

The impact of emotional intelligence on emotional regulation strategies among university students

أثر الذكاء العاطفي على استراتيجيات التنظيم الانفعالي لدى طلاب الجامعة

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Abstract:

The present study aimed to investigate the effect of students, selected randomly. The simple regression emotional intelligence on the emotional regulation coefficient was used to analyse data. The results of the strategies among university students. To achieve this study showed that the emotional intelligence proved to be goal, The EI(PcSc) scale developed by Mehta & Singh predictor of emotional regulation strategies among (2013) and the scale for Emotional Regulation university students.

strategies developed by Gross & John (2003) were applied. The study was conducted on sample of 147 **Keywords: emotional, intelligence, regulation strategies, student**

1. Introduction

University students deal with situations differently depending on their skills, strategies and previous experiences. Emotions have an impact on their decisions, attitudes and relationships with others, making it crucial to regulate and manage emotions effectively. Emotional intelligence plays a significant role during the university years, affecting students' ability to adapt to academic and social challenges and to balance their personal lives. While mental intelligence is often seen as important for academic success, understanding and managing emotions also has a significant impact. Expressing and understanding emotions not only affects interpersonal relationships, but also academic performance and self-satisfaction. Emotional regulation, the ability to control and regulate emotional responses in different contexts, is closely related to emotional intelligence. It is an important skill at university, where students face academic, social and personal pressures. By developing emotional regulation skills and using strategies, students can effectively cope with the challenges and pressures of university life.

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2. Problem

Psychologists developed a three-dimensional model of the human mind that included cognition, emotion and motivation in the early 18th century. The cognitive aspect includes memory and abstract thinking. The emotional aspect includes feelings, moods, evaluations, anger and frustration. The third aspect is the motives that individuals seek to achieve.

Emotional and social skills are an important dimension of cognitive performance, thinking and behaviour, influencing an individual's ability to succeed and adapt. Kathy points out that an individual who is deficient in the use of his or her intelligence will usually find it difficult to manage his or her emotions effectively. Boyatzis confirmed that neglecting our emotions negatively affects overall health and happiness, regardless of mental intelligence (Majid, 2023).

In the same context, Al-Rimani believes that individuals need to be more positive, rational, and flexible in managing their emotions to cope with fluctuating circumstances. The understanding and control of emotions are fundamental to enhancing health, success, and compatibility in life, which is based on the harmony between the logical and emotional aspects of the mind. This concept is reflected in emotional intelligence, which is a key factor needed to manage and adapt to crises and psychosocial pressures (Al Badia, Kazem et Al-Dhafri, 2021).

Salovey and Mayer were among the first to create this concept as a branch of social intelligence, defining it as a set of mental abilities that affect emotional content, such as the perception, appraisal, and expression of emotions (Majid, 2023). Goleman expanded on the concept by stating that mental skills alone are not sufficient for achieving success in life. There is another human aspect that complements emotional intelligence, which reflects emotional competence in everyday life. This includes the ability to monitor one's own and others' emotions, manage and regulate emotions, and use psychological processes to process information in cultural domains. People with high emotional intelligence are characterized by optimism, positivity, good mental health, the ability to express their feelings, self-esteem, stability, flexibility in dealing with problems and obstacles, an understanding of others' feelings, the ability to build successful long-term social relationships, leadership, teamwork, and awareness of societal laws (Al-Rofo, 2011).

Goleman's model of emotional intelligence is a hybrid model that combines mental skills with personality traits such as happiness, well-being, hope, and optimism. He explains that emotional intelligence consists of five basic dimensions: self-awareness, self-regulation, motivation, empathy, and social skills (Kamassi, Abd Manaf & Azura, 2019).

Several studies suggest that emotional intelligence, as a trait, is particularly useful for capturing differences in emotion regulation. For example, Nozaki and Mikolajczak (2023) found that individuals with high emotional intelligence [EI] showed a smaller increase in distress compared to their low EI counterparts when responding to various adverse events or circumstances. Individuals with high EI tend to have a better understanding of their own and others' feelings and are more capable of managing negative emotions appropriately and effectively. They also select suitable strategies to regulate their emotions in different situations, leading to improved performance and adjustment.

