THE EMOTIONAL INTELLIGENCE OF UNIVERSITY STUDENTS IN THREE DIMENSIONS: THE TRAIT META MOOD SCALE 24

Janka VYDROVÁ

Department of Management and Marketing, Faculty of Management and Economics, Tomas Bata University in Zlin, Czech Republic

Abstract

Emotional intelligence is the ability of individuals to recognize their own emotions and the emotions of others, to distinguish between different feelings and label them appropriately, to adjust and manage emotions in order to achieve goals. Emotional intelligence is considered an important factor in shaping the behaviour of individuals. The perception of the importance of emotional intelligence was the main reason for choosing the topic. The main objective of the presented paper is to analyse and determine the dependence between the individual components of emotional intelligence and gender, the studied faculty or study programme and the year of study. Two faculties were examined, namely the Faculty of Management and Economics and the Faculty of Humanities of Tomas Bata University in Zlin. The years compared were the first and the fifth. The author set a total of nine hypotheses, which were divided into three groups according to the degree of emotional attention, emotional clarity and emotional repair. A total of 771 students from the above-mentioned faculties participated in the research. The research was conducted from April to October 2024. The research results show evidence of dependencies between individual components of emotional intelligence and the factors examined - gender, faculty, and year of study.

Keywords: emotional intelligence, emotional attention, emotional clarity, emotional repair, TMMS 24

JEL Classification: M10, M12, M14

Introduction and theoretical background

Emotional Intelligence

The importance of social and emotional intelligence is currently gaining importance, not only among working people but especially among the population preparing for their next career. The concept of emotional intelligence has been the subject of much research over the past 25 years (Thomas, 2020). Goleman (1998) argues in his publication that emotional intelligence is a subset of social intelligence, and it includes the ability to monitor one's own and others' feelings and emotions. Another

dimension, according to Goleman, is the ability to distinguish between them and use this information to guide thinking and action. This is a basic prerequisite for successful preparation for the next career of university students. The concept of emotional intelligence and its application in everyday life is a relatively recent behavioral model that came to the fore thanks to Daniel Goleman's 1995 book entitled "Emotional Intelligence" (Birajdar, 2016). Mayer and Salovey (1995) also address this issue in their publication and argue that emotional intelligence is a set of skills that explain the use of emotions for more effective thinking by providing a unified understanding of cognitive and emotional abilities. They further argue (1990) that emotional intelligence is also the mental ability of individuals to perceive, understand and assess their own and others' emotions, as well as to manage, regulate and apply them. Pumaluegue (2021) also explores the issue of emotional intelligence, arguing that it is essential for socialization and adaptation to the environment. Emotional intelligence helps people understand how to influence the emotions of others and themselves in an adaptive and intelligent way.

Alshebami (2020) explains that emotional intelligence can be used by both employees working in organizations and students in educational institutions, in various aspects of life. It provides a solid emotional foundation for students, essential for choosing their educational profile or desired university, ensuring a better future for them and thus enabling them to achieve their goals. This idea is also supported by Hrivnák (2021), who argues that intellectual capital is a critical role of human capital and education. According to Kalia (2020), EI also includes the idea that people have the ability to perceive, evaluate and express emotions. Chuahan (2020) further adds to this idea the ability to identify, understand, manage and use emotions in positive ways to relieve stress, mitigate conflicts, communicate effectively, empathize with others and overcome challenges.

Emotional intelligence also has potential health benefits, both physical and mental (Llamas-Diaz et al., 2022). From a mental health perspective, it is essential to consider the relationship between emotional intelligence and other psychological variables, not only negative ones but also those that indicate positive mental health. It is precisely this aspect that emotional intelligence can help regulate and control emotions, experience more positive emotions, cope better with problems and relationships, and thus have a more positive self-esteem (Moafian and Ghanizadeh, 2009). People with high emotional intelligence control their emotions and behavior. Consequently, their stress levels are naturally lower (Puri, 2016).

An integral part of adaptive management of cognitive, emotional and self-relevant decisions (Hoge 2021; Wing et al. 2008) is also self-regulation, which results in the alignment of mental states and behavior of management subjects with goals. Emotional intelligence, according to Kozáková and Saliger (2024), includes the ability to correctly identify emotions in oneself and others, understand emotions and their language, manage emotions in oneself and others, and use emotions to support cognitive activities and motivate adaptive behavior.

