A Comparative Study Of Emotional Competence And Personality Traits Among Individuals Grown Up With And Without Pets

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ABSTRACT

The aim of the research is to study the comparison of emotional competence and personality traits among individuals grown up with and without pets. The sampling design used is stratified sampling for the same and 140 subjects were selected randomly and grouped into people with pets and without pets. It was studied with two tool- The Big Five Inventory & Emotional Competence Scale by R. Bhardwaj & H. Sharma. The results were assessed through statistical method, t-test. It was analysed that Sig. value is more than 0.05 in emotional competence and 3 aspects of personality, hypothesis 1 is accepted and hypothesis 2 is partially accepted. It was concluded that there are significant differences in personality traits & emotional competence of individuals grown up with pets and without pets.

Chapter 1 Introduction

Emotional competence, also known as emotional intelligence, refers to the ability to recognize, understand, and manage emotions, both in one and in others. It involves a set of skills and behaviors that enable individuals to navigate and regulate their emotions effectively, as well as build positive relationships with others. Emami (2012) have mentioned the correlation between emotional competence and IQ. The study also mentioned how a child's performance accelerate when they are high on emotional competence.

While there isn't a single universally accepted operational definition for emotional competence, researchers and scholars have provided various frameworks and definitions to capture its essence. One widely referenced framework is that of Mayer and Salovey (1997), who introduced the concept of emotional intelligence, which is closely related to emotional competence.

Mayer and Salovey (1997) defined emotional intelligence as "the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions." They proposed a four-branch model of emotional intelligence, which includes:

Perceiving emotions: The ability to accurately perceive and identify emotions in oneself and others, as well as recognize subtle emotional cues and nonverbal expressions.

Using emotions: The ability to understand and use emotions to facilitate thinking, problem-solving, and decision-making. This involves harnessing emotions to guide and prioritize cognitive processes effectively.

Understanding emotions: the capacity to comprehend complex emotions and emotional relationships, including the ability to recognize the causes and consequences of emotions, as well as the ability to appreciate the blending and interaction of different emotions.

Managing emotions: The skill of regulating and managing one's own emotions and responding appropriately to the emotions of others. This includes the ability to handle stress, control impulses, and adapt emotions to different situations.

This framework provides an operational definition of emotional competence by highlighting the specific components and abilities that contribute to emotional intelligence. Emotional competence, then, can be understood as the practical application of emotional intelligence in real-life contexts, encompassing the skills and behaviours necessary to understand, express, and regulate emotions effectively in oneself and in interactions with others.

It is worth noting that emotional competence is a multidimensional construct, and various researchers and scholars may have slightly different operational definitions or models based on their specific areas of focus or theoretical perspectives. However, the framework proposed by Mayer and Salovey is widely recognized and has been influential in the field of emotional intelligence and competence research.

It refers to the ability to understand, manage, and express emotions effectively in oneself and others. It involves being aware of one's own emotions, recognizing and empathizing with the emotions of others, and using this emotional awareness to guide one's thoughts, behaviours, and relationships. Study conducted in Israel have also show how an emotional competence of an individual is directly linked with knowledge, behavior, and results (Hen, 2012).

Here are some key components of emotional competence:

Self-awareness: Emotional competence starts with self-awareness, which involves recognizing and understanding one's own emotions, needs, and values. It involves being able to identify and label different emotions, understanding their causes and triggers, and being aware of how emotions influence thoughts and behaviours.

Emotional regulation: Emotional competence also includes the ability to regulate and manage one's emotions in a healthy and constructive manner. This involves recognizing and accepting emotions without being overwhelmed by them, as well as using strategies to calm one down, cope with stress, and adapt to different situations.

Empathy: Empathy is an essential aspect of emotional competence. It involves understanding and sharing the feelings of others, being able to see things from their perspective, and responding with care and understanding. Empathy allows for meaningful connections, effective communication, and the ability to support and validate the emotions of others.

Developing emotional competence is a lifelong process that can be fostered through self-reflection, mindfulness practices, seeking support and feedback from others, and engaging in activities that promote emotional growth and understanding. It is a valuable skill that can lead to improved self-awareness, healthier relationships, and overall well-being.

Emotional competence can have a significant impact on the relationship between individuals and their pets. Here are some ways in which emotional competence relates to pet ownership:

Empathy and Understanding: Emotional competence involves the ability to understand and share the emotions of others. This skill can be beneficial in interpreting and responding to a pet's needs and emotions. By empathizing with their pets, individuals can better understand when their pets are happy, scared, anxious, or in need of attention or care.

Emotional Regulation: Pets can serve as a source of emotional support and companionship. Emotional competence allows individuals to regulate their own emotions effectively, which can positively influence the emotional well-being of both the owner and the pet. When individuals are better able to manage their own stress, frustration, or sadness, they are more likely to create a calm and positive environment for their pets.

Bonding and Connection: Emotional competence can enhance the bond and connection between individuals and their pets. By being attuned to their pet's emotions and needs, individuals can establish a strong emotional connection and create a sense of security and trust with their pets. This bond contributes to the overall well-being and happiness of both the owner and the pet.