Researchers seek to understand how emotional regulation strategies can play an important role in helping individuals, particularly students; cope with the circumstances they face. These strategies range from cognitive reappraisal to expressive suppression, emphasizing the reinterpretation of situations and the appropriate inhibition of emotional expression.

Studies involving this group suggest a relationship between emotional regulation strategies and academic performance. For example, Hafizah and Hafiz (2015) showed that the use of cognitive reappraisal strategies and expressive suppression did not significantly predict student performance, although expressive suppression may be related to differences in academic outcomes. Additionally, cognitive reappraisal may not have a significant impact on this specific group of psychology students.

Zhoc et al (2022) conducted a study aimed at examining the impact of emotion regulation strategies, such as reappraisal and suppression, on students' well-being and online learning engagement. The study was carried out on a sample of 965 university students during the COVID-19 pandemic. The findings revealed a positive relationship between the use of regulation strategies and students' well-being. Specifically, reappraisal had a positive mediating effect on online learning, while suppression had a weaker effect on behavioral engagement.

Śmieja, Mrozowicz, and Kobylińska (2011) conducted a study aimed at examining the relationship between emotional intelligence and the use of emotion regulation strategies, particularly suppression and

reappraisal, among 349 undergraduate students. The results revealed that individuals with higher emotional intelligence used reappraisal more often and suppression less frequently. Gender differences were also found: men generally used suppression more than women, but this was specifically true for men with low EI. Additionally, high-EI men reported greater use of reappraisal compared to other groups.

Quintana-Orts et al (2020) conducted a study aimed to examine the indirect relationship between emotional intelligence (EI) and suicidal ideation in adolescents, mediated by cognitive emotion regulation strategies. The study involved 1824 Spanish adolescents in Study 1 and 796 in Study 2, with a four-month follow-up. The results showed that higher EI was associated with more frequent use of adaptive cognitive regulation strategies and lower levels of suicidal ideation. Mediation analysis confirmed that adaptive strategies partially mediated the effect of EI on suicidal thoughts, both cross-sectionally and prospectively.

Zysberg and Raz (2019) explored the physiological relationship between emotional intelligence and emotion regulation using an experimental task. A sample of 127 young adults was asked to self-induce emotional arousal and then reduce it, while heart rate and blood pressure were monitored. The study found that individuals with higher ability-EI scores were more effective in regulating their emotional responses, as reflected by greater heart-rate variability and lower baseline blood pressure. These findings provide physiological evidence supporting the role of EI in emotion regulation, beyond self-report measures.

Extremera, Sánchez-Álvarez & Rey,. (2020) conducted a study to explore the relationship between ability emotional intelligence (EI), cognitive emotion regulation strategies, and subjective well-being in a sample of 378 college students. The study used structural equation modeling and found that adaptive cognitive regulation strategies partially mediated the relationship between ability EI and indicators of well-being (such as psychological well-being and life satisfaction), even after controlling for demographic and personality variables. These findings highlight the importance of cognitive coping mechanisms as pathways through which emotional abilities influence well-being.

Rokni, Hamidi, and Ebadi (2014) investigated the relationship between emotional intelligence (EI) and emotion regulation among 84 Iranian university EFL learners (54 females, 30 males). Using the Situational Test of Emotional Management and Gross & John's Emotion Regulation Questionnaire, results indicated a positive association between EI and emotion management. However, no significant gender

differences in emotion regulation were found. These findings suggest that higher EI may contribute to better emotional adjustment, especially in educational contexts involving foreign language learning.

It is evident from previous studies that, to the best of the researchers' knowledge, few have investigated the impact of emotional intelligence on emotion regulation strategies among university students. This gap is noteworthy given the significance of emotional intelligence for students' overall psychological health and psychosocial well-being, as it relates to both cognitive and emotional aspects.

The current study aims to measure the impact of emotional intelligence on the emotional regulation strategies of university students. Emotional intelligence is regarded as a key factor in achieving a positive and stable personality, as supported by scientific research conducted by Goleman, which indicates that emotional intelligence contributes over 80% to the likelihood of success or failure in life. As a student's level of emotional intelligence increases, it leads to greater personality stability and a higher success rate.