Machera (2017) argues that emotional intelligence skills and techniques can be developed throughout a person's life as part of lifelong learning and form the basis for a balanced lifestyle. In the educational process, therefore, according to Wang (2018), teachers and students transfer not only cognitive information, but also emotional information exchange. Employment is also an important part of an adult's life, and Hajduová (2021) comes up with the idea that focusing on human resources is considered a priority that organizational management has the obligation to embed in its long-term strategy. This idea is also supported by Gonos (2021), who argues

that identifying employee needs increases the efficiency of internal processes. He sees employee engagement and motivation as a key factor. One possible result is that emotion regulation enables individuals to manage their emotional changes. This ability helps people effectively perform cognitive activities like reasoning, problem-solving, and decision-making (Papadogiannis et al., 2009).

University Studies

Emotional intelligence is a set of learned skills and competencies that predict positive outcomes at home with family, at school and at work. Goleman (1995) explained that people who have the above mentioned skills and competencies are healthier, less depressed and have better relationships. Emotional intelligence, which has the potential to protect mental health, has received increased attention in recent years (Mancini et al., 2022). The positive impact of emotional intelligence on education has also received widespread attention from experts around the world (Parker et al., 2006; Pishghadam et al., 2022). With a significant increase in stress and other emotional disorders among students, it is necessary to determine whether high emotional intelligence could help better manage stress (Sen, 2020). The connection between emotions, interpersonal skills and stress in university students is also addressed by Birajdar (2016). The idea of emotional intelligence as a critical factor in predicting academic success, personal well-being, and interpersonal relationships among college students is also supported by Durlak et al. (2011). Emotional intelligence thus refers to the ability to recognize, understand, and manage one's own and others' emotions (Salovey & Mayer, 1995). The importance of emotional intelligence, according to Salim (2018), is undeniable in determining a person's success in all aspects of life, especially among college students and universities. Novotná (2023) points out the importance of higher education and formulates recommendations for colleges, especially in the area of entrepreneurship education, which she considers very important. Barna (2022) also supports a similar idea, highlighting the importance of constructive feedback that will lead to increased performance and thus motivation. Perceived emotional intelligence, according to Lopes (2024), is the ability to understand emotions, which is essential in an academic environment.

Motivation is a necessary factor for university students (Daniels et al., 2021) to be interested and actively involved in their learning. Tang (2023) also addresses the same issue and also points out the significant influence between emotional intelligence and motivation to learn. Colleges and universities are important stages for shaping and developing students' thinking ideology, as well as an important period for improving students' emotional intelligence (Lin, 2015). Motivation to learn is very critical for students as a key predictor of learning success (Pelikan et al., 2021). For this reason, it is an interesting question to find out what the protective factors of university students' study motivation are. Students with high emotional intelligence are more likely to have good academic experiences (Tang, 2023), which positively affect their academic motivation. Student engagement is a key predictor of academic performance, persistence, and retention in higher education (Maguire, 2016). According to Tapia (2001), emotional intelligence positively impacts students' ability to manage their emotions, recognize others' emotions, maintain a good state of mind, and take appropriate action.

Dimensions of Emotional Intelligence

This chapter focuses on three essential dimensions of emotional intelligence – emotional attention, emotional clarity, and emotional repair – and their importance for college students. By developing these dimensions, students can improve their academic performance, mental health, and interpersonal relationships. The underlying factor for these three dimensions is emotional intelligence, which is the ability to recognize and manage one's own feelings and emotions.

Emotional intelligence is a set of abilities that enable an individual to effectively perceive, understand, manage, and express emotions, both one's own and those of others (Mayer & Salovey, 1995). In the context of the college environment, where students face a variety of academic and social challenges, EI plays a key role in their adaptation, success, and mental health.

The Trait Meta-Mood Scale (TMMS; Salovey et al., 1995) is a self-report model of abilities composed of three dimensions that are organized hierarchically. First comes the attention process, followed by the clarity process, and finally the emotion correction process (Câmara, 2023). Clarity corresponds to the ability to recognize and understand one's own emotions identified in the previous process. Recognizing and understanding emotions leads to the final process: correction. This process allows one to control both positive and negative emotions and use them to achieve the most appropriate emotional level and intensity for each situation.