Non-Verbal Communication: Pets primarily communicate non-verbally, relying on body language, facial expressions, and vocalizations. Emotional competence involves being able to accurately perceive and interpret these non-verbal cues. By understanding their pet's communication signals, individuals can respond appropriately, providing comfort, reassurance, or necessary care.

Stress Reduction and Emotional Support: Pets have been shown to provide emotional support and reduce stress levels in their owners. Emotional competence allows individuals to recognize the therapeutic benefits of interacting with their pets and to effectively utilize this support in managing their emotions and overall well-being.

Personality is a complex construct that can be challenging to define with precision. However, researchers and scholars have provided operational definitions and frameworks to capture its essence. One commonly referenced operational definition is based on the Five-Factor Model (FFM) or Big Five Personality Traits, which I mentioned earlier.

Operational Definition of Personality Based on the Big Five Model: Personality can be operationally defined as a multidimensional construct consisting of five broad dimensions or traits: openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism. These traits are measured using validated personality assessments that capture the individual's relative position along each dimension. Each trait represents a continuum, ranging from low to high levels, and individuals are positioned somewhere on each continuum.

To further operationalize personality, researchers use various measures, such as questionnaires or inventories, designed to assess the five dimensions. These measures typically consist of a series of statements or items to which individuals respond, indicating the extent to which each statement reflects their own characteristics or tendencies. Responses are then scored to determine the individual's scores on each personality trait.

For example, a commonly used personality assessment tool is the NEO Personality Inventory-Revised (NEO-PI-R), which consists of a series of statements related to each personality trait. Respondents rate the degree to which each statement applies to them, and their responses are scored to generate scores on each of the five personality traits.

By operationalizing personality through these measures and scoring methods, researchers can quantitatively assess and compare individuals' personality profiles, study the relationships between personality traits and various outcomes, and gain insights into how personality influences behaviour, well-being, and other aspects of life.

It's important to note that while the operational definition provides a framework for measuring personality traits, it is not exhaustive or comprehensive in capturing the entirety of an individual's personality. Other aspects, such as personal values, beliefs, and unique characteristics, also contribute to an individual's personality but may require different operational definitions or measurement approaches.

Overall, the operational definition of personality based on the Big Five Model allows researchers to study and understand individual differences in personality through reliable and valid assessments, providing a valuable framework for exploring the relationships between personality traits and various psychological, social, and behavioural phenomena.

Personality traits are enduring patterns of thoughts, feelings, and behaviours that characterize individuals and differentiate them from one another. They are relatively stable over time and across different situations, providing a unique and consistent framework for understanding an individual's behaviour and preferences.

There are various models and theories of personality that describe different sets of traits. One widely known and researched model is the Big Five Personality Traits, also known as the Five-Factor Model (FFM). The Big Five traits include:

1. Openness to experience: This trait reflects a person's openness, curiosity, and receptiveness to new ideas, experiences, and perspectives. Individuals high in openness tend to be imaginative, creative, and intellectually curious, while those low in openness are often more conventional and prefer routine.

2. Conscientiousness: Conscientiousness refers to the degree of organization, responsibility, and self-discipline an individual exhibits. Those high in conscientiousness are generally diligent, dependable, and goal-oriented, while those low in conscientiousness may be more spontaneous and less focused on details.

3. Extraversion: Extraversion measures the level of sociability, assertiveness, and enthusiasm a person displays. Highly extraverted individuals are outgoing, energetic, and seek social stimulation, while introverted individuals are more reserved and gain energy from solitude.

4. Agreeableness: Agreeableness reflects the tendency to be cooperative, compassionate, and considerate of others. Individuals high in agreeableness are generally warm, empathetic, and accommodating, while those low in agreeableness may be more competitive and less concerned with others' needs.

5. Neuroticism (sometimes referred to as Emotional Stability): Neuroticism measures the degree of emotional instability, anxiety, and moodiness an individual experiences. Those high in neuroticism may be more prone to

negative emotions, stress, and worry, while those low in neuroticism are typically more emotionally stable and resilient.

It's important to note that personality is complex and cannot be fully captured by just these five traits. Other models and theories, such as the Myers-Briggs Type Indicator (MBTI) or the HEXACO model, offer alternative frameworks for understanding personality.

It's also worth mentioning that while personality traits provide a useful framework for describing individual differences, they do not determine or predict behaviour in every situation. Other factors, such as personal beliefs, cultural influences, and situational variables, also play a significant role in shaping behaviour.

Overall, personality traits help us understand and categorize individuals based on their characteristic patterns of thinking, feeling, and behaving, providing valuable insights into their preferences, tendencies, and potential interactions with others.

Personality traits can influence the types of pets that individuals are drawn to and the dynamics of their relationship with their pets. Here are some examples of how different personality traits can relate to pet ownership:

Extroversion: Extroverted individuals tend to be outgoing, social, and energetic. They may prefer pets that are highly interactive and enjoy the company of others, such as dogs or sociable breeds of cats. Extroverts often enjoy taking their pets to social settings and may seek out opportunities for activities such as dog parks or pet-friendly events.