In light of this, the need for this study arises, which can be summarized in the following question: Does emotional intelligence affect the emotional regulation strategies of university students?

3. Hypothesis: Emotional intelligence affects emotional regulation strategies among university students.

4. Objective of the study: To identify the effect of emotional intelligence on emotional regulation strategies among university students.

5. Importance of the Study: The importance of this study lies in its contribution to enriching theoretical and applied psychological literature by addressing emotional intelligence and regulation strategies, particularly in the university setting. This study may enrich the literature by exploring new psychological concepts, such as emotional intelligence and emotional regulation strategies. The study's findings will provide valuable insights that can inform future research and extend the existing body of knowledge in this area.

6. Determinants

6.1. Emotional Intelligence

Salovey & Meyer (1990) define emotional intelligence as a set of mental skills and competencies associated with the processing of emotional information, which is generally concerned with the perception of emotions, the use of emotions in the process of thinking, emotional understanding, and the

regulation and management of emotions. In the current study, EI consists of four dimensions that are integrated into a student's personality: self-awareness (the ability to understand and accurately self assess one's feelings), self-management (the ability to manage internal states, impulses, and resources), social awareness (the ability to read people and groups accurately), and relationship management (the ability to interact with others constructively to achieve a positive outcome).

The Concept of Emotional Intelligence To clarify the concept of emotional intelligence, it is essential to consider the various terms used by researchers to describe it. Some refer to it simply as "emotional intelligence," while others distinguish between different aspects, such as negative emotions (e.g., fear, sadness, and anger) and positive emotions (e.g., happiness, love, and admiration). These distinctions highlight that emotional intelligence encompasses both the management of unpleasant emotions and the fostering of positive emotional experiences, which contribute to a person's overall emotional well-being (Naqmoush et Riyash, 2017).

The importance of emotional intelligence lies in its connection between emotions, personality, and inherent moral predispositions. Basic moral attitudes in life stem from fundamental human emotional abilities. The capacity to control emotions is foundational to willpower and personality development. Furthermore, feelings of altruism often arise from emotional empathy — the ability to understand and interpret the emotions of others (Boughazala et Ben Saoud, 2020, p. 30).

According to Mayer and Salovey, cited by Anam (2013), emotional intelligence can be defined as a set of mental skills and competencies related to the processing of emotional information, generally related to the perception of emotions and the use of emotions in thinking, emotional understanding, organizing, and managing emotions.

According to Gardner's theory of multiple intelligences, Salovey (as cited by Boughazala and Ben Saoud) has classified emotional intelligence into five basic areas.

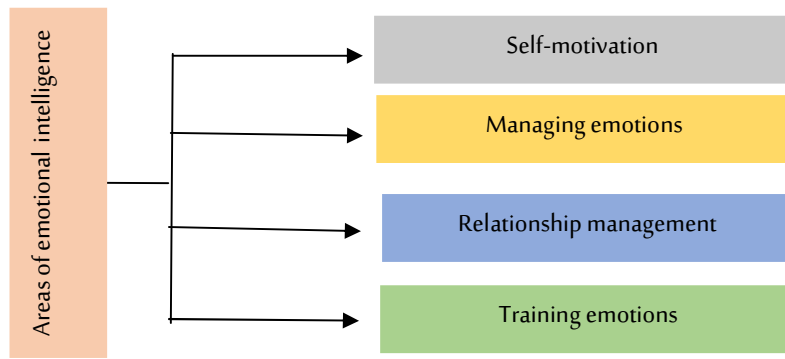


Figure 1 Areas of emotional intelligence. Source Boughazala and Ben Saoud (2020, p. 28)

This figure presents a visual representation of these five domains, which illustrate the scope of emotional intelligence.