Emotional attention refers to the ability to perceive and focus on emotions, both one's own and those of others (Barrera, 2023). For university students, recognizing signals about their own emotional state and their classmates' reactions is important. This awareness helps them establish social connections and collaborate more effectively in academic and work groups. This ability is essential for effective communication, empathy, and building strong relationships with peers and instructors. Emotional mindfulness is positively associated with academic performance, as students who can accurately perceive their emotions can better regulate their learning strategies (Quílez-Robres et al., 2023).

Emotional clarity is the ability to clearly identify and differentiate between different emotions (Mayer, Salovey, 1995). For students, this dimension is essential for understanding their own feelings and motivations, which helps them in personal development and achieving academic goals. The university environment, which is often full of stress and uncertainty, requires students to be able to correctly interpret their emotions and respond to them in an adequate manner (Schoeps, 2020). College students with high emotional clarity can understand their emotional experiences and identify the causes of their emotions (Tang, 2023). This ability is essential for effective decision-making, problem-solving, and stress management. Emotional clarity is positively associated with mental health and well-being, as students who can understand their emotions are better equipped to manage stress and prevent burnout (Mergal, 2019). Higher emotional clarity, which is the ability to clearly identify, label, and describe one's own emotions, is linked to many positive intrapersonal factors. However, its relationship to interpersonal factors has not been explored. Eckland (2018) hypothesized that emotional clarity would be related to cognitive empathy (i.e., perceiving the emotions of others) and to an accurate understanding of negative affect, but not positive affect, in the context of a stressful situation.

The final dimension, emotional repair, addresses the ability to regulate emotions in a way that minimizes negative emotional states and maximizes positive ones (Goleman, 1995). For university students, this ability is crucial for problem solving,

adapting to new situations, and maintaining mental health. The ability to effectively cope with negative emotions and maintain a positive mood can have a direct impact on students' academic success and quality of life (Pishghadam, 2022). College students with high emotional repair can use appropriate strategies to regulate their emotions and respond adaptively to emotionally charged situations (Tang, 2023). This ability is essential for maintaining positive relationships, overcoming academic challenges, and achieving personal goals. Emotion repair is also strongly related to personality traits, predisposition to anxiety and depression (Potthoff et al. 2016), and the ability to cope with adversity, daily stressors, and problems (Cabral, 2020). However, as Alegre and Benson (2010) report, the three dimensions of emotional intelligence appear to be differentially related to psychological adjustment. Although understanding and mood regulation (emotion repair) generally predict psychosocial adjustment levels (Fernandez-Berrocal and Extremera 2007; Wong et al. 2007; Berking et al. 2008), the relationship between attention (perception) and clarity problems is unclear. Conflicting results suggest that attention to feelings may play a different role than understanding and mood repair. Therefore, it can be stated and agreed with Alegre and Benson (2010) that the components of emotional intelligence need to be studied separately (Linares, 2018). In conclusion, emotional intelligence is understood as a protective factor in situations that generate negative mood states and therefore would be associated with better mental health. In general, individuals with better psychological adaptation show medium to low scores in emotional attention and high scores in the other two dimensions of the TMMS (clarity and repair) (Delhom, 2024).

Material and methods

This paper aims to investigate the level of emotional intelligence of university students through three dimensions measured by the Trait Meta-Mood Scale 24 (TMMS-24). Specifically, it focuses on the analysis of the attention, clarity and repair of emotions among students of the Faculty of Management and Economics and the Faculty of Humanities, Tomas Bata University in Zlin. The result will be to identify key factors influencing their emotional intelligence and to propose recommendations for improving their emotional health and academic performance. The choice of topic is conditioned by the importance of emotional intelligence, not only in the period of preparation for a future profession. Investigating the emotional intelligence of university students is scientifically important for several reasons:

1. Academic performance: Emotional intelligence can significantly affect students' academic success. Students with higher emotional intelligence have a better ability to cope with stress, communicate more effectively and cooperate, which can lead to better academic results.
2. Mental Health: College students often face high levels of stress and emotional strain. Exploring their emotional intelligence can help identify strategies that support their mental health and well-being.
3. Social Skills: Emotional intelligence is key to developing social skills, which are important not only in the academic environment but also in their future professional lives. Better understanding and regulating emotions can lead to better interpersonal relationships and teamwork.
4. Personal Development: Studying emotional intelligence can help students better understand themselves, which is important for their personal growth and

development. This can include improving self-awareness, empathy, and the ability to manage their own emotions.
5. Interventions and Support: Research in this area can lead to the development of effective interventions and support programs aimed at improving students' emotional intelligence. This can include workshops, training, and other educational activities that promote emotional and social skills.

