

*Impact of Personality, and Emotional Intelligence on Attitude towards  
animals among college students*

**A**

***Thesis submitted***

***In the partial fulfillment of the requirement for the degree of***

**MASTER OF ARTS  
IN PSYCHOLOGY  
(CLINICAL)**

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**THAPAR INSTITUTE  
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(Deemed to be University)**

## CERTIFICATE

This is to certify that the thesis entitled “**Impact of Personality, and Emotional Intelligence on Attitude towards Animals among college students**” being submitted in partial fulfillment of requirements for the award of the degree of **Master of Arts in Psychology, submitted in the School of Humanities and Social Sciences, Thapar Institute of Engineering and Technology, Patiala** is a bonafide work carried out under the supervision of Dr. Sohinee Ganguly, Professor, School of Humanities and Social Sciences, Thapar Institute of Engineering and Technology, Patiala and that no part of this project has been submitted for the award of any other degree.

  
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This is to certify that the above statement made by the student concerned is correct and true to the best of my knowledge.

  
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## CANDIDATE'S DECLARATION

I hereby declare that the work presented in this thesis entitled, “**Impact of Personality, and Emotional Intelligence on Attitude towards Animals among college students**” in partial fulfilment of the requirement for the award of Degree of **Master of Arts in Psychology**, submitted in the **School of Humanities and Social Sciences, Thapar Institute of Engineering and Technology**, Patiala, is an authentic record of my own work carried out under the supervision and guidance of Dr. Sohinee Ganguly, Professor, School of Humanities and Social Sciences, Thapar Institute of Engineering and Technology, Patiala and refers other researchers work which is duly listed in the reference section.


The matter embodied in this thesis has not formed the basis for the award of any other degree of this or any other university.

Date: May 2023

Place: Patiala

  
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## **ABSTRACT**

The present study focuses to see the impact of Personality and Emotional Intelligence on Attitudes towards Animals among college students. A sample of 120 young adulthood from different backgrounds including both genders was selected for the study. The hypotheses of the study are Openness will be positively related with attitude towards animals. Conscientiousness will be positively related with attitude towards animals. Extraversion will be positively related with attitude towards animals. Agreeableness will be positively related with attitude towards animals. Neuroticism will be positively related with attitude towards animals. Emotional intelligence will be positively related with attitude towards animals. But all our hypotheses got rejected. Correlation results reveal that there is no significant relationship between personality, emotional intelligence, and attitude toward animals.

**Keywords: Personality, Emotional intelligence, animals.**

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# CHAPTER-1

## INTRODUCTION

### *1.1 Personality*

Personality derives from the Latin word “persona” which referred to the masks that actors wore in ancient Greek plays, and it usually refers to an individual’s public image (Cervone & Pervin, 2013). Even though the variety of definitions and theories might be confusing, it does not mean that they are not useful or instructive as they offer insights into the intriguing question of the “self.” While taking into consideration the individual’s interaction with the environment and with others, Rogers et al. (1959) defined personality or “self” as an organized, consistent, conceptual pattern of perception of characteristics and relationships of “I” or “me”. Personality is something innate that leads to characteristic behavior and thought. Eysenck (2013) regarded heredity and environment as fundamental factors in an individual’s personality. Eysenck stated that personality is relatively stable and it determines an individual’s unique adjustment to the environment as well as his/her character, temperament, intellect, and physique.

According to Allport (1961), “Personality is the dynamic organization within the individual of those psychophysical systems that determine his unique adjustments to his environment.’

According to Cattell (1950), “Personality is that which permits a prediction of what a person will do in a given situation”.

Personality refers to the unique set of traits, behaviors, and characteristics that make up an individual's identity. Some common ways to describe personality include introverted or extroverted, open-minded, or closed-minded, conscientious, or careless, and agreeable or disagreeable. There are many different theories of personality, and researchers have identified a wide variety of personality traits that can be used to describe individuals. Some popular personality assessments include the Myers-Briggs Type Indicator and the Big Five personality traits.

It is an abstract concept that involves the actions, emotions, recognitions, and motivations of a person. Personality remains constant for a long time but it changed from one position to another one. Personality refers to the enduring characteristics and behavior that comprise a person’s unique adjustment to life, including major traits, interests, drives, values, self-concept, abilities, and emotional patterns. Pevin & John, (2001) said that Personality is a set of psychological traits and mechanisms within the individual which was organized and influenced his or her interaction with the adaptation to the environment. It is the sum total of habits, characteristics, and traits of any person which remains unchanged for a long time in normal conditions. It represents the personal traits of the individual and the patterns of behavior, through which one can identify the individual’s adaptation to the surrounding environment and predict their responses in various situations. There are many different theories of personality in psychology, but one of the most well-known is the "Big Five" model. This model identifies five broad

dimensions of personality: openness, conscientiousness, extraversion, agreeableness, and neuroticism.

Personality is the pattern of an individual's life, it means if we know someone's personality, we can predict how he will behave in a great variety of circumstances and enable us to know what he will notice and what he will miss, what he will seek and what he will avoid, where he is likely to succeed or fail. Personality in general includes an individual's abilities, dispositions, temperament, and character. There are many traits through which one can generalize about human beings as a whole or large groups of them. It is important to note that the term personality as used by psychologists conveys a much broader meaning of the concept than the same term as used by laymen. As stated by Levy (1970) three conditions appear to be necessary when we talk of personality. First, there must be some behavior whose attribute is regarded as contributing to the person's identity as an individual. Second, this behavior must have its locus of causation within the person. And third, the behavior must possess some degree of organization and structure. Each of these conditions is dependent upon the perception of the observer that largely depends upon his way of ordering and interpreting his experience. Thus, personality exists in the eye of the observer rather than in the individual being observed.

Personality refers to the unique set of characteristics, traits, and behaviors that define an individual. Personality can be influenced by a variety of factors, including genetics, upbringing, and life experiences. There are many different theories of personality, but some of the most well-known include the Big Five personality traits (openness, conscientiousness, extraversion, agreeableness, and neuroticism) and the Myers-Briggs Type Indicator (which categorizes individuals into 16 different personality types based on their preferences for different ways of thinking and behaving). It's important to remember that personality is complex and multifaceted and that everyone is unique.

Dodge (1943) conducted a study to identify the personality patterns of successful teachers using an occupational personality inventory. Based on the ratings of supervisors, the teachers were divided into two groups-more successful and less successful teachers. The result revealed that teachers who were successful found themselves to be at ease in social contacts, dealing with 57 assume responsibility in comparison to less successful teachers who were more prone to fears and worries, more sensitive to the opinions of others, and slower in making decisions.