Introversion: Introverted individuals typically prefer quieter and more solitary activities. They may be drawn to pets that provide companionship and emotional support without requiring extensive social interaction, such as cats, small mammals, or reptiles. These pets can offer comfort and relaxation within the calm environment of an introvert's home.

Conscientiousness: Conscientious individuals are generally responsible, organized, and goal-oriented. They may prefer pets that require routine care, training, and structured environments. Dogs, for example, often require regular exercise, grooming, and training, which aligns well with the conscientiousness trait. Conscientious owners are likely to provide their pets with consistent care and create a structured routine.

Openness to Experience: Open-minded and creative individuals may be attracted to unique and unconventional pets. They may enjoy the companionship of exotic pets, such as birds, reptiles, or small mammals, as they offer an opportunity to explore and learn about different species and their behaviours. Open individuals are often interested in providing a stimulating and enriching environment for their pets.

Emotional Stability: Emotionally stable individuals tend to be calm, even-tempered, and resilient. They may prefer pets that offer comfort, companionship, and emotional support, such as dogs or cats. The presence of a pet can help reduce stress and provide a sense of stability and routine for emotionally stable individuals. It's

important to note that while personality traits can influence pet preferences, individual preferences may vary greatly. The most important aspect of pet ownership is finding a pet that suits an individual's lifestyle, interests, and ability to provide appropriate care and attention. Study conducted by Sinn (2013) have also mentioned how closely the breed of dog interrelates with the personality of a dog keeper.

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Personality traits and emotional competence can influence how individuals interact with their pets and their overall effectiveness as pet owners. Here are some examples of how different personality traits and emotional competence can relate to pet ownership:

Empathy: Individuals high in empathy have an easier time understanding and responding to their pets' emotions and needs. They can intuitively pick up on their pet's signals, providing comfort, support, and care when needed. Empathetic pet owners are more likely to establish a strong emotional bond with their pets and create a nurturing environment.

Patience: Patience is an important trait when it comes to pet ownership. Pets, especially during training or when they are young, may exhibit behaviours that require patience and understanding. Patient individuals are better equipped to handle challenging situations with their pets, allowing for effective training, problem-solving, and overall positive interactions.

Openness to Experience: Individuals who are open to new experiences are likely to embrace the joys and challenges that come with pet ownership. They may be more willing to explore different activities, environments, and interactions with their pets, providing enriching experiences for both themselves and their pets.

Conscientiousness: Conscientious individuals are organized, responsible, and detail-oriented. They tend to provide routine care, consistent training, and a structured environment for their pets. This conscientious approach ensures that pets receive proper attention, medical care, exercise, and a safe living environment.

Emotional Regulation: Emotional competence involves the ability to regulate one's own emotions effectively. Pet owners with strong emotional regulation skills can remain calm and composed, even in challenging situations. This skill allows them to make rational decisions, handle stressful events, and provide a stable and secure environment for their pets.

Adaptability: Being adaptable is beneficial for pet owners, as pets have different needs and may require adjustments in routines or care. Individuals who are adaptable can readily accommodate changes and are more likely to meet their pets' evolving needs, ensuring their well-being and happiness.

It's important to note that while certain personality traits and emotional competence can contribute to effective pet ownership; it does not mean that individuals lacking these traits cannot be good pet owners. Love, care, and a willingness to learn and improve are also crucial factors in providing a positive and nurturing environment for pets. Moreover, Costa (2012) has also mentioned how pets and empathy in an individual is positively correlated.

Chapter 2 Review of literature

Murmu et al., (2022) aimed to study the consequences of emotional intelligence and the Big Five personality model on virtual team performance is investigated in this research article. It demonstrates that the Big Five personality traits influence the virtual team's trust and cooperation characteristics. However, emotional intelligence mediates the association between personality attributes and team efficiency. It is also investigated if having control over or gaining emotional intelligence might boost team performance while managing and working with a diverse group of individuals.

Dong et al., (2022) research aimed to study the impact of personality factors on academic success. According to the findings, being an extrovert is a powerful predictor of student accomplishment, and it should be prioritized in intervention measures. This personality trait is in charge of performance as well as the virtual learning experience. Despite having a low total relative value, agreeableness is a powerful predictor of student progress. Personality tests, in addition to ability and aptitude assessments, might be used as a supplemental screening method to identify adolescents at risk of underperformance and academic failure.

Marti et al., (2022) aimed to compare the impact of dog-assisted social and emotional competency training on the socioemotional skills of inmates to standard care. There was no difference in the convicts' self-assessed social and emotional abilities. At the follow-up, the psychotherapists judged the emotional competencies of the convicts in the intervention group higher, but not after the training. The psychotherapists did not grade the convicts' social competencies differently in the intervention group, but they did discover that they had stronger self-regulation and less hostility following the training than the control group.