6.2. Emotional Regulation Strategies

A process that does not involve inhibiting negative emotions but relies on cognitive and behavioral abilities to use emotional matters as important sources of information about the environment. This type of emotion regulation enhances the ability to manage emotional responses and allows for experiencing a variety of emotions, understanding their nature, and accepting them rather than suppressing them (Alejandra et al., 2022). In the current study, a student focusing on two commonly used emotion regulation strategies to cope with academic pressures and other stressful events: cognitive reappraisal (changing the way one thinks about potentially emotion-eliciting events) and expressive suppression (changing the way one behaviorally responds to emotion-eliciting events).

Emotional regulation refers to both automatic and controlled processes involved in the arousal, maintenance, and adjustment of emotions regarding their occurrence, intensity, and duration (Fischer, 2022). Alejandra et al (2022) define emotional regulation as a process that does not simply inhibit negative emotions; instead, it utilizes cognitive and behavioral abilities to interpret emotional experiences as valuable sources of information about one's environment. This approach enhances the capacity to regulate emotional responses and to experience a wide range of emotions, fostering understanding and acceptance rather than suppression.

According to Grat and Roemer cited by Etkin et al (2015), effective emotional regulation entails having a diverse set of strategies and the flexibility to apply them in various situations. These strategies

enable individuals to modify the intensity and expression of their emotions, thereby managing their responses to emotionally charged situations.

Gross (1998) cited by Zouaoui (2022) further defines emotional regulation as a process that allows individuals to manage their emotions after experiencing them, influencing how they live and express these emotions. This process can be spontaneous or controlled, conscious or unconscious, and it may produce its own effects during emotional regulation. On this basis, emotional regulation ability can be understood as the ability to effectively manage negative emotions using emotion regulation skills. The ability to regulate emotions encompasses various skills, and it is argued that specific emotion regulation skills-namely, the ability to actively modify emotions in order to feel better, emotion acceptance skills (the ability to accept emotions), and emotion resistance skills (the ability to resist negative emotions)-should be considered central components of the ability to emotionally regulate (Herd, 2018).

Through this set of definitions, emotional regulation can be defined as the process an individual performs to control and regulate his or her personal emotions. This includes a set of strategies and skills that an individual uses to modify and direct feelings and emotional reactions. Its goal is to promote psycho-emotional health and facilitate good adaptation to life stressors.

Cognitive reappraisal and expressive suppression are two common emotional regulation strategies. Gross (2015) and Hurley (2019) cited by Gao et Yang (2023) define cognitive (perceptual) reappraisal as an interpretation of a situation that elicits emotions, such as changing the perception of self-control or the importance of the situation, or focusing on the positive aspects of the situation in order to change the emotional impact. A student who chooses this strategy may reevaluate the upcoming exam that is causing anxiety by devaluing it or reinterpreting it as an opportunity to learn in order to reduce their level of anxiety.

Gross (2015) cited by Eisma et Stroebe (2021) also characterizes expressive suppression as inhibiting the expression of internal emotions so that the true emotions of others are not revealed.

John (2003) cited by Delelis et al (2011) noted that a student who adopts expressive suppression may smile to hide his anxiety about public presentations, which is associated with a sense of inauthenticity due to the inconsistency between what is truly felt and what is expressed. Several studies have examined the effects of these two strategies on student learning and found that cognitive reappraisal

is generally effective in improving learning outcomes, while expressive suppression impairs learning. Cognitive reappraisal is effective in enhancing learning outcomes, whereas expressive suppression negatively impacts learning. For example, Nozaki and Mikolajczak (2023) showed that cognitive reappraisal of test-related anxiety improved learning outcomes in first-year university students.

Kim (2020) and Fischer (2022) cited by Gao et Yang, (2023) demonstrated that expressive suppression was negatively associated with course grades when the course was students' least favorite. Given that these two emotional control strategies may lead to different outcomes, the researchers sought to identify the factors that influence the choice of cognitive strategy. Among these factors, trait emotional intelligence is particularly important, as previous studies have consistently shown its critical role in capturing individual differences in the choice of emotional regulation strategies. Negative emotion intensity also deserves attention, given its possible mediating role in the relationship between trait emotional intelligence and the choice of cognitive reappraisal or expressive suppression.

