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THE EFFECT OF PENCIL GRIP ON EMOTIONAL INTELLIGENCE

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ABSTRACT

The present article studies the relation between the type of grip and emotional intelligence among the young adult crowd. This study has assessed the emotional intelligence among students of various cultural backgrounds in different universities. The result shows that people with normal grip have more emotional intelligence than the subjects with abnormal grip. In normal grip the low and optimum scores in normal grip are closed to high emotional intelligence.

KEYWORDS: *emotional intelligence, pencil grip, abnormal grip*

INTRODUCTION

Intelligence has been dealt with by a number of researchers in one or the other way in various disciplines. A number of psychologists have also worked on the topic of intelligence. Earlier it was a single trait that used to be assessed by the IQ tests but Daniel Goleman changed the understanding of intelligence into multiple intelligences. According to him intelligence can be of many types and emotional intelligence is one among them. Emotional intelligence is the capability of the individual to identify and manage his emotions in an effective manner. People who are good socially and good at relations have high emotional intelligence. On the other hand the second part of the study is grip of pen/pencil. The grip kinetic and handwriting has been an interesting topic of the research work in the field of neuromotor researches. The study by Heidi Schweltnus from Canada explains the fact that the

forces in the different style of grasping pen do not have a significant difference while writing. The kinetic of thumb position seemed to have no bearing of speed and legibility. There are many other researches revealing that abnormal gripping style has some effect on creativity.

METHODOLOGY

Objective: To assess that abnormal pencil grip effects emotional intelligence.

Hypothesis: Abnormal pencil grip effects emotional intelligence.

Sample: The sample comprises of young adults (college students) between 18-23 years of age.

Exclusion criteria:

- Students above 23 are not considered.
- Students below 18 are not considered

Inclusion criteria: Both genders are considered

Sample size: 60 abnormal grip and 60 normal grip students were the subject of study

Tool used: Schutte emotional intelligence scale is used to assess the emotional intelligence in the subjects. Emotional intelligence is the ability to understand and to regulate emotions in one self and in others. High EI is associated with more optimism, greater impulse control, better mood, more empathic perspective taking, more closeness and warmth in relationships, greater marital satisfaction, more cooperation in a Prisoner's Dilemma situation, more persistence under frustrating circumstances, better

adjustment to university in beginning students, higher first year university grades, higher supervisor performance ratings in an undergraduate psychology internship. EI can be measured as ability, using a test similar to an IQ test, or it can be measured as a personality.
It has good validity and reliability.

Procedure: Students from different streams were assessed. Their pencil grip were assessed and analyzed. Then they were requested to fill the emotional intelligence scale. They were assured for the confidentiality.