Powell et al., (2021) conducted a study on owner personality and attachment among 131 dog owners who attended behavioral services. Several tests were used, like the 10 item personality inventory and the Lexington Attachment to Pet Scale. It was found that dog age and weight; proprietor conscientiousness, extraversion, and openness; and owner connection were related to treatment results for a few conduct classifications. These discoveries could be utilized by veterinarians to figure out additional exact guesses and give proprietors designated counsel to decrease the impact of background factors on the dog's reaction to clinical social mediation.

Scores et al., (2021) conducted a secondary study on pet ownership, quality of life, and emotional competence. The search was conducted using two data base exclusion criteria. There were a total of 54 studies, of which 18 were on the general population, 15 on the older adult population, and 8 on children. For every one of the articles, the effect of pet proprietorship on the psychological wellness of proprietors was separated into four classifications: positive effect, blended influence, no effect, and adverse consequence. Among the assessed articles, there was a lot of variety in the population considered and the concentration plan, and these distinctions make direct correlation testing possible in any case. While zeroing in on the effect of pet possession on psychological well-being, the outcomes were variable and not completely consistent with the advantage of pets on psychological well-being.

Ripoll et al., (2021) investigated the varied impact of an optional SLP (Self program) that consists of eight workshops using a learner-centered and experiential approach based on PTs (Personality Traits). According to the findings, the SLP had a distinct influence on ECD in four of the five PTs: neuroticism, introversion, antagonism, and lack of direction. These findings may be important for students engaging in SLPs since self-leadership necessitates self-awareness. ECD can help promote more integrated learning in the graduate education experience, boosting readiness for the workforce.

Costa et al., (2020) aimed to study the connection between EI (Emotional Intelligence) and empathy for people and animals. The findings demonstrated a link between empathy for people and empathy for animals. The findings also supported the notion that EI is positively associated to empathy for people, but the relationship between EI and empathy for animals depended on whether or not the individuals had pet experience.

Baba (2020) examined faculty members' perceptions of their academic leaders' emotional intelligence (EI) in a sample of chosen institutions, as well as the influence of demographic factors on EI. The findings found that faculty members at the sample institutions rated their academic leaders' EI as above-average; they are currently happy with their academic leaders' EI. The findings also demonstrated that responding faculty members' perceptions of their HOD's EI are similar across institutions and states, and that demographic characteristics have a substantial influence on EI.

Sharma (2020) investigated an effort has been made to determine the EC skills of Indian salesmen. Six emotional competency competencies have been identified as representing the EC skills of Indian salespeople. These skills are: ironic perspective, authentic dealing, customer empathy, emotional acceptability, ethical and emotional flexibility, and Self Presentations. The findings are consistent with those of comparable research done in different countries.

Satao et al., (2019) aimed to study using propensity score matching within a Japanese longitudinal cohort dataset, researchers investigated the relationship between pet ownership in toddlerhood and inadequate emotional expressiveness in later childhood. According to the findings, having pets may offer youngsters the opportunity to manage their emotions, resulting in a decreased prevalence of negative emotional expression. Pet ownership in childhood may aid in the development of expressiveness.

Ali (2019) proposed and empirically tested conceptual model to fill this critical gap in the corpus of knowledge. The study discovered that extraversion, agreeableness, conscientiousness, and openness to experience had a favourable impact on individual innovativeness and happiness with life perspectives. Individual innovativeness and happiness with life perspectives are revealed to be adversely connected to neuroticism. Finally, the study discovered a link between individual innovativeness and life perspective.

Madhu et al., (2018) aimed to investigate the association between mental health and personality traits in teenagers, as well as the gender differences in personality traits and mental health among adolescents. The results show that there is a substantial association between personality traits and mental health; an independent t-test revealed that there is a significant difference in terms of gender, with female adolescents having better personality traits and mental health than male adolescents.

Jobson et al., (2018) aimed to study pet ownership and attitudes towards pets in relation to four indicators of juvenile socioemotional outcomes: delinquency, sad mood, empathy, and prosocial behaviour. The findings demonstrate a link between emotional ties with pets and youth socioemotional outcomes.

Srivastva et al., (2018) investigated the influence of pet attitude on Emotional Intelligence. There is a significant difference in Emotional Intelligence between pet lovers and non-pet lovers, with pet lovers scoring higher in Emotional Intelligence and non-pet lovers having a negative correlation between Emotional Intelligence and Pet Attitude, indicating that in order to have a favorable attitude towards pets, one must have genuine respect and care for them, rather than viewing them as less resourceful or inferior to humans; only such feelings can lead to positive interactions.

Nikic et al., (2017) purposed to compare the personality characteristics and emotional intelligence of high-level and mid-level agribusiness managers with those of lesser management positions. According to the findings, higher-level managers have a better degree of emotional intelligence in sensing and comprehending emotions, regulating and managing emotions, and their personality attribute termed Activity is higher than in any other category of respondents. Respondents in lower management positions are more sociable than those in higher management ones.