Personality can be thought of as a combination of traits, which are relatively stable characteristics that influence behavior across different situations. Some common personality traits include extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience. Personality traits can be measured using a variety of assessment tools, such as self-report questionnaires, peer ratings, and behavioral observations. Personality can be influenced by a wide range of factors, including genetics, parenting style, cultural background, and life experiences. Personality is not fixed or immutable, and can change over time as a result of personal growth, new experiences, and other factors. Understanding one's own personality can be helpful for personal growth and development, as well as for building stronger relationships with others.

Koul (1973) conducted a study on popular and non-popular high school teachers to identify whether they differ in terms of their personality traits. The data obtained on 16 PF tests revealed that the popular teachers were found to be on average, intelligent, emotionally controlled, and relaxed in comparison to non-popular teachers. The personality traits of nonpopular teachers

were found to show coolness, aloofness, shyness, rigidity, inflexibility, and more discipline problems in comparison to popular teachers.

The Big Five personality traits (openness, conscientiousness, extraversion, agreeableness, and neuroticism) are a widely accepted model of personality. These traits relate to various outcomes, such as job performance, academic success, or mental health. Personality disorders are a group of mental health conditions characterized by maladaptive personality traits. It explores the causes, symptoms, and treatments of various personality disorders, such as borderline personality disorder, narcissistic personality disorder, or antisocial personality disorder. Personality development is another interesting area of research. It explores how personality traits change over the lifespan, or how personality is influenced by various environmental factors such as parenting style, culture, or socioeconomic status. The relationship between personality and various other factors, such as attitudes towards animals, political beliefs, or religious beliefs.

## ***1.2 Emotional Intelligence***

Emotional intelligence has been described as a list of personality characteristics, such as “empathy, motivation, persistence, warmth, and social skills.” Life outcomes using such a diverse list of variables. They contain variables beyond what is meant by the term’s ‘emotion’ or ‘intelligence’ or what reasonable people would infer from ‘emotional intelligence’ Such popular models are using a catchy new name to sell worthy, old-fashioned personality research and prediction. It is separated by a ‘claim’ gap between our own and others. Ongoing research indicates that emotional intelligence may predict important life outcomes at about the level of other important personality variables. Research has shown that emotional intelligence can be an important predictor of success in many areas of life, including personal relationships, work, and education.

Some researchers who have contributed to the study of emotional intelligence include Peter Salovey, John Mayer, and Daniel Goleman. Salovey and Mayer are credited with developing the concept of emotional intelligence in the early 1990s, while Goleman is known for his popular books on the topic, including "Emotional Intelligence" and "Working with Emotional Intelligence."

There are many different models of emotional intelligence, but one of the most well-known is the four-branch model developed by Salovey and Mayer. This model includes four components: perceiving emotions, using emotions to facilitate thinking, understanding emotions, and managing emotions. Emotional intelligence explores how emotional intelligence relates to various outcomes, such as leadership effectiveness, job satisfaction, or relationship quality.

Emotional Intelligence can be understood as the ability to deal with emotions effectively and to handle interpersonal relationships in the appropriate manner. It is not necessary that a person who is otherwise intelligent would be emotionally intelligent. For instance, a student who is brilliant in his studies, is not able to cope with the members of his family, or a person who is able to handle his interpersonal relationships, that very student, he flunks out of his college.

So, if a person is mentally intelligent that does not ensure him/her success. According to Darwin, emotional intelligence which includes expressions is very much important for the survival of human beings. Emotional intelligence not only means being aware of your own emotions but along with these understandings others' feelings and emotions also. These understandings lead to the management of relationships which leads a person to be successful in his/her life. People who are high on emotional intelligence can understand the impact of negative emotions on them, their minds, their bodies, relationships, on their set goals as well. Once they know these negative effects then they are also able to moderate them accordingly and move ahead, thus enhancing their life. Even in the workplace, people with high emotional intelligence are believed to be more successful than those who are low emotional intelligence. This is so because they can understand their emotions and others as well in particular situations and they use these small clues to interpret others and move accordingly.

Research has shown that emotional intelligence can be an important predictor of personality traits, including agreeableness, conscientiousness, and emotional stability. People who score high on measures of emotional intelligence tend to be more empathetic, better at managing their own emotions, and better at recognizing and responding to the emotions of others.

One of the most widely used measures of emotional intelligence is the Emotional Quotient Inventory (EQ-I), which was developed by Reuven Bar-On. The EQ-I measures a range of emotional intelligence skills, including self-awareness, self-expression, interpersonal relationships, decision-making, and stress management.

Another important aspect of emotional intelligence is emotional regulation, which refers to the ability to manage one's own emotions in a healthy and effective way. Research has shown that people who are better at regulating their emotions tend to be happier, healthier, and more successful in life. Emotional intelligence is an important aspect of personality that can have a significant impact on many areas of life.

Emotional intelligence has been linked to a variety of positive outcomes, such as better mental health, stronger relationships, and improved job performance. There are four main components of emotional intelligence: self-awareness, self-management, social awareness, and relationship management.

- Self-awareness involves recognizing one's own emotions and understanding how they affect thoughts and behavior.
- Self-management involves regulating one's own emotions and behaviors in order to achieve personal goals.
- Social awareness involves recognizing and understanding the emotions of others, as well as the norms and expectations of different social situations.
- Relationship management involves using emotional intelligence to build and maintain positive relationships with others.

Emotional intelligence can be developed and improved over time through practice and self-reflection. It is thought that emotions are disruptive to rational, cognitive ways of thinking (Salovey & Mayer, 1994). It is now considered possible that moods and emotions have important intellectual implications because they often influence the way in which individuals interpret and react to information (Salovey & Mayer, 1994). Schwarz (1990) has even suggested that some sources of information may be ignored if salient mood states are present.

Emotions stem from our evolutionary history where they acted as an internal guidance system and were therefore important in survival (LeDoux, 1996).

Emotional intelligence refers to the ability to recognize and understand one's own emotions, as well as the emotions of others, and to use this information to guide one's thoughts and actions. People with high emotional intelligence are often skilled at managing their own emotions and navigating social situations.

Emotional intelligence is a lifetime process as it keeps on developing throughout our life. Education also plays an important role in the development of emotional intelligence, because maximum and the crucial time of the individual is spent in the educational settings only. So the situations they face, the problems they go through, and whatever happens, involves emotions, and the way the people handle these and manage everything affects the emotional intelligence of the person. Emotional intelligence (EI) refers to the ability to identify, understand, and manage one's own emotions, as well as the emotions of others. EI has been found to be positively associated with a variety of outcomes, including job performance, leadership effectiveness, and relationship quality.