7. Materials and Methods:

7.1. Design

This study adopts a descriptive approach, which is most appropriate for investigating the extent to which the independent variable contributes to the dependent variable.

7.2. Participants

The main study sample consisted of 147 students from Djillali Bounaama University in Khemis Meliana, with an average age of 23 years. Both scientific and humanities specializations and genders and academic levels were represented. The sample group is characterized by the following features.

Table1 Distribution by gender, University level and Specialization

Group	criteria	Number	%
Gender	Males	58	39.45
	Females	89	60.54
academic level	License	75	51.02
	Master	72	48.97
Specialization	scientific	56	38.09
	humanities	91	61.90

The table above illustrates that females constitute the majority of the sample, representing 60.54% (89 females), while males account for 39.45% (58 males). Furthermore, the distribution of the sample by academic level is relatively balanced, with licence's degree students comprising 75% (75 students) and master's degree students making up 48.97% (72 students). Additionally, the table reveals that the majority of the sample specializes in the humanities, which accounts for 61.90% (91 students), whereas the number of students in the sciences is 56, representing 38.09%.

7.3. Instruments

7.3.1. The Emotional motivational intelligence / the EI (PcSc) Scale

The EI (PcSc) scale developed by Mehta & Singh (2013) is designed to measure emotional intelligence with a specific focus on two competencies: personal and social competence. Being emotionally intelligent means having the ability to recognize and manage one's own emotions as well as those of others.

The EI (PcSc) scale is a 69-item self-report measure, containing items such as "I am result-oriented with a high drive to meet objectives" and "I manage my impulsive feelings and disappointing emotions well."

The scale uses a 5-point Likert scale, ranging from "extremely low competence" to "extremely high competence." The scoring system assigns values from 1 to 5, with 1 indicating the lowest level of competence and 5 representing the highest. The coding was reversed in certain items (12, 22, 24, 34, 38, 57, 69).

It was developed from a pool of 75 items, refined to 69 items that reflect various aspects of emotional intelligence. Expert evaluations were utilized to establish the scale's validity and readability, followed by a pilot test to assess its factor structure. Results from factor analysis suggested a general factor of emotional intelligence, with the 69 items loading onto Factor 1 representing categories such as self-awareness, self-motivation, and emotion regulation in Part A (personal competence) and social awareness, social skills, and emotional receptivity in Part B (social competence). The scale measures personal and social competence as separate dimensions, and the combined scores provide the total emotional intelligence score, while also assessing the sub-parts known as SSE in both categories.

Table 2 EI(PcSc)scale dimensions along with the item number

El.Dimensions	Factors	item number
Personal competence	Self Awareness	1-11
	EmotionRegulation	12-26
	Self Motivation	27-35
Social competence	SocialAwareness	36-44
	Social Skills	45-57
	Emotional Receptivity	58-69

In the present study, the validity of the scale was established through internal consistency analysis, which involved calculating the correlation coefficients between its dimensions and the overall score. The results illustrating the internal consistency validity are presented below.

Table 3 Correlation between dimensions and overall score

overall	Self Awareness	Emotion Regulation	Self Motivation	Social Awareness	Social Skills	Emotional Receptivity
score	0.72**	0.76**	0.68**	0.64**	0.48**	0.70**

**Significant at the 0.01 level

The results shows that the correlation coefficients between the dimensions and the overall score of the scale ranged from 0.48 to 0.76, all of which are statistically significant at the 0.01 level. These are strong correlation coefficients, indicating consistency between the dimensions and the total score, which serves as an indicator of validity.

The reliability of the EI (PcSc) scale was tested by Mehta and Singh (2013) using Cronbach's alpha. The results indicated that the reliability coefficient for the Self-Awareness dimension was estimated at 0.91, while the Self-Motivation dimension was estimated at 0.78. The Emotion Regulation dimension received a reliability estimate of 0.83, and the Social Awareness dimension was also estimated at 0.78. The Social Skills dimension had an estimated reliability of 0.89, and the Emotional Receptivity dimension was estimated at 0.86.

In the present study, the Cronbach's alpha coefficient was tested for the EI (PcSc) scale, the results are presented below .