Hawkins et al., (2017) conducted a survey to study the association between owning pets and emotional growth, compassion, and friendly behaviour. The study was conducted on 1000 children aged 7 to 12 years old in Scotland, UK, using a self report survey method. After analyzing the results, it was concluded that attachment to pets is facilitated by compassion, a positive attitude, and friendly behaviour.

Purewal et al., (2017) conducted a study on companion animals and child development through elopement. This paper gives a proof survey of the expected relationship between pet proprietorship and close to home conduct, mental instruction, and social formative results. As the field is in its beginning phases, a wide array of standards were applied. A methodical hunt of information bases and dark writing sources found 22 investigations meeting determination rules. The survey found proof for a relationship between pet possession and an extensive variety of profound medical advantages from youth pet proprietorship; especially for confidence and dejection.

Gee et al., (2017) presented an overview of the data supporting potential links between pet ownership and emotional, behavioural, cognitive, educational, and social development outcomes. The analysis discovered evidence for a link between childhood pet ownership and a wide variety of mental health advantages, notably self-esteem and loneliness. The results for childhood anxiety and depression were inconclusive. Several studies have also found a link between pet ownership and academic and cognitive benefits.

Paul et al., (2017) aimed that social-emotional competency may be a barrier to academic progress among American Indian and Alaska Native students. According to the findings of this study, boosting social-emotional competence among AI/AN kids might be a method for lowering academic success discrepancies and the implications of these disparities.

Mayer (2016) aimed to outline seven new concepts that have influenced our thinking regarding emotional intelligence. We have rebuilt our original ability model here, guided by these principles, clarified previously ambiguous assertions of the model, and altered aspects of it in response to recent research. In this modification, we also placed emotional intelligence with other hot intelligences such as personal and social intelligences, and we analysed the model's consequences. We talk about the present and future of emotional intelligence as a mental capacity.

Kerns et al., (2016) conducted a research to see the relationship of adolescents with pet dogs, family, and friends. 99 children aged 9-11 completed questionnaires. After the analysis, it was observed that children who felt closer to their dogs were more securely attached to their mothers and fathers and reported more positive qualities and less conflict with friends.

Lucas et al., (2016) conducted a prospective study on personality trait change in response to nine important life events in the larger areas of love and work was evaluated. The current level of research offers some evidence that life experiences may cause changes in personality characteristics and that different life events may be connected to different trait domains in different ways.

Bluemke et al., (2015) investigated the incremental validity of forecasting critical psychological outcomes such as mental health, life satisfaction, and psychological discomfort. According to multiple regression analysis, the Big Five can explain 40% of the observed variance in SOC. However, when all factors were used as predictors of mental health, life satisfaction, and personal distress, SOC demonstrated significant incremental validity above the Big Five features.

Stephens (2014) aimed to explore whether pet attachment, a child's age when they first acquired a pet, the length of pet ownership, and gender predicted emotional competence in young adulthood. Furthermore, a group of pet owners was compared to a group of non-pet owners in terms of emotional competence. The findings revealed that keeping a pet had no effect on emotional competence levels. Pet attachment, age at initial ownership, duration of pet ownership, and gender did not substantially predict emotional competence.

Fabio et al., (2014) aimed to study the ability and trait emotional intelligence (EI), fluid intelligence, and personality characteristics on professional decision-making self-efficacy, career indecision, and indecisiveness. The findings indicated that self-reported EI may have an essential effect in job decisions.

Escoda et al., (2014) published a research in which they discovered that emotional intelligence is a wide personality attribute that may be integrated into the higher levels of a multi-level personality hierarchy. Our findings show convergent validity between trait emotional intelligence and personality but not discriminate validity, implying that trait emotional intelligence is not integrated into the higher levels of personality hierarchies but is a different way to measure the same big five personality traits that traditionally compose the construct of personality. We also discovered that emotional intelligence is substantially connected with general personality, but there is an extraordinarily strong negative association between those two variables and neuroticism. This finding suggests that they may indicate, above all, a person's lack of neuroticism.

Akhtar et al., (2014) investigated the link between the Big Five and a broader range of entrepreneurial results (for example, establishing charity groups, arranging events, and altering organizational practices). Furthermore, it demonstrates the incremental validity of a specific measure of entrepreneurial personality over the Big Five. Both the Big Five and META strongly predict many types of business success, however, META routinely

outperforms the Big Five. This shows that specialized personality qualities, as opposed to the Big Five, have incremental relevance in predicting business success.

Bardi et al., (2014) aimed to study existing opinions on the nature of the links between qualities and values and provide a conceptual framework for interpreting the strength of these correlations. They proposed a meta-analysis of the correlations between the Five-Factor Model (FFM) of personality characteristics and the Schwartz values using 60 studies, and we show that the associations are consistent and theoretically relevant. These connections, however, were not often large, suggesting that attributes and values are separate categories.