Result

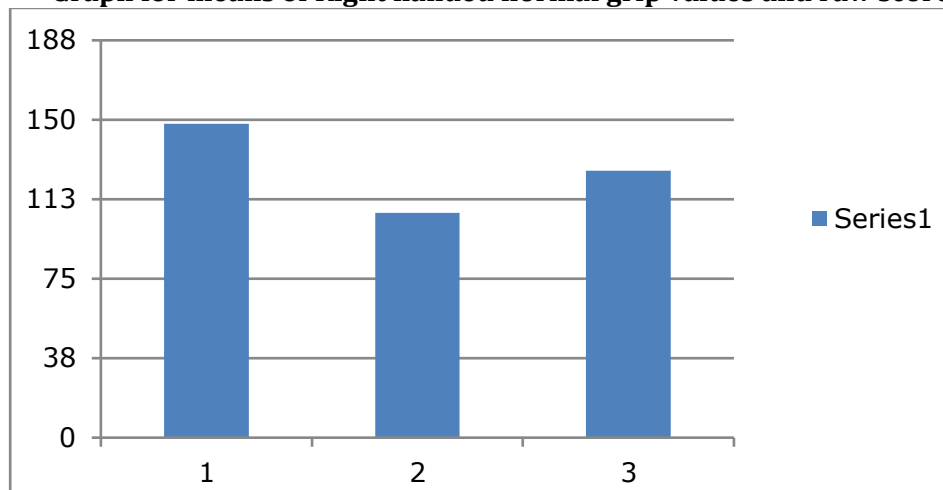
Table 1

	HIGH EI	LOW EI	OPTIMUM EI
Normal	146	98	127
Abnormal	145	104	123

Table 2

	HIGH EI	LOW EI	OPTIMUM EI
RIGHT HANDED NORMAL	148	106	126
RIGHT HANDED ABNORMAL	143	103	122

Graph for means of Right handed normal grip values and raw scores

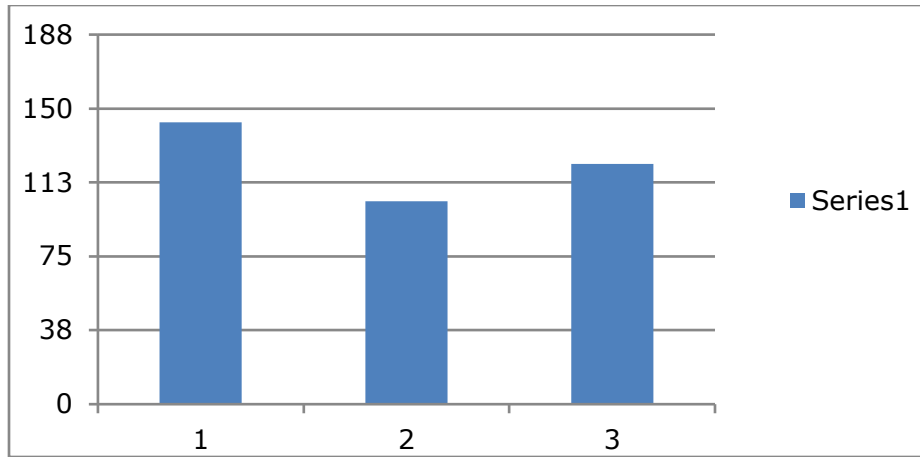


1 = group with high scores

2 group with low scores

3= group with optimum scores

Graph of means for Right handed abnormal grip values and raw scores

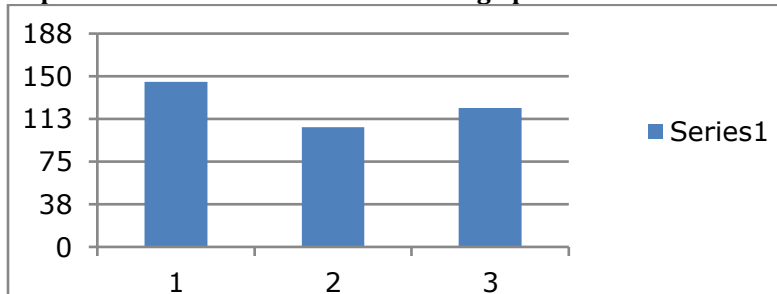


1 = group with high scores
 2 group with low scores
 3= group with optimum scores

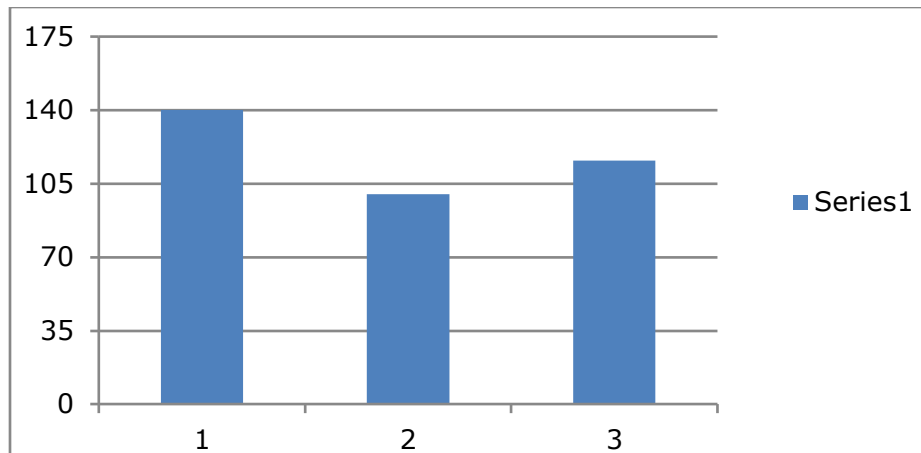
Table 3

	HIGH EI	LOW EI	OPTIMUM EI
LEFT HANDED ABNORMAL	145	105	122
LEFT HANDED NORMAL	140	100	116

Graph for means of left handed normal grip values and raw scores



1 = group with high scores
 2 group with low scores
 3= group with optimum scores
 Graph for means of left handed abnormal grip values and raw scores



1 = group with high scores

2 group with low scores

3= group with optimum scores

In the present research, data was obtained from the college students on emotional intelligence scale from Schutte. The raw score of EI is assessed on the basis of mean. As shown in table 1 the mean of EI of normal pencil grip group is more than the mean of abnormal pencil grip. Also the mean of left normal EI (M=145) is more than the abnormal grip group (M=140). Table 2 shows that the mean of right handed normal grip (M=148) is more than the left handed normal grip (M=143). It shows that the right handed people have more emotional intelligence than the left handed people. The low EI raw score and optimum scores is more towards high EI raw score in both right handed and left handed groups. Hence the research reveals that the normal grip people (M=145) have more emotional intelligence score than the abnormal (M=143).

Discussion: Pencil grip has been the topic for research for many years but not in the field of psychology. This research has researched on the emotional intelligence of college students. The results have shown that the mean of normal grip people have more emotional intelligence than the abnormal grip. Right handed people with normal grip have more emotional intelligence than the left handed people. The raw scores of low and optimum level in right handed are more close to high emotional intelligence.

CONCLUSION

The study has been conducted to achieve the following objective

Objective: To assess that abnormal pencil grip effects emotional intelligence.

The research has revealed that there is a difference in the emotional intelligence of people with normal and abnormal grip. People with normal grip have more emotional intelligence than the abnormal grip.

Limitations:-

1. This is a vast topic and the sample size of 120 is less for the study. Researcher could have got profound results if the sample size would have been large.
2. There are so many other variables to be taken into account like birth order, family education, number of siblings and ethnic background.

** Researcher is collecting more data to extend the study on this topic.

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