Table 4 Reliability coefficients of EI (PcSc) scale

El. Dimensions	Factors	Reliability Coefficients
Personal competence	Self Awareness	0.90
	EmotionRegulation	0.72
	Self Motivation	0.85
Social competence	SocialAwareness	0.79
	Social Skills	0.86
	Emotional Receptivity	0.88

Table 4 shows that the values of the Cronbach's alpha reliability coefficient for the emotional intelligence scale and its dimensions ranged from 0.72 to 0.90, which are considered high values. This indicates that the scale has a high degree of reliability and can be effectively applied.

7.3.2. Emotional regulation strategies scale

The Emotional Regulation Strategies Scale developed by Gross and John (2003) was used in this study. This scale consists of 10 items, each rated on a three-point Likert scale (agree, neutral, disagree). The items are divided into two dimensions: cognitive reappraisal, which consists of 6 items (1, 2, 3, 4, 5, 6), and expressive suppression, which consists of 4 items (7, 8, 9, 10).

Gross and John (2003) explored individual differences in two emotion regulation processes cognitive reappraisal and expressive suppression-through five studies. In Study 1, the researchers introduced new measures to assess the habitual use of these strategies. Study 2 focused on validating these measures and examining potential confounding factors. Findings from Study 3 revealed that individuals who employed cognitive reappraisal expressed more positive emotions and fewer negative emotions compared to those who used expressive suppression, who displayed an opposing emotional pattern. Study 4 established a connection between reappraisal and improved interpersonal functioning, while suppression was linked to a decline in social interactions. Finally, Study 5 confirmed that cognitive reappraisal was positively associated with well-being, whereas expressive suppression had a negative impact on it.

In the present study, the validity of the scale was established through internal consistency analysis, which involved calculating the correlation coefficients between its items and the overall score. The results illustrating the internal consistency validity are presented below.

Table 5 Correlation Between items and Overall Score

Items number	the overall score	items number	the overall score
1	0.44 **	6	0.51 **
2	0.62 **	7	0.71 **
3	0.41 *	8	0.61 **
4	0.61 **	9	0.74 **
5	0.51 **	10	0.63 **

**Significant at the 0.01 level

Table 5 shows that the correlation coefficients between the items and the overall score of the scale ranged from 0.41 to 0.74, all of which are statistically significant at the 0.01 level. These are strong correlation coefficients, indicating consistency between the items and the total score, which serves as an indicator of validity.

The Cronbach's alpha coefficient was tested for the Emotion regulation questionnaire (ERQ), the results are presented below.

Table 6 Reliability coefficients of the (ERQ)

Dimensions	Reliability Coefficients
cognitive reappraisal	0.92
expressive suppression	0.88
the overall score	0.89

Table 6 shows that the values of the Cronbach's alpha reliability coefficient for the Emotion regulation questionnaire (ERQ) and its dimensions ranged from 0.88 to 0.92, which are considered high values. This indicates that the scale has a high degree of reliability and can be effectively applied.

7.4. Data analysis

To test the hypothesis that "Emotional intelligence affects the emotional regulation strategies of university students," a simple linear regression analysis using SPSS 24 were conducted to assess emotional intelligence as a predictor of emotion regulation strategies. Preliminary analyses were performed to ensure normality and homoscedasticity.