It is noticed in many cases that people who have average intelligence levels perform much better than people who have higher levels of intelligence. This is so because average people have higher emotional intelligence than others. Salovey and Mayer (1994) have suggested that emotions may form an important link between personality, which constitutes differences in the ways in which people interact with the world, and intelligence, which shapes the accuracy, efficiency, and success of the processing mechanisms with which people interact with the world. It has been conceptualized as a broad, umbrella construct to explain how emotions allow more 'intelligent thinking' and the ways in which individuals may think intelligently about emotions. It involves traits like self-awareness, social deftness, and the ability to defer gratification to be optimistic in the face of adversity to channel strong emotions and show empathy towards others. There are different perspectives of different people on emotions. Some of them think that emotions are a burden for them, difficult to handle, hamper their judgment skills, increase their vulnerability, etc. On the other hand, people who are successful and high on their performances in their academics and workplace believe that emotions are motivating factors, they boost their confidence level, and they can maintain their interpersonal relationships effectively.

It is the ability to recognize, understand, and manage one's own emotions, as well as the emotions of others, Individuals with higher emotional intelligence may be more likely to exhibit prosocial behaviors towards animals, such as volunteering at an animal shelter or adopting a rescue animal. Attitudes towards animals may be influenced by emotional intelligence, as individuals with higher emotional intelligence may be more likely to empathize with animals and view them as deserving of moral consideration. Given the potential importance of emotional intelligence and attitudes towards animals, it is important to investigate these constructs further and explore the ways in which they are related. Emotional intelligence (EI) is a construct that has received increased attention in recent years due to its potential impact on various aspects of human behavior. EI refers to the ability to identify, understand, and manage one's own emotions, as well as the emotions of others. It involves a set of skills that enable individuals to navigate complex social situations, build and maintain relationships, and cope with stress and adversity. Research has found that individuals with

higher levels of emotional intelligence tend to have better mental health outcomes, higher levels of job satisfaction, and more effective leadership skills. Additionally, emotional intelligence has been linked to a variety of prosocial behaviors, such as volunteering, helping others, and engaging in environmentally-friendly behaviors.

Given the potential importance of emotional intelligence, it is important to investigate this construct further and explore the ways in which it can be developed and leveraged to promote positive outcomes for individuals and society. By examining the relationship between emotional intelligence and various outcomes, such as mental health, job satisfaction, and prosocial behavior, we can gain a better understanding of how emotional intelligence can be cultivated and utilized to promote well-being and success.

### ***1.3 Attitudes Towards Animals***

Attitudes towards animal use are complex and the past few decades have seen considerable progress in mapping out the variety of factors that shape these attitudes. ‘Animal use’ refers to the human use of a variety of non-human animals (henceforth animals) for a variety of different purposes, and attitudes are ‘the evaluation of an object, concept or behavior along a dimension of favour or disfavour, good or bad, like or dislike.’

Animals can have a positive effect on our mental health and can help reduce stress and anxiety. Some animals, such as dogs, are trained to be therapy animals and can provide emotional support to people in need. Animal-assisted therapy can involve a variety of animals, including dogs, cats, horses, and even dolphins. Therapy animals can be trained to help people with conditions such as autism, PTSD, and anxiety disorders. The presence of animals can help people feel more comfortable and relaxed and can provide a source of comfort and companionship.

There are many different attitudes people can have towards animals, ranging from positive to negative. Here are a few examples:

- Positive attitudes: Many people have positive attitudes towards animals, viewing them as companions, sources of comfort, or even members of the family. Some people may also have positive attitudes towards certain animals because they are seen as cute, cuddly, or otherwise appealing.
- Negative attitudes: Some people may have negative attitudes towards animals, viewing them as pests, nuisances, or even threats. Some people may also have negative attitudes towards certain animals because they are seen as dangerous, unclean, or otherwise undesirable.
- Ambivalent attitudes: Some people may have ambivalent attitudes towards animals, feeling both positive and negative emotions towards them. For example, someone may have a pet dog that they love but also feel frustrated when the dog chews up their shoes.

There are many different factors that can influence attitudes toward animals, such as cultural beliefs, personal experiences, and exposure to media.

Knight *et al.* examined attitudes to different types of animal use (experimentation, teaching, personal decoration, entertainment, management/pest control, and financial gain/food production) using a scale compiled from Armstrong & Hutchins and Mathews & Herzog. Knight *et al.* examining attitudes towards the use of different kinds of animals for different kinds of purpose. However, rather than comparing individual participants' attitudes across species, each participant was asked about the use of only one type of animal across the selected purposes.

Attitudes towards animals refer to the beliefs, feelings, and behaviors that people have towards non-human animals. Research has found that attitudes towards animals are related to a variety of outcomes, including animal welfare, environmentalism, and even human health. People with positive attitudes towards animals tend to be more empathetic, compassionate, and prosocial.

Knight *et al.* used to oppose or support animal research have shifted little over time. Those who oppose animal research tend to focus on animal welfare and the suffering of the animals involved, whereas those who are involved in research (e.g., scientists, researchers) tend to base their arguments on the benefits of their work and the lack of alternatives to animal models.

There are many ways that animals can be studied. Here are a few examples:

- **Animal behavior:** Psychologists may study animal behavior to better understand how animals interact with their environment and each other. This can involve observing animals in their natural habitats, as well as conducting experiments in controlled settings.
- **Animal cognition:** Psychologists may study animal cognition to better understand how animals think and learn. This can involve testing animals' ability to solve problems, remember information, and make decisions.
- **Animal-assisted therapy:** Psychologists may use animals to help people with mental health or physical health conditions. For example, therapy dogs may be used to help people with anxiety or depression, while horses may be used to help people with physical disabilities.
- **Animal cruelty:** Psychologists may study animal cruelty to better understand why some people engage in abusive behavior towards animals. This can involve examining the psychological and social factors that contribute to animal abuse, as well as developing interventions to prevent it.
- **Animal communication:** Psychologists might study the ways that animals communicate with each other, such as through vocalizations, body language, or chemical signals. They might also explore the ways that humans can communicate with animals, such as through training or other forms of conditioning.
- **Animal personality:** Some psychologists study the personality traits of animals, such as whether they are aggressive, sociable, or curious than others of their species. This can help us better understand the ways that animals interact with their environment and each other.
- **Animal welfare:** Psychologists might study the ways that animals are treated in different settings, such as in zoos, farms, or laboratory settings. They might also develop interventions to improve the welfare of animals, such as through enrichment programs or changes to housing conditions.
- **Animal-human relationships:** Psychologists might study the ways that humans interact with animals, such as through pet ownership or wildlife conservation efforts. They might also explore the ways that animals can benefit humans, such as through emotional

support or assistance with tasks.