Lau et al., (2013) aimed to study the conflict management styles and associated characteristics of nursing students studied can guide nurse educators on how to prepare nursing students for effective conflict management. Emotional intelligence was found to be a significant predictor of all five conflict management styles. Students utilized integrating, obliging, compromising, and controlling behaviours more frequently as their emotional intelligence increased. The lower the kids' emotional intelligence, the more they avoided. There was a substantial link between latent personality theories and compromise. The more students believed their personalities to be flexible, the more they used compromise.

Sinn et al., (2013) aimed to study the personality constancy in dogs is an essential feature of human-dog connections (for example, when selecting dogs for substance-detection work or family placement). They presented the first thorough meta-analysis of research presenting estimates of dog personality's temporal consistency. Furthermore, when behavioural assessment intervals were shorter and the measuring technique was the same in both assessments, personality consistency was higher in older dogs. Aggression and submissiveness were the most constant aspects in puppies, whereas response to instruction, fearfulness, and sociability were the least consistent. There were no dimension-based variations in consistency in adult dogs. There was no difference in personality consistency between dogs assessed as pups and then as adults versus dogs tested as puppies and then again as adults.

Several studies have indicated that emotional competence may be used to deal with contradictory circumstances. Furthermore, research has indicated that growing up with dogs improves a person's affective competence and certain personality qualities such as self-efficacy and reliability. Several studies have also shown a correlation between personality and an individual's business success rate.

 Studies have also emphasized a child's attachment type by depicting how an individual who is strongly attached to their dog develops a secure attachment pattern in the future.

Aim

To study the comparison of emotional competence and personality traits among individuals grown up with and without pets.

Objectives of the study

1. To study emotional competence among individuals grown up with and without pets.
2. To study personality traits among individuals grown up with and without pets.

Hypothesis

H_1 There will be a significance difference of emotional competence among individuals grown up with and without pets.

H_2 There will be a significance difference of personality traits among individuals grown up with and without pets.

Chapter 3 Methodology

Variable

- Independent Variable- Growing up with pets
- Dependent Variable- Personality traits & Emotional Competence

Sample and its selection;

Sample Design: The sampling design used is stratified sampling. It is a method of dividing population into smaller sub-groups.

Sample Size: 140 individuals

Inclusive Criteria:

- Sample size includes age 16-25.
- Sample size includes 70 individuals grown with pets and 70 without pets.
- Sample size includes individuals from Delhi- NCR.

Exclusive Criteria:

- Sample does not include any particular religion.

Research Design:

- Correlation Study

Description of tool

a) The Big Five Inventory by Oliver P. John & Soto (1991)

Personality Scale includes extraversion, agreeableness, conscientiousness, neuroticism and open mindedness. The test consists of 30 items.

b) Emotional Competence Scale by R. Bharadwaj & H. Sharma (1994)

The test consists of 30 items. They include depth of feelings, expression control, etc.

Procedure

Firstly the objectives of the study were formed followed by the aim. Then the hypotheses were framed. According to the variables in the title of the research, 2 questionnaires were selected to study the independent and dependent variables. Later the survey was conducted on the sample size of 140 people., 70 grown with pets and 70 without pets. After collecting the data raw scores were calculated for both the scales. Later on statistical tool(s) were used to test the hypothesis.

Statistical Analysis

1. Mean: We are using mean to see the average value in our population's score of Emotional Competence Scale and The Big Five Inventory.
2. T-Test: We are using t-test in hypothesis testing to determine whether two groups, people grown with and without pets are different from one another.

Chapter 4 Results

Table 1

Population falling under different emotional competences (N=140)

| | People grown | |
Category	With Pets	without Pets
Highly Competent	9	2
Competent	9	9
Average	49	42
Incompetent	3	16
Highly Incompetent	0	1

Table 1 demonstrates the population grown with and without pets falling under different emotional competencies which was drawn after the scoring of the Emotional Competence Scale by R. Bhardwaj and H. Sharma. The sample size for the study is 140, out of which 9 people with pets fall under highly competent, whereas 2 people fall under highly competent grown without pets. 9 people grown with pets and without pets fall under the competent category. 49 people grown with pets scored average, whereas 42 people grown without pets fall under average emotional competence. 3 people with pets scores incompetent whereas 16 people without pets fall under incompetent. Lastly, only a single person scored highly incompetent under without pets category and none from the category of people grown with pets.

Table 2

Mean and Standard Deviation of Emotional Competence Scores among people grown with and without pets.

Pets	N	Mean	Std.Dev
Grown up with pets	70	9.93603	57
Grown up without pets	70	11,2298	48.48

Table 2 demonstrates the mean and standard deviation of Emotional Competence Scale stating people grown up with and without pets. The mean of Emotional Competence was 57 and 48.4857 for people grown up with pets and without pets respectively. The standard deviation of Emotional Competence is 9.93 and 11.22 of people grown up with and without pets.

Table 3

Independent Samples T-Test for Emotional Competence scores to test Hypothesis 1.

	F	Sig.	T	df
Eq. Varience Assumed	2.672	0.104	4.751	138
Eq. Varience Not Assumed			4.751	135.9

Table 3 demonstrates t-test of people grown up with and without pets together of emotional competence scale. The Sig. Value obtained in the table for emotional competence is 0.104, which is more than 0.05.