8. Results and discussion

8.1. Results

Normality of Residuals

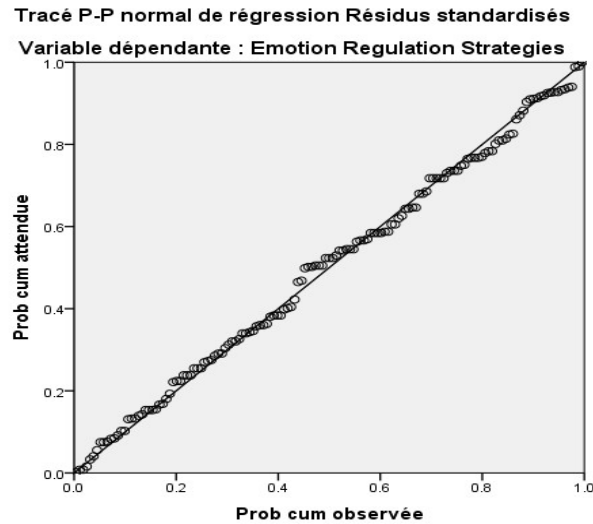


Figure 2 Scatter Plot

The distribution of points appears random and evenly spread around the horizontal axis (zero), with no discernible pattern or funnel shape. This indicates that the variance of residuals remains constant across all levels of predicted values, thereby satisfying the assumption of homoscedasticity. In other words, the regression model does not suffer from heteroscedasticity, which supports the validity of the linear regression estimates.

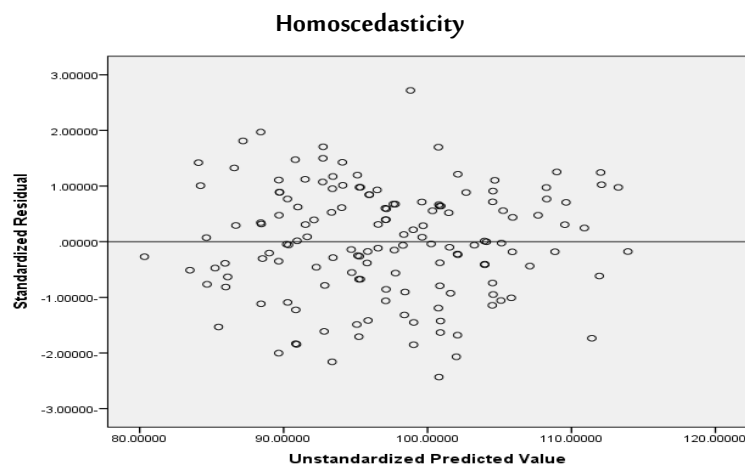


Figure3 Normal probability plot of residuals

The histogram approximated a bell-shaped curve, and the Q-Q plot showed that the majority of residuals aligned closely with the reference line. This suggests that the residuals are approximately normally distributed. Furthermore, over 95% of the standardized residuals fell within the range of -2 to +2, which further supports the assumption of normality. Meeting this assumption strengthens the reliability of statistical inference derived from the regression analysis.

Table7 Descriptive statistics of the study variables

Variable	Mean	Std. Deviation	N
Emotional Intelligence	76.58	6.64	147
Emotion Regulation Strategies	23.59	2.60	147

The descriptive statistics presented in Table 7 indicate that the mean score for emotional intelligence among the university students (N = 147) is 76.58 with a standard deviation of 6.64, reflecting a moderately high level of emotional intelligence and relatively low variability within the sample. This suggests that most participants demonstrate well-developed abilities to perceive, understand, and manage both their own emotions and those of others - a key aspect of adaptive functioning in academic and social settings. Simiarly, the mean score for emotion regulation strategies is 23.59 (SD = 2.60), indicating a moderate and consistent use of strategies such as cognitive reappraisal and expressive suppression. The low standard deviation suggests a homogeneous pattern in how students regulate their emotions, possibly shaped by shared academic experiences or psychological exposure.

Together, these findings imply that the sample possesses relatively strong emotional resources, which may enhance their ability to cope with academic stressors and interpersonal demands. These descriptive insights also establish a meaningful context for interpreting the predictive role of emotional intelligence in the subsequent regression analysis.

Table 8 Emotional intelligence predicting emotion regulation strategies

Variables	B	SE	B	t	p
Constant	10.48	2.42		4.32	.00
Emotional intelligence	0.17	0.03	0.43	5.77	.00

n:147 , R=.43, $R^2=.18$, F=33.30, $p\leq.01$

Emotion intelligence was found as predictor of emotion regulation strategies among students and they explained 18% of total variance ($R^2 = .18, p \leq .01$).

