

STUDY OF THE TMMS-24 TEST FOR THE ANALYSIS OF EMOTIONAL INTELLIGENCE CONSIDERING THE INFLUENCE OF SEX IN UNIVERSITY STUDENTS

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Abstract: The present work makes a correlation in the chairs of evolutionary psychology and emotional education in which the students and their condition were constantly reviewed and evaluated based on emotional intelligence, for its part the TMMS-24 measurement scale (Trait) was applied. Meta-Mood Scale). The objectives of the present study were to observe and detail the Emotional Intelligence measured by the TMMS-24 test in university students. Compare the emotional conditions of students in the different careers of the Faculties of Education and Health of the `` *Universidad Técnica Estatal de Quevedo* `` , according to sex; by applying the tmms-24 scale. The method used in this research is fundamentally quantitative with qualitative features. For this study, the self-report scale called Trait Meta Mood Scale-24 was used. Emotional Intelligence is the tool or set of cognitive processes appropriate to guide us through daily life, currently it is highly evidenced by questionnaires or standardized test batteries. Women's adequate perception of emotions surpass men's percentages since we understand that by nature women tend to be more sensitive and expressive than men. Regarding the results obtained, it has been possible to show little attention to emotions more in men than in women. Women's adequate perception of emotions surpass men's percentages. Regarding too much attention to emotions, men outnumber women in percentage. Between the two groups there is a ten percent difference in relation to an adequate understanding of feelings. There is percentage agreement because both groups have excellent understanding of feelings. In emotional regulation, the group of women surpasses men. In relation to excellent regulation, men outperform women in percentage terms.

Keywords: Emotional intelligence, emotional states, emotional perception, understanding of feelings and emotional regulation capacity.

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Currently, the topic of emotional intelligence has transcended a lot in all areas of daily life due to the promotion of the importance of mental health care, this has generated greater interest in various factors that cause an emotional, mental and physical imbalance in people.

As we know, students are exposed to independent factors linked to constant processes in the emotional area, and current educational changes such as adaptation, interpersonal relationships, empathy and demands from parents and superiors are also included; This brings with it a change in the natural behavior of the individual, causing a number of emotional imbalances.

Finally, emotion regulation is the ability to modify emotional states and the evaluation we make of the strategies to modify them. It is an ability to be open to feelings, modulate one's own feelings and those of others, as well as promote personal understanding and growth. To manage one's emotions it is necessary to be able to observe, distinguish and label emotions accurately, believe that they can be modified, implement the most effective strategies to modify negative emotions and, finally, evaluate the entire process. Research has also shown that there are interindividual differences in this ability to regulate emotions, both in terms of perceived self-efficacy (Cataranzo and Greenwood, 1994; Salovey et al., 1995), and in the management of emotions. others (Wasielewski, 1985).

When an individual experiences imbalances in the emotional sphere, they tend to experience situations of stress, frustration, anxiety, fear, among others. This is where

extensive knowledge of emotions plays a fundamental role, which is why it is very important to recognize the specific levels of the emotions derived from the physiological aspects that have to do with physical processes such as heartbeat, breathing, among others, the expressive level that is determined by facial expressions, postural behaviors and last but not least, the cognitive aspect that It has a lot to do with the subjectivity of evaluations or interpretations based on emotional processes, all of this has great relevance to indicate since the emotional state is a subdivision of psychophysiological and behavioral processes.

Goleman (1995) raises the classic discussion between cognition and emotion in a new way. Traditionally, the cognitive has been associated with reason and the brain, and by extension with the intelligent, positive, professional, scientific, academic, masculine, Apollonian, Super-Ego, etc. While the emotional has been associated with the heart, feelings, the Id, the feminine, the familiar, passion, instincts, the Dionysian, etc. That is, the rational has been considered of a higher level than the emotional. Goleman turns the issue around, at a time when society is receptive to accepting this change. The works of Matthews (1997) and Dalgleish and Power (1999), among others, are an indicator of the necessary complementarity between cognition and emotion.

This receptivity towards the acceptance of the cognition-emotion binomial is due to a set of factors that are exposed throughout this work, among which we can mention: the growing rate of violence (with its emotional charge); the evidence that cognitive by itself does not contribute to happiness; the evidence that motivation and behavior obey more to emotional than cognitive factors; the realization that academic performance is not a good predictor of professional and life success; the contributions of cognitive psychology,

neuroscience and psychoneuroimmunology on emotions; a growing concern for well-being rather than economic income (downshifting); the growing concern about stress and depression, with the consequent search for coping skills, where the sales rates of self-help books are the indicator of a social need.

METHOD

Research methods allow us to correctly develop an investigation using techniques and strategies to achieve pre-established objectives. The investigative methods used are: Deductive-Inductive. The inductive method is a type of reasoning that explores specific knowledge to obtain a general understanding of the topic investigated; On the other hand, the deductive method consists of extracting premises from a general conclusion. The application of deductive-inductive reasoning was very useful for the development of the research, allowing knowledge and theories to be obtained in a global and specific manner.

