

PART ONE: TMMS-24**INSTRUCTIONS:**

Next, you will find some statements about your emotions and feelings. Read each statement carefully and indicate your degree of agreement or disagreement. To the right of each statement, you have five possible answers; mark with an "X" the answer that most closely reflects your preferences. There are no right or wrong answers, good or bad. Don't dwell on any one answer.

1	2	3	4	5
I completely disagree	I kind of agree	I mostly agree	I strongly agree.	I completely agree.

1	I pay a lot of attention to feelings.	1	2	3	4	5		
2	Normally, I worry a lot about how I feel.	1	2	3	4	5		
3	Normally, I dedicate a lot of time to thinking about my emotions.	1	2	3	4	5		
4	I think it's helpful to pay attention to my emotions and mood.	1	2	3	4	5		
5	I concede that my feelings affect my thoughts.	1	2	3	4	5		
6	I think about my mood constantly.	1	2	3	4	5		
7	I often think about my emotions.	1	2	3	4	5		
8	I pay close attention to what I feel.	1	2	3	4	5		
9	I clearly perceive my feelings.	1	2	3	4	5		
10	Frequently, I can define my feelings.	1	2	3	4	5		
11	Almost always, I know what I feel.	1	2	3	4	5		
12	Normally, I know my feelings towards people.	1	2	3	4	5		
13	I often become aware of my feelings in different situations.	1	2	3	4	5		
14	I can always say what I feel.	1	2	3	4	5		
15	Sometimes I can say what my emotions are.	1	2	3	4	5		
16	I can come to understand my feelings.	1	2	3	4	5		
17	Although I am sometimes sad, I am generally an optimistic person.	1	2	3	4	5		
18	Even when I feel unhappy, I try to think about things pleasant.	1	2	3	4	5		
19	When I become sad, I think of all the pleasures that life offers.	1	2	3	4	5		
20	I try to have positive thoughts despite feeling bad.	1	2	3	4	5		
21	If I attach too much importance to certain things, by complicating them, I try to calm me down.	1	2	3	4	5		
22	I try to be in a good mood.	1	2	3	4	5		
23	I have a lot of energy when I feel happy.	1	2	3	4	5		
24	When I am angry I try to change my mood.	1	2	3	4	5		

PART TWO: Students' Vision of the University

INSTRUCTIONS: *Below*

you will find some sentences or questions about your university education. Read each sentence or question carefully and mark with an "X" the answer that best applies to you. There are no right or wrong answers. Do not spend too much time on each answer.

I. Vocational Dimension 1. Before you

decide to pursue these studies:

- 1) Have you looked at the programs of other courses?
- 2) Have you compared the curriculum of these studies at different universities?
- 3) Have you spoken with anyone who practices this profession?
- 4) Have you participated in a vocational or career guidance program?
- 5) Have you spoken with a student who was enrolled in this program of study?

2. Which of the following sentences motivated your enrollment in this program? studies?

- 1) The result of my vocational test.
- 2) My parents demanded it of me.
- 3) My parents recommended it to me.
- 4) I am continuing the family tradition (my parents had the same studies).
- 5) That's what I wanted to do above all else.
- 6) It is the highest-paid profession.
- 7) I had registered for other studies but I was not admitted.
- 8) I chose it at random (it was indifferent to me).
- 9) The tuition fees are lower than for other studies.
- 10) My friends were already registered for this study program.

3. Of the following sentences, which is the most important to you?

- 1) To train professionally.
- 2) To earn money.
- 3) To be successful in professional work.
- 4) To form a family.
- 5) Help others.

4. How satisfied are you with your studies?

- 1) I am very happy.
- 2) I am more or less satisfied.
- 3) I am not happy at all.

5. If we now go back in time, would you enroll in this profession or in another one?

- 1) In the same.
- 2) In another.

II. Dimension: University 6. Which

of the following sentences motivated your choice of this university?

- 1) It has a good academic level and prestige.
- 2) It offers a better job opportunity.
- 3) She was the only one who offered the profession I wanted to study.
- 4) It's very close, I didn't have to change cities.
- 5) My choice was due to chance (it was indifferent to me).
- 6) My friends from school used to come to this university.

