirical Study of the Validity of Handwriting *Analysis. Personality and Individual Differences,* 7(2), 2 6 3 - 2 6 4 .

Gardner (1997). Instant Handwriting Analysis, USA, Llewel Publications.

Joinson (2001). Self-disclosure in Computer-mediated Communication: The role of self-awareness and visual anonymity. *European Journal of Social Psychology,* 31(2), 177-192.

Jourard (1961). Self-disclosure pattern of British andAmerican CollegeFemales. *Journal of Social Psychology,* 54, 193-203.

Peeples & Retzlaff(1992). Personality Traits and Handwriting Characters: Male and Female College Students. Psychologists and Individual Difference, 15 (3), 341-342.

Pophal (1985). Handwriting- Brainwriting. New York: Bernard

Sinha (1973). "A Tool for Self -disclosure". *Journal of Psychological Researches,* 22, (2), 17-20.

Sinha (1982). Manual for Self disclosure Inventory for Adolescent.3rd Revised. Agra: National Psychological Corporation.

Stanley et.al (1991). Effects of Different Training Conditions in the Acquisition of a Handwriting Task. *Journal of Reading and Writing,* 3(1), 43-62.

Sugiyama and Kurauchi (1986). Identification of Handwriting in Chinese Characterters using Discrimination Analysis. *Behaviourmetrika,* 2 (19), 55-71.