Research techniques in information collection are procedures and instruments used in order to collect, organize and analyze the data obtained through the applied instrument. The interview was used mainly as a research technique and the questionnaire as an instrument to obtain data with closed questions and analyzing a sex comparison. The population is made up of University students, a sample was taken and the application of this test was proposed in three courses:

The first, in the Nursing degree, 4th semester, parallel "A", with a total of 39 students, 34 female and 5 male. The second, in the Basic Education program, 4th semester, parallel "A", with a total of 37 students, 30 female and 7 male. The third, in the Basic Education program, 4th semester, parallel "B", with a total of 30 students, 26 female and 4 male.

	Frequency	Percentage
Men	16	12%
Women	121	88%
Total	137	100%

Table 1: Sex of respondents

RESULTS

A sample of 137 students from the `` *Universidad Técnica Estatal de Quevedo* `` in the city of Quevedo was analyzed through a battery in order to know the emotional impact on the behavior of educational personnel.

The TMMS-24 is based on the Trait Meta-Mood Scale (TMMS) from the research group of Salovey and Mayer. The original scale is a trait scale that evaluates meta-knowledge of emotional states through 48 items. Specifically, the skills with which we can be aware of our own emotions, as well as our ability to regulate them.

The TMMS-24 contains three key dimensions of emotional intelligence with 8 items each: Emotional Attention, Emotional Clarity and Repair.

To understand that, the scores assigned to the items that make up each of the scales or dimensions had to be added. Below is how these items are grouped and, in parentheses, the maximum and minimum scores that can be obtained.

To correct and obtain a score for each of the factors, add items 1 to 8 for the Attention factor, items 9 to 16 for the Clarity factor, and 17 to 24 for the Repair factor. Then look at your score in each of the tables presented. The cut-off points for men and women are shown, as there are differences in the scores for each of them. Remember that the veracity and reliability of the results obtained depend on how sincere you were when answering the questions.

	NUMBER OF PEOPLE	PERCENTAGE
NEVER	8	38%
SOMETIMES	29	62%
ALWAYS	100	0%
TOTAL	137	100%

Table 1: Attention factor

The table in reference to the attention factor shows the highest rated response is "Always" with 62%, followed by the option "Sometimes" with 38%, which means that the vast majority of students, in their case, are women. tends to present optimal attention, followed by sometimes showing attention adaptable to the environment and generally that is influenced by men.

	NUMBER OF PEOPLE	PERCENTAGE
NEVER	37	24%
SOMETIMES	50	38%
ALWAYS	50	38%
TOTAL	137	100%

Table 2: Clarity Factor

A total of 38% of the sample affirms that sometimes and always the emotional part is clearly presented; 24% consider that they have never felt emotional clarity; which there is a slight difference of 10 people compared between men and women.

	NUMBER OF PEOPLE	PERCENTAGE
NEVER	0	0%
SOMETIMES	37	5%
ALWAYS	100	95%
TOTAL	137	100%

Table 3: Repair Factor

A total of 95% of the sample affirms that they always present themselves with respect to emotional reparation; 5% consider that they have sometimes felt emotional reparation; with a comparison between men and women.

DISCUSSION

The results of this study indicate that, regarding the results obtained, it has been possible to show little attention to emotions more in men than in women. Women's adequate perception of emotions surpass men's percentages. Regarding too much attention to emotions, men outnumber women in percentage. Between the two groups there is a ten percent difference in relation to an adequate understanding of feelings. There is percentage agreement because both groups have excellent understanding of feelings. In emotional regulation, the group of women surpasses men. In relation to excellent regulation, men outperform women in percentage terms, which sheds light on the relationship between sex and emotional intelligence in university students. These findings are in line with previous research that has shown that this type of analysis is important to understand the complexity and good emotional management of the educational process.

A possible interpretation of these results is that, in reality, most authors and users of these instruments still have the impression that Emotional Intelligence is a unitary construct that can be measured both through self-report questionnaires and through maximum performance test, or even through improvised tasks, without this having any type of implications for the biopsychosocial process of the most disengaged student influenced in the educational field. It is interesting to note that students have clear differences when evaluating this test, which may indicate that emotional intelligence and sex do have significant and evaluative inferences since this evaluation has an abysmal depth to be able to

understand certain representative patterns in the educational field and its procedure.

These results have important both theoretical and practical implications. From a theoretical point of view, contributing to our understanding of expressiveness includes stereotypically feminine personality traits directly related to emotional intelligence, such as sociability, attention to the needs of others, sensitivity or empathy. For its part, instrumentality includes stereotypically masculine traits such as independence, assertiveness, high area orientation or ambition. Various studies have shown that identification with these sex traits is a relevant factor when it comes to explaining sexual differences in different psychological and cultural variables (Dambrun, Duarte and Gui-mond, 2004; Hyde, 2005; Randel, 2002; Bourne and Maxwell, 2010), as well as in emotional experience and expression (Fischer, 1993).

From a practical perspective, these findings can inform the implementation of emotional skills development programs in university environments that promote full knowledge of emotional intelligence in all possible aspects, and it is also important to recognize the limitations of this study, such as the psychoeducation process on the topic presented and the understanding of it, which could have influenced the results. However, despite these limitations, the findings offer a significant contribution to the field of emotional intelligence and underline the importance of considering sex as a relevant factor in the understanding of emotional intelligence in university students and in the general population.

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