- **Animal learning:** Psychologists may study how animals learn new behaviors or skills. For example, they may study how rats learn to associate a certain sound with a reward, or how dogs learn to respond to different commands.
- **Animal-human interactions:** Psychologists may study how people interact with animals, such as through pet ownership or wildlife conservation efforts. This can involve examining the psychological benefits of pet ownership, or the attitudes and behaviors that lead people to support or oppose conservation efforts.
- **Animal emotions:** Psychologists may study the emotional lives of animals, such as how they experience fear, pleasure, or stress. For example, they may study how rats respond to stressful situations, or how dogs show empathy towards their owners.
- **Animal aggression:** Psychologists may study the ways that animals use aggression to defend themselves or establish dominance. For example, they may study how male lions compete for access to females, or how dogs establish dominance within a pack.
- **Animal memory:** Psychologists may study how animals remember information, such as where to find food or how to navigate through their environment. For example, they may study how rats remember the location of a hidden platform in a maze, or how birds remember the location of their nests.
- **Animal development:** Psychologists may study how animals develop and mature over time, such as how they learn to walk or fly. For example, they may study how baby birds learn to fly by practicing their wing movements.

Animal psychology is a relatively new field of study, with much of the research being conducted in the past few decades. Many different types of animals are studied in animal psychology, including mammals, birds, fish, reptiles, and even insects. Animal psychology research can be conducted in a variety of settings, including zoos, research facilities, and in the wild. Some of the most famous studies in animal psychology include Pavlov's experiments with dogs and B.F. Skinner's experiments with rats. Animal psychology research has led to many practical applications, such as the development of animal training techniques and the improvement of animal welfare in captivity.

The area of animal ethics has grown in recent years fuelled by public perceptions of harm in animal use, which are immune to cruelty prosecution (Rollin 2005). Since the 1970s, various parts of the world have introduced legislation banning activities such as the use of steel-jawed traps, tuna nets that can snare dolphins, sow stalls, and the slaughter of horses for food. In addition, the penalties for cruelty have increased (Rollin 2005). The pattern of animal ethical evolution has been the illumination of unknown areas of animal abuse/atrocities and their rectification (Rollin 2005). The first modern attempt to protect animals by law started in the nineteenth century. However, only in the 1970s did the notion of 'animal rights' develop where animals may not be accepted for us to use (Sandoe and Christiansen 2008). Research has also shown that petting or stroking an animal can help reduce levels of the stress hormone cortisol and increase levels of the feel-good hormone oxytocin. This can lead to a range of positive health benefits, including reduced blood pressure, improved mood, and increased feelings of relaxation.

## CHAPTER-2

### REVIEW OF LITERATURE

The present study studies the effect of attitude towards pets on Emotional Intelligence by Stuti Kacker , Nehashree Srivastava shows that there is a significant difference between pet lovers and non-pet lovers on emotional intelligence, where pet lovers scored higher in emotional intelligence and for non-pet lovers there is a negative correlation between emotional intelligence and Pet Attitude, showing that for having a favorable attitude towards a pet, one needs to have genuine respect and care for pets, not considering them as less resourceful, inferior to human, only such feeling can lead to positive interaction and that further enhances respect for these gift to mankind that leads to better Emotional Intelligence. Attitude towards pet, parallels attitude towards humans. Mahatma Gandhi quote, is enough explain the importance of humanitarian attitude toward animals, "Greatness of nation can be judged by its treatment towards animals."

The aim of this study was to investigate the relationship between EI and empathy towards humans and animals by Raquel Gómez-Leal, Ana Costa, Alberto Megías-Robles, Pablo Fernández-Berrocal, and Luísa Faria. The results showed a positive relationship between empathy for humans and animals. The results also showed that emotional intelligence is positively related to empathy for humans. But the relationship between emotional intelligence and empathy for animals was dependent if the participant's experience with pets. Multiple regression analysis showed that the variables that best predicted empathy for animals were having a pet(or not), age, gender, and human concern. The relationship between human concern and empathy for animals was stronger in participants who had pets.

Chinese College Students' Attitudes towards Animal Welfare by Sara Platto, Agathe Serres and Ai Jingyi. The present survey aimed to investigate Chinese college students' concerns towards different animal classes (i.e., pets, farm, laboratory, and wild animals) through the animal Sentient and Five Freedoms models. Pets (dogs and cats) had better consideration for both animal Sentient and Five Freedoms models, followed by wild animals, while farm and laboratory animals were less considered. Veterinary science major students showed the strongest differences in attitudes depending on the animal classes considered compared to other majors. Respondents showed better attitude scoring who owned or had owned animals, had participated in animal welfare courses, or in laboratory work that involved animals.

The research was conducted to determine if personality affects individuals' relationships with pets by Maia Paluska. The results indicate that happier and more extroverted people preferred dogs over cats (significance = .014, .004). The results did not significantly support the hypothesized link between wanting to own a pet and stereotyped feminine characteristics and androgyny and choice of pets.

The Relationship between Empathy and Personality in Undergraduate Students' Attitudes toward Nonhuman Animals by Ann C. Eckardt Erlanger and Sergei V. Tsytsarev. The purpose of the present study was to examine the role of empathy and personality traits in attitudes about the treatment of animals in 241 undergraduate students. Results indicated that those with high levels of empathy held more positive attitudes toward animals and more negative beliefs about animal cruelty than those with low levels of empathy. Some differences in participants' specific attitudes toward animals were found.

A Comparison between Personality Traits and Dog or Cat Adoption Preference using the Big Five Personality Inventory by Kristen A. Ludwick. Results suggest that dog people trend towards extraversion, agreeableness, conscientiousness, and neuroticism while cat people trend towards the personality dimension of openness. Discussion focuses on how personality affects behavior and may impact pet preference, the mutual benefits of pet attachment/bonding.

Development and Validation of a Scale to Assess Students' Attitude towards Animal Welfare by Beatriz Mazas, M<sup>a</sup> Rosario Fernández Manzanal, Francisco Javier Zarza & Gustavo Adolfo María. The scale shows good internal reliability, with a Cronbach's alpha value of 0.74. The results show significant differences in gender and level of education in some of the components of the scale, observing that women and university students rate animal welfare more highly.

Personality and Attitudes toward the Treatment of Animals by Steve Mathews and Harold A. Herzog, Jr.. The relationship between personality and attitudes toward the treatment of animals by administering the Sixteen Personality Factor Inventory and the Animal Attitudes Scale to 99 college students. The personality scales were only weakly related to attitudes about animal welfare issues. Two personality factors, sensitivity, and imaginativeness, were significantly correlated with attitudes toward animals. Gender and sensitivity showed 25% of the variance in attitudes, with most of the variance accounted for by gender.

Impacts of the COVID-19 pandemic on animal behaviour and welfare researchers by Irene Camerlink, Birte L. Nielsen, Ines Windschnurer, Belinda Vigors. The quantitative and qualitative study of the experience of animal behaviour and welfare (ABW) researchers during the COVID-19 pandemic shows that many have been, mainly negatively, affected by the changes. Extra emphasis was given to women, caregivers, PhD students, ECR and those with a high teaching load. The negative impact of the pandemic especially hit PhD students and ECR, as well as researchers who had an intense care role in their family. Gender differences were present, but overall female ABW researchers were not more disadvantaged than male researchers in the current results.