The selected university is located in Zlin Region, and for this reason, key macroeconomic indicators were selected to approximate the macroeconomic situation in Zlin Region, which are compared with indicators in the Czech Republic.

Table 1 Macroeconomics Indicators

	Zlin region	Czech Republic
Population (total)	579 046	10 879 069
Unemployment rate	2,20%	3,84%
Average gross monthly wage (CZK)	40 898 CZK	45 854 CZK

Source: Czech Statistics Office

Quantitative research was conducted among university students of the Faculty of Management and Economics and the Faculty of Humanities. A total of 771 respondents participated in the quantitative research. The two faculties were selected according to the graduate profile. The TMMS-24 questionnaire contains 24 items divided into three dimensions. The three dimensions – attention, clarity and emotion repair – were the main components of the questionnaire survey. The distribution of the questionnaires took place online, which ensured the anonymity of respondents and thus increased the honesty of the answers.

Table 2 Respondents Statistical Information

	Number of respondents	Gender of Respondents	Number of respondents	Number of respondents (%)
Faculty of Management and Economics	639 (83%)	Male	231	36,2%
		Female	408	63,8%
Faculty of Humanities	132 (17%)	Male	47	35,6%
		Female	85	64,4%

Source: own source

The age distribution of respondents corresponds to the year studied. The age distribution of respondents in the first year of study is mostly in the 18-20 category. The number of respondents is 446 in the research in this category and 217 respondents participated in the 21-25 age category. There were none in the 26 and over age category. An overview of the age distribution of respondents is given in Table 3 and Figure 1, including a percentage representation.

Table 3 Respondents Statistical Information – Age of Respondents

|	Number of respondents	Age	Number of respondents	number of respondents (%)
Grade (first year)	663 (86%)	18-20	446	67,3%
		21-25	217	32,7%
		26 and more	0	0%
Grade (fifth year)	108 (14%)	18-20	0	0%
		21-25	67	62,0%
		26 and more	41	38,0%

Source: own source

In the fifth year of study, respondents in the 21–25 age category predominated, with 67 respondents participating. There were 41 respondents in the 26 and over age category, and there were no respondents in the 18-20 age category.

Figure 1 Respondents Statistical Information – Age of Respondents
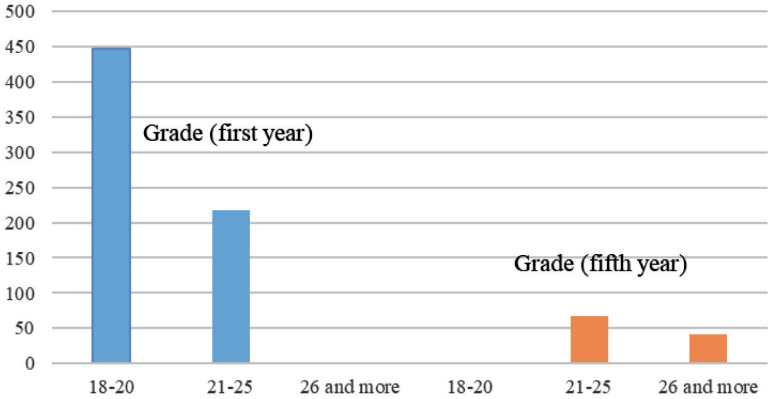
The survey included respondents from all regions of the Czech Republic, including respondents from the Slovak Republic or other nationalities. The largest number of respondents came from Zlin Region (256) and Olomouc Region (183). The other regions were represented as follows: Capital City of Prague: 7, South Bohemian Region: 12, South Moravian Region: 48, Karlovy Vary Region: 9, Vysocina Region: 34, Hradec Kralove Region: 19, Liberec Region: 5, Moravian-Silesian Region: 58, Pardubice Region: 36, Pilsen Region: 15, Central Bohemian Region: 24, Usti nad Labem Region: 11, the Slovak Republic, other nationality: 55. The representation by individual regions can be seen in Figure 2.