7. Which of the following sentences best defines your feelings about your university?

- 1) I am very happy to be a student at my university / I identify perfectly with the university.
- 2) I am neither happy nor disappointed / I have no special feelings towards her.
- 3) I am disappointed / I do not identify with the university at all.

III. Dimension: Expectations of your professional

future 8. In broad terms and in the future, how do you see your professional work?

- 1) With hope.
- 2) Without hope.

APPENDIX 3: DESCRIPTIVE STATISTICAL TABLES

Table 44 shows that out of a total of 460 students surveyed, 167 (36.3%) present "too little emotional attention"; 252 (54.8%) present "adequate" as emotional perception and 30 (6.5%) exhibit "too much emotional attention".

Table 44: Perception Category Frequencies

Category of Perception	Number of people	Percentage	Percentage valid	Cumulative percentage
too little attention	167	36.3	37.2	37.2
adequate	252	54.8	56.1	93.3
too much attention	30	6.5	6.7	100.0
Total	449	97.6	100.0	
Missing system	11	2.4		
Total	460	100.0		

Table 45 shows that out of a total of 460 students surveyed, 186 (40.4%) present "needs improvement" in emotional understanding; 240 (52.2%) present "adequate" as understanding and 14 (3.0%) demonstrate "excellent" emotional understanding.

Table 45: Frequency of Comprehension Category

Category of Understanding	Number of people	Percentage	Valid percentage	Cumulative percentage
must improve	186	40.4	42.3	42.3
adequate	240	52.2	54.5	96.8
excellent	14	3.0	3.2	100.0
Total	440	95.7	100.0	
Missing system	20	4.3		
Total	460	100.0		

In Table 46, and out of a total of 460 students surveyed, 111 (24.1%) present "must improve their emotional regulation; 293 (63.7%) demonstrate "adequate" regulation and 45 (9.8%) exhibit "excellent" emotional regulation.

Table 46: Frequency of Regulatory Category

Category of Regulation	Number of people	Percentage	Percentage valid	Cumulative percentage
must improve	111	24.1	24.7	24.7
adequate	293	63.7	65.3	90.0
excellent	45	9.8	10.0	100.0
Total	449	97.6	100.0	
Missing system	11	2.4		
Total	460	100.0		

Of the 460 students surveyed (Table 47), 200 (43.5%) are from the Faculty of Sciences Of the engineers, 100 (21.7%) belong to the Faculty of Legal and Economic Sciences, and 160 (34.8%) at the Faculty of Social Sciences.

Table 47: Frequencies of Faculties at the University

Faculties at the university	Number of people	Percentage	Percentage valid	Cumulative percentage
Engineering Sciences	200	43.5	43.5	43.5
Legal and Economic Sciences	100	21.7	21.7	65.2
Social Sciences	160	34.8	34.8	100.0
Total	460	100.0	100.0	

Of the 460 students surveyed, 100 (21.7%) belong to the program Administration and 40 (8.7%) are programs in Architecture, Social Communication, Civil Engineering, Industrial Engineering, Computer Engineering, Mechanical Engineering, Psychology, Advertising-Multimedia and Tourism (Table 48).

Table 48: Frequencies Curriculum

Curriculum	Number of people	Percentage	Percentage valid	Percentage cumulative
Administration	100	21.7	21.7	21.7
Architecture	40	8.7	8.7	30.4
Social Communication	40	8.7	8.7	39.1
Civil Engineering	40	8.7	8.7	47.8
Industrial Engineering	40	8.7	8.7	56.5
Computer Engineering	40	8.7	8.7	65.2
Mechanical Engineering	40	8.7	8.7	73.9
Psychology	40	8.7	8.7	82.6
Advertising-Multimedia	40	8.7	8.7	91.3
Tourism	40	8.7	8.7	100.0
Total	460	100.0	100.0	

Of the 460 students surveyed, 230 (50%) are in their second year and 230 (50%) are in their fifth (final) year of university studies (Table 49).

Table 49: Frequencies Year of study

Year of study	Number of people	Percentage	Percentage valid	Cumulative percentage
Second Year	230	50.0	50.0	50.0
Fifth Year	230	50.0	50.0	100.0
Total	460	100.0	100.0	