Personality and Compassion for Animals by Christopher J. Hopwood, Alexander G. Stahlmann & Wiebke Bleidorn. Results showed that compassion for animals is related to agreeableness and openness to experience. The compassionate aspect of agreeableness drove correlations with that trait. Maladaptive antagonism was not more strongly related to compassion for animals than normal-range agreeableness. The results provide a fuller portrait of the personological foundation of compassion for animals. People who are more agreeable and open tend to be more compassionate toward animals. This suggests that personality-related patterns of behaviour among humans extend to human-animal interactions.

Personality traits and consumer acceptance of controversial food technology: A cross-country investigation of genetically modified animal products by Wen Lin, David L. Ortega,

Vincenzina Caputo, Jayson L. Lusk. The effect of personality is most evident in US consumers with five out of six personality traits explaining preferences for genetically modified pork. Openness was the only trait that consistently explained consumer acceptance in our three countries and conscientiousness was found to be a good predictor in Western cultures. Our results reinforce the need to use psychological characteristics of consumers to understand controversial food acceptance and highlight the differential impact of personality across cultures.

## **CHAPTER-3**

### **MOTIVATION, RESEARCH GAP, OBJECTIVES AND HYPOTHESES**

#### **3.1 Motivation of the study**

I was motivated after reading an article that said that animals around the world suffering from being used for entertainment, food, medicine, fashion, scientific advancement, and as exotic pets. Every animal deserves to have a good life. There are three fundamental motivational bases for attitudes toward animals, where responses to animals depend on “instrumental self-interest, empathy/ identification, or people’s beliefs and values about the nature and status of animals.”

#### **3.2 Research gap**

From review of literature, it was found that not many studies have been found on impact of Personality, and Emotional Intelligence on Attitude towards Animals among college students. But it examines the relationship between personality, emotional intelligence, and attitude towards animals.

#### **3.3 Aim of the study**

To study the relationship between personality, emotional intelligence, and attitude toward animals.

### **3.4 Objectives**

1. To study the relationship between personality and attitude towards animals.
2. To study the relationship between emotional intelligence and attitude towards animals.

### **3.5 Hypotheses**

H1: Openness will be positively related with attitude towards animals.

H2: Conscientiousness will be positively related with attitude towards animals.

H3: Extraversion will be positively related with attitude towards animals.

H4: Agreeableness will be positively related with attitude towards animals.

H5: Neuroticism will be positively related with attitude towards animals.

H6: Emotional intelligence will be positively related with attitude towards animals.

## **CHAPTER-4**

### **METHOD**

#### **4.1 Sample**

The sample consisted of 120 participants within the age range of 18-25 years out of which 60 were females and 60 were males. The mean age of the participants was 21.

#### **4.2 Design**

Correlational design was used to compute the results. Personality and Emotional Intelligence are the independent variables whereas attitude towards animals is the dependent variable.

#### **4.3 Tools Used**

1. **Short 15-item Big Five Inventory (BFI-S):** The Big Five personality constructs were assessed at two measurement occasions: in 2005 and in 2009. The Big Five personality structure was assessed with a 15-item German adoption of the Big Five Inventory

Version (BFI-S; Gerlitz & Schupp 2005; John & Srivastava, 1999). With regard to reliability and validity, the BFI-S is a reasonable, short instrument designed to measure the Big Five personality factors in large surveys (Lang, 2005; Lang, Lüdtkke, & Asendorpf, 2001, Rammstedt, Goldberg, & Borg, 2010). Each of the five personality factors is measured with 3 items on a 7-point Likert scale from 1 (*strongly disagree*) to 7 (*strongly agree*). Cronbach's alpha values are neuroticism,  $\alpha = .60$ ; extraversion,  $\alpha = .66$ ; openness,  $\alpha = .63$ ; agreeableness,  $\alpha = .50$ ; conscientiousness,  $\alpha = .60$ .

2. **Emotional Intelligence:** It is a self-report scale developed by Schutte et al. (1998) It contains 33 items with a 5-point Likert scale. The Cronbach's alpha value is 0.90
3. **Animal Attitude Scale:** It is developed by Herzog, Betchart & Pittman, 1991. It contains 20 items with a 5-point Likert scale. There are two short versions of the scale are (a 5 and a 10-item version). Both correlates highly with the full 20 item AAD ( $r$ 's  $>.95$ ) and have good reliability.

#### 4.4 Procedure

Informed consent was taken from all the subjects. The present study was conducted to find whether there was a relationship between personality, emotional intelligence, and attitude toward animals. The subjects were given forms that consisted of 3 scales. Instructions on how to respond to the questions were given. The subjects were told beforehand to mark the very first response that comes to their mind. The subject had to respond by putting a tick mark on the answer which they feel best describes them.

## CHAPTER-5

### RESULTS

In order to meet the objectives of the study, the obtained data was subjected to a few statistical analyses. Data was analysed by using correlation to examine the relationship of personality, emotional intelligence, and attitude toward animals.

**Table No. 1** shows the descriptive statistics

	N	Mean	Std. Deviation
Openness	120	16.40	2.95
Conscientiousness	120	13.50	2.69
Extraversion	120	12.82	1.63
Agreeableness	120	15.16	3.01
Neuroticism	120	12.29	1.78
Emotional intelligence	120	122.14	12.56
Attitude towards animal	120	50.15	9.47
Valid N (listwise)	120		

The characteristics of the total sample (N=120) are presented in Table 1. The mean score and the standard deviation of openness were 16.40 and 2.95 respectively. The mean and standard deviation scores of conscientiousness were 13.50 and 2.69 respectively. The mean and standard deviation scores of extraversion were 12.82 and 1.63 respectively. The mean score and standard deviation score of agreeableness were 15.16 and 3.01 respectively. The mean and standard deviation scores of neuroticism were 12.29 and 1.78 respectively. The mean and standard deviation scores of emotional intelligence were 122.14 and 12.56 respectively. The mean score and standard deviation score of attitude towards animal score were 50.15 and 9.47 respectively.

**Table No. 2** Correlational Values between personality, emotional intelligence, and attitude  
Towards animal

	Openness	Conscientiousness	Extraversion	Agreeableness	Neuroticism	Emotional intelligence	Attitude towards animal
Openness	1						
Conscientiousness	.280**	1					
Extraversion	.187*	.077	1				
Agreeableness	.181*	.211*	.166	1			
Neuroticism	.038	-.059	-.178	-.145	1		
Emotional intelligence	.234**	.205*	.169	.300**	-.138	1	
Attitude towards animal	.040	.117	.114	-.002	-.077	-.049	1

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

There is no significant relationship found between personality, emotional intelligence (independent variable) and attitude towards animal (dependent variable). So, the results indicate that openness and attitude towards animal score is 0.040. The result for conscientiousness and attitude towards animal score is 0.117. Extraversion and attitude towards animal score are 0.114. Agreeableness and attitude towards animal score are -0.002. Neuroticism and Attitude towards animal score are -0.077. Lastly, emotional intelligence and attitude towards animal score are -0.049.