Figure 2 Respondents Statistical Information – regions
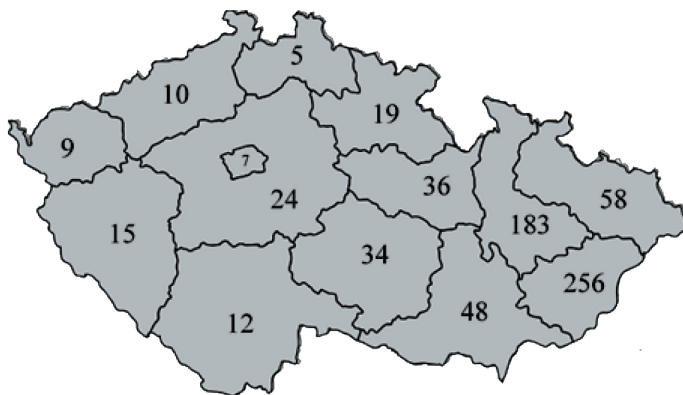
Source: own source and mapaceskerepubliky.cz

Respondents were informed about the purpose of the research before filling out the questionnaire. The questionnaire survey was conducted in April–May 2024 at the Faculty of Humanities, and in September–October 2024 at the Faculty of Management and Economics. The results of the questionnaire survey were used to test the hypotheses. The verification of research hypotheses was performed using the Pearson's chi-square test method. SPSS statistical software was used for evaluation. Based on the theoretical survey, nine main hypotheses were determined:

H1: There is no statistically significant relationship between emotional attention and the gender of respondents.

H2: There is no statistically significant relationship between emotional clarity and the gender of respondents.

H3: There is no statistically significant relationship between emotional repair and the gender of respondents.

H4: There is no statistically significant relationship between emotional attention and the faculty studied.

H5: There is no statistically significant relationship between emotional clarity and the faculty studied.

H6: There is no statistically significant relationship between emotional repair and the faculty studied.

H7: There is no statistically significant relationship between emotional attention and grade.

H8: There is no statistically significant relationship between emotional clarity and grade.

H9: There is no statistically significant relationship between emotional repair and grade.

The aim of this article is to investigate the level of emotional intelligence of university students using three dimensions measured by the Trait Meta-Mood Scale 24 (TMMS-24). Specifically, it focuses on:

- Attention of emotions – how students perceive and recognize their own emotions.
- Clarity of emotions – how students understand and analyze their emotions.
- Repair of emotions – how students manage and regulate their emotions.

Attention of emotions is made up of:
- I pay a lot of attention to my feelings.
- I am usually very conscious of what I feel.
- I usually spend time thinking about my emotions.
- I think my emotions and state of mind deserve to be paid attention to.
- I allow my feelings to affect my thoughts.
- I constantly think about my state of mind.
- I often think about my feelings.
- I pay a lot of attention to the way I feel.

Clarity of emotions is made up of:
- My feelings are clear to me.
- I can usually define my feelings.
- I nearly always know how I feel.
- I usually know how I feel about people.
- I often become aware of my feelings in different situations.
- I can always say how I feel.
- I can sometimes say which emotions I am experiencing.
- I can manage to understand my feelings.

Repair of emotions is made up of:
- I usually have an optimistic outlook, although I sometimes feel sad.
- Even when I feel sad, I try to think about pleasant things.
- When I am sad, I think about all life´s pleasures.
- I try to have positive thoughts even when I feel bad.
- If I think about things too much and end up complicating them, I try to calm myself down.
- I am concerned about having a good state of mind.
- I have a lot of energy when I feel happy.
- When I am angry, I try to change my state of mind.

Results and discussion

The main objective of the presented paper is to determine the current state of emotional intelligence among students of the Faculty of Management and Economics and the Faculty of Humanities in three basic dimensions, namely emotional attention, clarity and repair. The author of the paper focused on determining the dependence between the examined dimensions and gender, the studied faculty and the year of study.

Research hypothesis: There is a statistically significant dependence between emotional intelligence and the gender of the respondents.

H1: There is no statistically significant relationship between emotional attention and the gender of respondents.

H1A: There is statistically significant relationship between emotional attention and the gender of respondents.