Table 4

Level of personality traits among people grown with pets and without pets and (N=140)

Personality Trait		People grown	
		With Pets	Without Pets
Extraversion	High	12	1
	Moderate	49	48
	Low	9	21
Agreeableness	High	32	3
	Moderate	35	36
	Low	3	31
Conscientiou-sness	High	13	2
	Moderate	57	28
	Low	0	40
Neuroticism	High	1	12
	Moderate	31	53
	Low	38	5
Open-Minded-ness	High	27	2
	Moderate	41	32
	Low	2	36

Table 4 demonstrates the level of personality traits among 140 people grown up with and without pets. 12 people scored high on extraversion grown with pets and 1 grown without pets. 49 scored moderate with pets and 48 without pets. 9 people scored low with pets and 21 without pets. 32 people scored high on agreeableness grown with pets and 3 grown without pets. 35 scored moderate with pets and 36 without pets. 3 people scored low with pets and 31 without pets. 13 people scored high on conscientiousness grown with pets and 2 grown without pets. 57 scored moderate with pets and 28 without pets. 0 people scored low with pets and 40 without pets. 1

person scored high on neuroticism grown with pets and 12 grown without pets. 31 scored moderate with pets and 53 without pets. 38 people scored low with pets and 5 without pets. 27 people scored high on open-mindedness grown with pets and 2 grown without pets. 41 scored moderate with pets and 32 without pets. 2 people scored low with pets and 36 without pets.

Table 5

Mean and Standard Deviation calculation of the scores of the Big Five Inventory scores of people grown up with and without pets to test Hypothesis 2.

		N	Mean	Std. Dev.
Extraversion	with Pets	70	20.72	5.42
	Without Pets	70	17.74	5.02
	Total	140	19.23	5.42
Agreeableness	with Pets	70	23.62	4.96
	Without Pets	70	16.25	5.75
	Total	140	19.94	6.50
Conscientiou. -sness	with Pets	70	21.57	3.92
	Without Pets	70	16.58	5.27
	Total	140	19.07	5.26
Neuroticism	with Pets	70	17.14	5.11
	Without Pets	70	19.85	4.70
	Total	140	18.50	5.08
Open-Minded	with			

-ness	Pets	70	23.02	4.77
	Without			
	Pets	70	16.82	5.67
	Total	140	19.92	6.08

Table 5 demonstrates mean and standard deviation of the scores of The big Five Inventory among 2 groups, people grown with and without pets. The first aspect is extraversion. Mean of extraversion with pets is 20.72 and standard deviation is 5.42. Mean of extraversion without pets is 17.74 and standard deviation is 5.02. The mean of total is 19.23 and standard deviation is 5.42. The second aspect is agreeableness. Mean of agreeableness with pets is 23.62 and standard deviation is 4.96. Mean of agreeableness without pets is 16.58 and standard deviation is 5.75. The mean of total is 19.94 and standard deviation is 6.50.The third aspect is conscientiousness. Mean of conscientiousness with pets is 21.57 and standard deviation is 3.92. Mean of conscientiousness without pets is 16.58 and standard deviation is 5.27. The mean of total is 19.07 and standard deviation is 5.26.The fourth aspect is neuroticism. Mean of neuroticism with pets is 17.14 and standard deviation is 5.11. Mean of neuroticism without pets is 19.85 and standard deviation is 4.70. The mean of total is 18.50 and standard deviation is 5.08. The fifth aspect is open-mindedness. Mean of open-mindedness with pets is 23.02 and standard deviation is 4.77. Mean of open-mindedness without pets is 16.82 and standard deviation is 5.67. The mean of total is 19.92 and standard deviation is 6.08.

Table 6

T-Test for Personality Traits scores of the Big Five Inventory to test Hypothesis 2.

Test		N	Mean	T-
Extraversion	with			
	pets	70	20.72	0.0009547
	Without			
	pets	70	17.74	
Agreeableness	with			
	pets	70	23.62	2.344
	Without			
	pets	70	16.25	

Conscientiou -sness	with pets	70	21.57	2.91
	Without pets	70	16.58	
Neuroticism	with pets	70	17.14	0.0013741
	Without pets	70	19.85	
Open-Minded -ness	with pets	70	23.02	1.064
	Without pets	70	16.82	

Table 6 demonstrates the t-test scores among two groups studying 5 aspects of personality present in the scale, the big Five Inventory. T score of extraversion among people grown with and without pets is 0.0009547. T score of agreeableness among people grown with and without pets is 2.344. T score of conscientiousness among people grown with and without pets is 2.91. T score of neuroticism among people grown with and without pets is 0.0013741. T score of open-mindedness among people grown with and without pets is 1.064.

Chapter 5 Discussion

The current study was a comparative study on emotional competence and personality traits among individuals grown up with and without pets. The objective of the present study is to assess emotional competence among individuals grown up with and without pets and personality traits among individuals grown up with and without pets. It was hypothesised that there will be a significance difference of emotional competence among individuals grown up with and without pets. The second hypothesis was that there will be a significance difference of personality traits among individuals grown up with and without pets. To test the same, t-test was done to check the significance.