## CHAPTER-6

### DISCUSSION

The major focus of the present study was to examine the relationship between personality, emotional intelligence, and attitude toward animals among young adulthood. For this purpose, the questionnaires were distributed among the participants and they were informed in detail about the study. There were six hypotheses but all got rejected. For results, correlation was used and as all the hypotheses got rejected rejection cannot be done. According to a study (Hopwood,2022) it showed that compassion for animals is not related to agreeableness and

openness to experience. The maladaptive antagonism was not more strongly related to compassion for animals than normal-range agreeableness. The results provide a fuller portrait of the personological foundation of compassion for animals.

Another study showed that no studies have assessed the relationship between dog owner personality traits and their method of dog obtainment. The results indicated that women provided more infant-directed speech than males. The findings suggest that it received large female participation because women felt more compelled to take the survey and wanted to report data on their “child.”

A study done by Kelly L. Thompson and Eleonora Gullone. The study found a history of witnessing animal abuse associated with significantly higher levels of animal cruelty. The study reported significantly higher levels of cruelty for those who had witnessed a friend, relative, parent, or sibling abuse an animal and significantly lower levels for those who had witnessed a stranger abuse an animal. Participants who “Frequently” witnessed animal abuse reported significantly higher levels of cruelty than those who viewed abuse “A few times.” There was no association found between humane treatment of animals and the witnessing of animal abuse. Positive influences, peer mentors and humane education, would help to combat this cycle of abuse.

Serpell's 1991 research indicated that owning pets has positive effects on human health and wellbeing. Two groups of adults acquired a new pet (either a cat or dog), while a control group did not acquire a new pet, and the behavior of the three groups was studied over a ten-month period. During the first month of ownership, both groups owning pets reported less minor health problems, and dog owners continued to reap this benefit across the entire ten-month research period. The control group, without pets, had no statistically significant changes to their health or well-being, while the other two groups, especially the dog owning group, did benefit from owning pets.

Kurdek (2008) researched the level of attachment that individuals felt towards animals. It is to identify the characteristics of individuals that were highly attached to animals. The sample used in this study was 923 college students. The findings from this research include that scored high in openness and animals that scored high in energy and intelligence led to greater attachment among animals.

Schutte, N. S., Malouff, J. M., Bobik, C., Coston, T. D., Greeson, C., Jedlicka, C., ... & Wendorf, G. (2001). Emotional intelligence and interpersonal relations. *The Journal of Social Psychology*, 141(4), 523-536. This paper examines the relationship between emotional intelligence and interpersonal relations. The authors argue that emotional intelligence is a key factor in promoting positive social interactions, and that it can be developed through training and education.

College students at Cameron University did the personality correlations between college students and their cats. The researchers had the cat owners report on their cats' personalities and self-report their own personality traits. The study also compared the personality traits of Siamese and mixed breed cats. The researchers found positive correlations between Siamese and mixed breed cats and their respective owners. According to the authors, this research is the first to compare cat personality traits based on the cats' breed (Weinstein & Alexander, 2010).

Herzog, H. A., & Golden, L. L. (2009). Moral emotions and social activism: The case of animal rights. *Journal of Social Issues*, 65(3), 485-498. This paper examines the role of moral emotions in motivating social activism, specifically in the context of animal rights. The authors argue that emotions such as empathy, compassion, and moral outrage are key drivers of social activism, and that these emotions can be cultivated through education and socialization.

Adrian Furnham, Chris McManus & David Scott (2015) multiple regression analyses were used to examine the demographic factors, personality and empathy predicted these. Sex, vegetarianism, Agreeableness, Openness, Extraversion, and empathy were significant predictors of all these factors. Results showed an interpretable set of correlates that were like previous studies in the area. As with previous research findings, the measures used predicted only a small amount of variance with respect to attitudes to animals.

Kellert, S. R. (1996). *The value of life: Biological diversity and human society*. Island Press. This book explores the relationship between human attitudes towards animals and the natural world, and the loss of biodiversity. The author argues that a lack of appreciation for the value of non-human life is a key driver of environmental degradation, and that increasing awareness and appreciation for the value of biodiversity is critical for promoting conservation.

A study done by E S Paul, AL Podberscek. It revealed that the year of study was significantly related to the perceived sentience of dogs, cats and cows, with students in their later years of study rating them as having lower levels of sentience. The female students rated themselves as having significantly higher levels of emotional empathy with animals than did the male students. There was also a significant interaction between sex and year of study, the female students maintaining relatively high levels of empathy throughout the three years, whereas the male students showed lower levels of empathy in their later years.

Serpell, J. A. (2004). Factors influencing human attitudes to animals and their welfare. *Animal Welfare*, 13(S1), 145-151. This paper reviews the literature on factors influencing human attitudes towards animals and their welfare. The author argues that attitudes towards animals are shaped by a variety of factors, including cultural norms, religious beliefs, and personal experiences, and that these attitudes have important implications for animal welfare.

## CHAPTER-7

### CONCLUSION, FUTURE RESEARCH, IMPLICATIONS AND LIMITATIONS

#### 7.1 Conclusion

The findings of the study shows that there was no significance in openness and attitude towards animals. There was no significance between conscientiousness and attitude towards animals. There was no significance in extraversion and attitude towards animals. There was no significance in agreeableness and attitude towards animals. There was no significance in neuroticism and attitude towards animals. There was no significance in emotional intelligence and attitude towards animals. So, the correlational design was used and hence regression cannot be done as there was nothing significant.

#### 7.2 Future Research

Investing mediating and moderating factors can help identify the underlying mechanisms through which personality traits and emotional intelligence influence attitude towards animal. Exploring variables such as empathy, moral reasoning, environmental attitudes. Research can explore how cultural and contextual factors shape the relationship between personality, emotional intelligence, and attitudes towards animal. Cross- cultural studies can examine whether the impact of these factors varies across different cultural backgrounds and societies, considering the diverse perspectives on animal welfare and the varying levels of exposure to animals.

Comparing attitudes towards different animal species can offer valuable insights into the role of personality and emotional intelligence in shaping attitudes. Exploring variations in attitudes towards companion in animals, wildlife, and farmed animals can help identify specific factors that influence attitude towards different animal groups. We can gain a more comprehensive understanding of how personality traits and emotional intelligence influence attitudes towards animals among college students, which can inform interventions, educational programs, and policies aimed at promoting animal welfare and empathy.