8.2. Discussion

This study explored the relationship between emotional intelligence EI and emotion regulation strategies among a sample of 147 university students. The demographic composition of the sample revealed a balanced academic distribution, with 51.02% of participants enrolled in undergraduate programs and 48.97% in master's programs. In terms of academic specialization, 61.90% of students were from humanities disciplines, while 38.09% were enrolled in scientific fields. This stratification reflects a representative sample of the university population and ensures variability in cognitive, emotional, and academic experiences.

The descriptive statistics indicate a moderately high level of emotional intelligence within the sample ($M = 76.58, SD = 6.64$). This suggests that participants generally possess advanced emotional skills such as emotional awareness, self-regulation, motivation, empathy, and social communication — consistent with Goleman's (1995) conceptualization of EI as a multi-dimensional construct essential for adaptive functioning in personal and academic domains.

Similarly, participants demonstrated a consistent use of emotion regulation strategies ($M = 23.59, SD = 2.60$), particularly cognitive reappraisal and expressive suppression. The low standard deviation for this variable indicates a relatively homogeneous application of these strategies among students, which may be shaped by shared educational environments and similar developmental trajectories. The moderate to high scores in both domains point to a sample with strong emotional competencies, which may serve as buffers against academic stress and social demands.

Linear regression analysis (Table 08) confirmed the hypothesized predictive relationship between emotional intelligence and emotion regulation strategies. Emotional intelligence significantly predicted the use of such strategies ($B = 0.17, t = 5.77, p < .01$), with a moderate correlation ($R = .43$) and an explained variance of 18% ($R^2 = .18$). This indicates that students with higher levels of emotional intelligence are more likely to employ adaptive emotion regulation strategies, particularly cognitive reappraisal.

These results are consistent with previous research by Nozaki and Mikolajczak (2023), who demonstrated that individuals with high trait EI tend to utilize adaptive regulation strategies more frequently and exhibit greater emotional flexibility. Extremera et al (2020) also emphasized that EI contributes to subjective well-being through its influence on the effective use of emotion regulation strategies.

Moreover, this finding supports the transactional model of emotion regulation, whereby EI shapes not only how individuals perceive emotions but also how they respond to emotional challenges. As Perna (2015) suggests, students with high EI are better equipped to engage in self-regulatory behaviors such as persistence, goal-setting, and time management, which are crucial for academic achievement.

Gao and Yang (2023) further highlight the mediating role of emotional understanding in the relationship between trait EI and the selection of regulation strategies. In this context, students with high EI are better able to reinterpret emotionally demanding academic situations constructively, promoting both resilience and sustained engagement.

Furthermore, the ability to understand and manage emotions plays a pivotal role in shaping students' academic performance. Positive emotions - such as enthusiasm and interest - can foster deeper engagement with learning tasks and improve cognitive performance, while negative emotions - such as stress and anxiety - may impair concentration, motivation, and academic persistence (Hafezah & Hafez, 2015; Fisher, 2022). Emotionally intelligent students are more likely to draw on a diverse set of intrapersonal skills to navigate the emotional demands of university life. Emotion regulation, therefore, becomes an integral component of self-directed learning, enabling students to prioritize goals, manage time effectively, and maintain psychological balance.

In practical terms, EI enhances students' ability to recognize and analyze their emotional states, thereby informing their choice of regulation strategies. For instance, students who use expressive suppression may withhold emotional expression in stressful contexts, which could lead to cumulative emotional strain and reduced academic performance. In contrast, those who employ cognitive reappraisal are more likely to reframe academic stressors as opportunities for growth, thus fostering academic resilience and adaptive coping.

However, as Hafizah and Hafiz (2015) caution, the use of cognitive reappraisal does not always guarantee academic success, indicating that the effectiveness of emotion regulation strategies may depend on moderating factors such as personality traits, academic context, or cultural norms- variables that warrant further investigation in future research.

In sum, this study reinforces the notion that emotional intelligence is not merely a static personal attribute but a dynamic psychological resource that empowers students to manage emotional experiences proactively. Through enhanced awareness, flexible strategy use, and reflective insight, students with well-developed EI are positioned to thrive academically and emotionally. These findings underscore the value of integrating EI development into university curricula and student support initiatives, positioning EI as a key component in fostering well-being, self-regulation, and academic perseverance.

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