In table 1, we can see the difference in the population who scored different categories. Higher emotional competencies are scored by people grown with pets. By observing table 3, we can see the level of significance is 0.104 which is greater than 0.05 which shows there is difference between emotional competence of both the

groups. Similarly in table 4, we have population divided among different personality traits falling under different categories of intensity of the trait like high, moderate and low. We can also see some evident difference between the scores of people grown with and without pets. For the positive traits, people scored mostly high or moderate and opposite in the scores of people without pets. By observing table 6, t score of extraversion among people grown with and without pets is 0.0009547 which is <0.05. This shows there is less difference between the extraversion of both the groups. T score of agreeableness among people grown with and without pets is 2.344 which is >0.05. This shows there is difference between agreeableness of both the groups. T-score of conscientiousness among people grown with and without pets is 2.91 which is >0.05. This shows there is difference between the conscientiousness of both the groups. T-score of neuroticism among people grown with and without pets is 0.0013741 which is <0.05. This shows there is not much difference between the neuroticism of both the groups. T-score of open-mindedness among people grown with and without pets is 1.064 which is >0.05. This shows there is difference between the open-mindedness of both the groups.

According to table 3 and 6 the output will be:

- Hypothesis 1- There will be significant difference in emotional competence of people grown up with pets and without pets. As the level of sig. is >0.05, the hypothesis is accepted, there is significant difference between emotional competence of people grown with pets and without pets. This was also stated by Sato (2019) when he conducted a study in which he revealed that individual who owns the pet proves to have a control over the emotions as compared to individuals who didn't. Costa (2021) also showed that individual who grows with pet have higher level of emotion competence and empathy.

- Hypothesis 2- There will be significant difference in personality traits of people grown with and without pets. As the level of sig. is >0.05, in 3 of the traits of personality out of 5, which are agreeableness, conscientiousness and open-mindedness, we can say that the hypothesis is partially accepted. It means that there are few differences among the personalities of people grown with pets and without pets. This was also stated by Paluska (2012) when he suggested a correlation between personality and dog owners, stating that individual who owns a dog shows higher level of happiness. Levinson (1978) shows that the development of self control self esteem and empathy and they also shows the enhancement of personality traits in individual who grows with pets.

Chapter 6 Conclusion

The aim of the research is to study the comparison of emotional competence and personality traits among individuals grown up with and without pets. The sampling design used is stratified sampling for the same and 140 subjects were selected randomly and grouped into people with pets and without pets. It was studied with two tool- The Big Five Inventory & Emotional Competence Scale by R. Bhardwaj & H. Sharma. The results were assessed through statistical method, t-test. It was analysed that Sig. value is more than 0.05 in emotional competence and 3 aspects of personality, hypothesis 1 is accepted and hypothesis 2 is partially accepted. It was concluded that there are significant differences in personality traits & emotional competence of individuals grown up with pets and without pets.

Limitations

There is no study without limitations. There are many reasons that become weakness of researches. The current study has the following limitations:

1. Sample size was comparatively small. To get a better understanding of the aspects and the variables, there should be >200 participants. This study had 140 participants further divided into people with pets and without pets. The small size often results in general observations.

2. There was no screening of participants for any psychological illness. This limits us to know about the participant's record of illnesses.

3. The data was based on random sampling i.e., it was not collected from the people with distress or depress symptoms but rather from random people aging 16-25.

Implications

Keeping a pet can be a wonderful experience for both children and parents. It can teach children valuable life lessons, responsibility, and empathy. Here are some tips for ensuring a positive experience and better upbringing of your child with a pet:

Involve your child in the process: Let the child participate in choosing and preparing for the new pet. This involvement creates a sense of responsibility and ownership from the beginning.

Teach respect and empathy: Teach the child to respect the pet's boundaries and needs. Show them how to approach, handle, and interact with the pet gently and patiently. Encourage empathy by explaining the pet's emotions and needs.

Set rules and routines: Establish clear guidelines and routines for pet care. Teach the child about feeding schedules, exercise requirements, grooming needs, and the importance of cleanliness. This ensure that they understand the commitment and responsibility involved.

Encourage participation in pet care: Assign age-appropriate tasks to the child, such as feeding, grooming, or cleaning the pet's living area. This fosters a sense of responsibility and teaches them the importance of consistent care.

Provide education and learning opportunities: Teach the child about the pet's species, behavior, and needs. Encourage them to learn more through books, documentaries, or supervised internet research. This knowledge enhances their understanding and empathy towards animals and help them to be more open and receptive to new things in life.

For some, owning a pet is a long-term commitment, and the responsibility lies primarily with the adults. If it is hard to own a pet due to the work, family allergy, etc. The parents can also take the child to Animal shelters and NGOs regularly. This will also help the child to grow more empathetic, open to new experiences, responsible, etc.

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