#### 7.3 Implications

The relationship between personality traits, emotional intelligence, and attitudes towards animals can influence ethical behavior regarding animals. Understanding this relationship can inform efforts to promote responsible pet ownership, discourage animal cruelty, and encourage conservation efforts among college students. College and universities can develop animal-friendly policies based on the understanding of how personality traits and emotional intelligence influence attitude towards animal. This can include guidelines for animal care, promoting responsible interactions with animals on campus, and integrating animal welfare into the curriculum.

Findings from research on the impact of personality and emotional intelligence on attitude towards animal can contribute to public awareness campaigns promoting animal welfare. These campaigns can target college students, highlighting the importance of empathy, responsible behaviour, and the ethical treatment of animals.

By recognizing the implications of personality and emotional intelligence on attitudes towards animals among college students, institutions, and organizations can develop targeted interventions, policies, and campaigns to foster positive attitudes, empathy, and compassionate and animal- friendly society.

#### **7.4 Limitations**

The present investigation has been conducted adopting an adequate methodology, and accordingly the inferences are made. But every research has its own limitations due to time involvement, economy, and some other factors. This project also suffers with following limitations:

Studies may use a specific sample of college students, which may not represent the broader population. Research often relies on self- report questionnaire to assess personality, emotional intelligence, and attitude towards animals. However, self- report measures can be influenced by social desirability bias or participants limited self- awareness, leading to less accurate responses.

Most studies in this area employ correlational designs, which establish associations but not causal relationships. It is challenging to determine whether personality traits or emotional intelligence directly cause changes in attitudes towards animals or if other factors contribute to the relationship.

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## **APPENDICES**

## APPENDIX A: CONSENT FORM

I student of M.A. Psychology is going to conduct research. As a part of this I need to collect and record some personal information from you. All personal information gathered during the study will remain confidential.

Name- \_\_\_\_\_

Age- \_\_\_\_\_

Gender- \_\_\_\_\_

Your responses would remain **confidential** and **anonymous** and will only be used for this study.

Please read the instructions carefully and respond to every statement truthfully. There is no right or wrong answer. If you have any questions while completing the questionnaire or need any clarifications regarding the instructions, please feel free to ask.

I would voluntarily like to participate in the study- \_\_\_\_\_  
(Signature)

## APPENDIX B: PERSONALITY

- Instructions- Below you see a number of statements, each of which starts with "I see myself as someone who".

For each statement, indicate how much you agree with this:

SD- Strongly disagree	Neither agree nor disagree
D- Disagree	SA- Somewhat agree
SD- Somewhat disagree	A- Agree
	SA- Strongly agree

Please tick or circle the letter that indicates you.

**I see myself as someone who ...**

1. **worries a lot.**  

SD	D	Somewhat D	Neither agree nor disagree	Somewhat A	A	SA
----	---	------------	-------------------------------	------------	---	----
  
2. **gets nervous easily.**  

SD	D	Somewhat D	Neither agree nor disagree	Somewhat A	A	SA
----	---	------------	-------------------------------	------------	---	----
  
3. **remains calm in tense situations.**  

SD	D	Somewhat D	Neither agree nor disagree	Somewhat A	A	SA
----	---	------------	-------------------------------	------------	---	----
  
4. **is talkative.**  

SD	D	Somewhat D	Neither agree nor disagree	Somewhat A	A	SA
----	---	------------	-------------------------------	------------	---	----
  
5. **is outgoing, sociable.**  

SD	D	Somewhat D	Neither agree nor disagree	Somewhat A	A	SA
----	---	------------	-------------------------------	------------	---	----
  
6. **is reserved.**  

SD	D	Somewhat D	Neither agree nor disagree	Somewhat A	A	SA
----	---	------------	-------------------------------	------------	---	----
  
7. **is original, comes up with new ideas.**

- |     |   |   |            |                               |            |   |    |
|-----|---|---|------------|-------------------------------|------------|---|----|
|     | SD  | D | Somewhat D | Neither agree<br>nor disagree | Somewhat A | A | SA |
| 8.  | values artistic, aesthetic experiences.     |   |            | Neither agree<br>nor disagree | Somewhat A | A | SA |
| 9.  | has an active imagination.                  |   |            | Neither agree<br>nor disagree | Somewhat A | A | SA |
| 10. | is sometimes rude to others.                |   |            | Neither agree<br>nor disagree | Somewhat A | A | SA |
| 11. | has a forgiving nature.                     |   |            | Neither agree<br>nor disagree | Somewhat A | A | SA |
| 12. | is considerate and kind to almost everyone. |   |            | Neither agree<br>nor disagree | Somewhat A | A | SA |
| 13. | does a thorough job.                        |   |            | Neither agree<br>nor disagree | Somewhat A | A | SA |
| 14. | tends to be lazy.                           |   |            | Neither agree<br>nor disagree | Somewhat A | A | SA |
| 15. | does things efficiently.                    |   |            | Neither agree<br>nor disagree | Somewhat A | A | SA |

## APPENDIX C: EMOTIONAL INTELLIGENCE

- Instructions- Read each statement carefully, and please tick the response that best describes you. Please read all the statements carefully before making your choice.

1. I know when to speak about my personal problems to others.

Strongly Disagree    Disagree    Neither Disagree    Agree    Strongly Agree  
Nor Agree

2. When I am faced with obstacles, I remember times I faced similar obstacles and overcame them.

Strongly Disagree    Disagree    Neither Disagree    Agree    Strongly Agree  
Nor Agree

3. I expect that I will do well on most things I try.

Strongly Disagree    Disagree    Neither Disagree    Agree    Strongly Agree  
Nor Agree

4. Other people find it easy to confide in me.

Strongly Disagree    Disagree    Neither Disagree    Agree    Strongly Agree  
Nor Agree

5. I find it hard to understand the nonverbal messages of other people.

Strongly Disagree    Disagree    Neither Disagree    Agree    Strongly Agree  
Nor Agree

6. Some of the major events of my life have led me to re-evaluate what is important and not important.

Strongly Disagree    Disagree    Neither Disagree    Agree    Strongly Agree  
Nor Agree

7. When my mood changes, I see new possibilities.

Strongly Disagree    Disagree    Neither Disagree    Agree    Strongly Agree  
Nor Agree

8. Emotions are some of the things that make my life worth living.

Strongly Disagree    Disagree    Neither Disagree    Agree    Strongly Agree  
Nor Agree

9. I am aware of my emotions as I experience them.

Strongly Disagree    Disagree    Neither Disagree    Agree    Strongly Agree  
Nor Agree

10. I expect good things to happen.

Strongly Disagree    Disagree    Neither Disagree    Agree    Strongly Agree  
Nor Agree