H2: There is no statistically significant relationship between emotional clarity and the gender of respondents.

H2A: There is statistically significant relationship between emotional clarity and the gender of respondents.

H3: There is no statistically significant relationship between emotional repair and the gender of respondents.

H3A: There is statistically significant relationship between emotional repair and the gender of respondents.

Table 4 Verification of H1, H2 and H3 hypothesis - gender of respondents

	Chi-Square	df	p-value
Emotional Attention	104,909	4	,000
Emotional Clarity	34,444	4	,000
Emotional Repair	14,619a	4	,006

Source: own source

Based on the statistical results for the given factors, we can say that since the p-value is less than 0.05 for all three dimensions, hypotheses H1, H2, and H3 are rejected.

Thus, the hypothesis: There is no statistically significant relationship between emotional attention/emotional clarity and emotional repair and the gender of respondents we reject the alternative hypothesis of H1A/H2A and H3A.

The result of confirming the given hypotheses is that there is a relationship between emotional attention, emotional clarity and emotional repair, and the gender of the respondents. In other words, it can be said that there is a proven dependence between the gender of the respondents and the perception of all three components of emotional intelligence, which are emotional attention, emotional clarity and emotional repair.

The second group of research hypotheses examines the relationship between the individual components of emotional intelligence and the studied faculty.

H4: There is no statistically significant relationship between emotion attention and the faculty studied.

H4A: There is statistically significant relationship between emotion attention and the faculty studied.

H5: There is no statistically significant relationship between emotion clarity and the faculty studied.

H5A: There is statistically significant relationship between emotion clarity and the faculty studied.

H6: There is no statistically significant relationship between emotion repair and the faculty studied.

H6A: There is statistically significant relationship between emotion repair and the faculty studied.

Table 5   Verification of H4, H5 and H6 hypothesis - faculty studied

	Chi-Square	df	p-value
Emotional Attention	20,770	4	,000
Emotional Clarity	12,427	4	,014
Emotional Repair	121,721	4	,000

Source: own source

The p-value for hypotheses H4, H5 and H6 is also less than 0.05. We therefore reject hypotheses H4, H5 and H6 in favor of alternative hypotheses H4a, H5a and H6A. We therefore confirm the alternative hypotheses:

H4A: There is statistically significant relationship between emotion attention and the faculty studied.

H5A: There is statistically significant relationship between emotion clarity and the faculty studied.

H6A: There is statistically significant relationship between emotion repair and the faculty studied.

In other words, even in the area of emotional clarity we find a dependence between a given factor and the faculty studied.

The third group of investigated dependencies focuses on individual components of emotional intelligence and the year studied – i.e. the first or fifth year of study.

H7: There is no statistically significant relationship between emotion attention and grade.

H7A: There is statistically significant relationship between emotion attention and grade.

H8: There is no statistically significant relationship between emotion clarity and grade.

H8A: There is statistically significant relationship between emotion clarity and grade.

H9: There is no statistically significant relationship between emotion repair and grade.

H9A: There is statistically significant relationship between emotion repair and grade.

Table 6   Verification of H7, H8 and H9 hypothesis – grade

	Chi-Square	df	p-value
Emotional Attention	73,829	4	,000
Emotional Clarity	19,554	4	,001
Emotional Repair	16,736	4	,002

Source: own source

The statistical evaluation again shows a p-value of less than 0.05, therefore we reject this group of hypotheses in favor of alternative hypotheses H7A, H8A and H9A – i.e. there is a statistical dependence between emotional repair and the year

of study. According to the research results, it can be said that there is a direct connection between the individual components of emotional intelligence and the year of study – i.e. the first and fifth years of study.

All null hypotheses were rejected in favor of alternative hypotheses. It can therefore be said that there is a dependence between the individual components of emotional intelligence and gender, the faculty studied and the year of study. From the perspective of students, the individual components of emotional intelligence are perceived very sensitively. Therefore, it is important to pay attention to the importance of emotional intelligence in the education of not only university students.