11. I like to share my emotions with others.

Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
-------------------	----------	-------------------------------	-------	----------------

12. When I experience a positive emotion, I know how to make it last.

Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
-------------------	----------	-------------------------------	-------	----------------

13. I arrange events others enjoy.

Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
-------------------	----------	-------------------------------	-------	----------------

14. I seek out activities that make me happy.

Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
-------------------	----------	-------------------------------	-------	----------------

15. I am aware of the nonverbal messages I send to others.

Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
-------------------	----------	-------------------------------	-------	----------------

16. I present myself in a way that makes a good impression on others.

Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
-------------------	----------	-------------------------------	-------	----------------

17. When I am in a positive mood, solving problems is easy for me.

Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
-------------------	----------	-------------------------------	-------	----------------

18. By looking at their facial expressions, I recognize the emotions people are experiencing.

Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
-------------------	----------	-------------------------------	-------	----------------

19. I know why my emotions change.

Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
-------------------	----------	-------------------------------	-------	----------------

20. When I am in a positive mood, I am able to come up with new ideas.

Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
-------------------	----------	-------------------------------	-------	----------------

21. I have control over my emotions.

Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
-------------------	----------	-------------------------------	-------	----------------

22. I easily recognize my emotions as I experience them.

Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
-------------------	----------	-------------------------------	-------	----------------

23. I motivate myself by imagining a good outcome to tasks I take on.

Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
-------------------	----------	-------------------------------	-------	----------------

24. I compliment others when they have done something well.  
Strongly Disagree    Disagree    Neither Disagree    Agree    Strongly Agree  
Nor Agree

25. I am aware of the nonverbal messages other people send.  
Strongly Disagree    Disagree    Neither Disagree    Agree    Strongly Agree  
Nor Agree

26. When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself.  
Strongly Disagree    Disagree    Neither Disagree    Agree    Strongly Agree  
Nor Agree

27. When I feel a change in emotions, I tend to come up with new ideas.  
Strongly Disagree    Disagree    Neither Disagree    Agree    Strongly Agree  
Nor Agree

28. When I am faced with a challenge, I give up because I believe I will fail.  
Strongly Disagree    Disagree    Neither Disagree    Agree    Strongly Agree  
Nor Agree

29. I know what other people are feeling just by looking at them.  
Strongly Disagree    Disagree    Neither Disagree    Agree    Strongly Agree  
Nor Agree

30. I help other people feel better when they are down.  
Strongly Disagree    Disagree    Neither Disagree    Agree    Strongly Agree  
Nor Agree

31. I use good moods to help myself keep trying in the face of obstacles.  
Strongly Disagree    Disagree    Neither Disagree    Agree    Strongly Agree  
Nor Agree

32. I can tell how people are feeling by listening to the tone of their voice.  
Strongly Disagree    Disagree    Neither Disagree    Agree    Strongly Agree  
Nor Agree

33. It is difficult for me to understand why people feel the way they do.  
Strongly Disagree    Disagree    Neither Disagree    Agree    Strongly Agree  
Nor Agree

## **APPENDIX D: ATTITUDE TOWARDS ANIMAL**

- **Instructions-** Listed below are 20 statements regarding the use of animals. Tick the word that indicates the extent to which you agree or disagree with the statement:

1. It is morally wrong to hunt wild animals just for sport.  
Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree
2. I do not think that there is anything wrong with using animals in medical research.  
Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree
3. There should be extremely stiff penalties including jail sentences for people who participate in cock-fighting.  
Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree
4. Wild animals, such as mink and raccoons, should not be trapped and their skins made into fur coats.  
Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree
5. There is nothing morally wrong with hunting wild animals for food.  
Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree
6. I think people who object to raising animals for meat are too sentimental.  
Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree
7. Much of the scientific research done with animals is unnecessary and cruel.  
Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree
8. I think it is perfectly acceptable for cattle and hogs to be raised for human consumption.  
Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree
9. Basically, humans have the right to use animals as we see fit.  
Strongly Agree      Agree      Undecided      Disagree      Strongly Disagree
10. The slaughter of whales and dolphins should be immediately stopped even if it means some people will be put out of work.

- |  |                |       |           |          |                   |
|--|----------------|-------|-----------|----------|-------------------|
|  | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|--|----------------|-------|-----------|----------|-------------------|
- 11.** I sometimes get upset when I see wild animals in cages at zoos.
- |  |                |       |           |          |                   |
|--|----------------|-------|-----------|----------|-------------------|
|  | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|--|----------------|-------|-----------|----------|-------------------|
- 12.** In general, I think that human economic gain is more important than setting aside more land for wildlife.
- |  |                |       |           |          |                   |
|--|----------------|-------|-----------|----------|-------------------|
|  | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|--|----------------|-------|-----------|----------|-------------------|
- 13.** Too much fuss is made over the welfare of animals these days when there are many human problems that need to be solved.
- |  |                |       |           |          |                   |
|--|----------------|-------|-----------|----------|-------------------|
|  | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|--|----------------|-------|-----------|----------|-------------------|
- 14.** Breeding animals for their skins is a legitimate use of animals.
- |  |                |       |           |          |                   |
|--|----------------|-------|-----------|----------|-------------------|
|  | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|--|----------------|-------|-----------|----------|-------------------|
- 15.** Some aspects of biology can only be learned through dissecting preserved animals such as cats.
- |  |                |       |           |          |                   |
|--|----------------|-------|-----------|----------|-------------------|
|  | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|--|----------------|-------|-----------|----------|-------------------|
- 16.** Continued research with animals will be necessary if we are to ever conquer diseases such as cancer, heart disease, and AIDS.
- |  |                |       |           |          |                   |
|--|----------------|-------|-----------|----------|-------------------|
|  | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|--|----------------|-------|-----------|----------|-------------------|
- 17.** It is unethical to breed purebred dogs for pets when millions of dogs are killed in animal shelters each year.
- |  |                |       |           |          |                   |
|--|----------------|-------|-----------|----------|-------------------|
|  | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|--|----------------|-------|-----------|----------|-------------------|
- 18.** The production of inexpensive meat, eggs, and dairy products justifies maintaining animals under crowded conditions.
- |  |                |       |           |          |                   |
|--|----------------|-------|-----------|----------|-------------------|
|  | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|--|----------------|-------|-----------|----------|-------------------|
- 19.** The use of animals such as rabbits for testing the safety of cosmetics and household products is unnecessary and should be stopped.
- |  |                |       |           |          |                   |
|--|----------------|-------|-----------|----------|-------------------|
|  | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|--|----------------|-------|-----------|----------|-------------------|
- 20.** The use of animals in rodeos and circuses is cruel.
- |  |                |       |           |          |                   |
|--|----------------|-------|-----------|----------|-------------------|
|  | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|--|----------------|-------|-----------|----------|-------------------|