Halimi (2021) supports this idea, stating that further studies should focus on integrating emotional intelligence into academic curricula and qualification frameworks. Additionally, research should address barriers to developing emotional intelligence skills in higher education and propose corresponding solutions. He further states that it would be interesting to see educators' self-perceptions vs. students' perceptions and to include multiple assessments of emotional intelligence. To this end, these areas of study could offer a more comprehensive understanding by integrating theories and methods of emotional intelligence from various disciplines. This integration would encompass social, personality, and psychological traits within higher education. Adequate emotional intelligence and resilience will therefore enable students, according to Pumalegue (2021), to master skills such as interpersonal and intrapersonal intelligence, adaptability, perseverance and self-confidence when faced with situations of change in their environment. López-López (2025) also addresse this topic and state that the results revealed significant strengths in areas such as emotional autonomy and social competence, along with areas for improving emotional awareness and emotional regulation, highlighting significant correlations between emotional competence and key components of emotional intelligence. The strong relationship between emotional competence and clarity indicates that higher emotional understanding is associated with better management of emotional states. Furthermore, positive correlations between emotional competence, attention, and correction suggest that individuals with higher emotional competence also exhibit better emotional regulation and correction abilities. These findings underscore the importance of integrating emotional competence into university curricula, as its development can positively influence overall emotional intelligence.

A study by Salim (2018) shows that a person's success is closely related to elements in emotional intelligence such as motivation, self-confidence, the ability to focus, excellence, having strong motivation to learn and work in groups, and communication skills. The importance of working with emotional intelligence is also highlighted by Mergal (2019), where the results of the study showed that respondents often felt stressed and nervous during their first year of university studies. The results of the study by Schoeps (2020) also showed that a third of college students had positive affect and life satisfaction. This could indicate that they were happier, more satisfied with life, and had higher levels of positive affect. Research findings (Garavito-Checalla, 2025) show that socio-emotional competencies, such as emotional intelligence, empathy, and emotional self-regulation, significantly enhance academic performance and act as protective factors against academic stress. In addition, these skills promote emotional well-being and facilitate better adaptation to university life.

Emotional clarity, according to Eckland (2018), is empirically associated with several important intrapersonal outcomes, but its connections with interpersonal outcomes are largely unexplored. To understand the utility of higher emotional clarity in supporting interpersonal relationships, we examined the relationship between

emotional clarity and affective and cognitive empathy using a multi-method approach. Encernación (2024) also suggests that empathy and emotional intelligence are essential competencies in the curriculum of health science students. Both components play an important role in teamwork relationships and patient care. Fernández-Lasarte (2019) conducted similar research, showing that emotional remediation is positively associated with academic achievement. Students who can regulate their emotions are more likely to engage in effective learning strategies and persist despite obstacles. According to Mamani (2022), these three subscales are significantly correlated, with mindfulness and emotional clarity being the factors with the highest correlation. Câmara (2023) argues that in terms of correlation between factors, clarity and repair showed the highest correlation, followed by attention with clarity and attention with repair.

Conclusion

This study focused on examining the impact of emotional intelligence on university students using the TMMS 24 questionnaire. Students with higher levels of emotional intelligence show a higher level of personal well-being and have better social relationships. An important finding is that the development of emotional intelligence can have a positive impact on the overall academic and personal success of students. Therefore, programs focused on the development of emotional intelligence should be integrated into university educational programs. These programs could include training focused on improving self-awareness, emotion regulation, and social skills. Recommendations for improving emotional health for students are in the area of self-knowledge and self-awareness, especially regular self-reflection and awareness of one's emotions. Stress management using various methods is equally important. In the area of social relationships, it is important to maintain strong relationships with family and friends and not be afraid to ask for help through support services at the university. An integral part is also a recommendation for improving the planning and organization of one's personal and student life. This should include creating a study plan and effectively dividing time between study and free time. Group discussions, projects, and practicing effective reading, note-taking, and writing techniques can also help improve academic performance.

Future research should examine the long-term effects of emotional intelligence on students' academic and personal lives. It would also be useful to analyze how different methods of developing emotional intelligence affect its level and what approaches are most effective. Another area of research could be to examine differences in emotional intelligence among students from different disciplines and cultural contexts, which could provide a deeper understanding of how emotional intelligence affects students in different settings.

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Correspondence address:

Ing. Janka Vydrová, Ph.D., Department of Management and Marketing, Faculty of Management and Economics, Tomas Bata University in Zlín, Mostní 5139, 76001 Zlín, Czech Republic, email: *jvydrova@utb.cz*

ORCID: https://orcid.org/0000-0001-5363-6932