
PS1048 - Trabajo de fin de Grado**Comparative and correlational study on emotional regulation in rural and urban contexts**

Extended Summary

INTRODUCTION

Emotional regulation is currently defined as the process through which people modify their emotions and behavior in order to achieve goals, adapt to the context or promote individual and collective well-being (Eisenberg and Spinard, 2004 cited in Gómez & Calleja, 2017). In the study by Gross et al. (2006 cited in Sánchez et al., 2008), it is stated that after an exhaustive review of the literature on ER strategies, two strategies were found to be the most commonly used. The first is cognitive reappraisal (CR), which aims to modify the emotional impact of a situation through a cognitive change. Similarly, we find the second strategy, expressive suppression (ES). This involves a way of modulating the emotional response that involves the inhibition of the behaviors that lead to the emotion (Gross & Levenson, 1993 cited in Sánchez et al., 2008).

The aims of the study are:

1. To measure emotional regulation strategies in a population of different age range, gender and environment in which they live.
2. To analyze the differences and correlations between variables and their influence on the use of emotional regulation strategies.

HYPOTHESIS

H1. There is a difference between the emotional regulation strategies of people residing in rural and urban environments. People residing in urban areas will obtain higher scores in the suppression strategy.

H2. There are differences between men/ women/ others in the use of emotional regulation strategies; women are the ones who use reappraisal to a greater extent.

H3. There are significant positive correlations between emotional regulation strategies depending on age. The older the age, the greater the use of the emotional suppression regulation strategy.

METHOD

Regarding the inclusion criteria, the following requirements were established to be part of the sample: (1) being of legal age, (2) residing in an urban (>10.000 inhabitants) or rural (<10.000 inhabitants) setting, and (3) accepting informed consent.

The sample recruitment process had different parts and was carried out in multiple ways. Both the sociodemographic questions and the emotional regulation questionnaire (passed both physically and online). The final N was 302 persons, of whom 208 were women (68,87%) and 94 were men (31.12%), aged between 18 and 90 years ($M = 33,15$; $SD = 16,659$). The sample

was divided into different groups depending on the study variables. Regarding the age variable, the sample comprised 192 participants between 18 and 30 years of age, 87 people between 31 and 60 years of age, and 23 people over 60 years of age answered the survey. In addition, the variable residence was also divided into rural ($n = 81$) or urban ($n = 221$). The questionnaire used to measure ER was the Spanish version of the Emotional Regulation Questionnaire (ERQ; Cabello, Salguero, Fernández-Berrocal & Gross, 2013). This test was initially designed by James J. Gross & Oliver P. John (2003) with the aim of capturing information about the emotional experience following the Process Model (Gross, 1998) subjective of the person.

In order to analyze the differences between sociodemographic variables and their influence on emotional regulation strategies, a comparative and correlational analysis was carried out using SPSS Statistics 29.

RESULTS

First, the type of distribution was analyzed using the Kolmogorov-Smirnov test since the N of the study ($N = 302$) was greater than 50. As shown in Table 1, the parametric statistics showed that the distribution did not follow the normal curve in any of the sociodemographic variables of the study. Likewise, in the main variable, residence environment, the level of significance obtained after analysis was $p = < ,001$ ($p = > 0,05$). Thus, the U-Mann-Whitney test was to be used to look for differences; and in the case of correlations, Spearman was to be used.

The comparisons between both ER strategies in people from rural environments, taking into account the gender variable, showed statistically significant differences in the use of the reappraisal strategy. Given that the level of significance is less than .05 ($z = -2,248$; $p = ,025$), we can affirm that women residing in rural environments use the reappraisal strategy to a greater extent. Likewise, from the value of Z it is assumed that the reappraisal variable has significantly higher values than the suppression strategy. Mean rank values of 44,81 are also observed for the use of reappraisal in women, above men, who obtained a value of 31,96. Similarly, the total Mann-Whitney U value for this strategy was 467,000.

In addition, from a significance level of $p = ,039$, it is affirmed that men who reside in urban places use the RE strategy, reappraisal, more than men who come from rural places. In addition, a value of $Z = -2,062$ was obtained, which indicates that the reappraisal strategy has significantly higher values than the suppression strategy. The average range indicates that men in urban settings who made use of reappraisal was 50,40; significantly higher than those living in rural locations, who obtained a figure of 37,23. In addition, the final value of the Mann-Whitney U test was 593,500.

However, no significant differences were shown between the use of ER strategies between men and women from urban settings, nor between women residing in both settings.

Finally, the correlations between the main variable and the age variable were analyzed with their respective subgroups (1) young adults, comprising individuals aged 18 to 30 years, (2)

intermediate adulthood, where participants aged 31 to 60 years are found, and (3) advanced adults, a group in which all are over 61 years of age; with the two emotional regulation strategies. From Spearman's correlation coefficient ($\rho = ,558$), a moderate positive correlation stands out between the advanced adulthood variable and the suppression ER strategy. This means that as people belonging to the advanced adult group age, it is likely that the use of the emotional regulation strategy of suppression also increases, and vice versa. Furthermore, a bilateral significance level of $p = ,004$ was obtained, indicating that the correlation has statistical significance.

DISCUSSION

The results obtained in the study in relation to the independent variables environment and gender, confirm the acceptance of the first and second hypotheses. In these, it was expected that there would be a difference between the strategies used by residents in both environments (Hypothesis 1), as well as between genders (Hypothesis 2). It was estimated that individuals living in urban areas would score higher on the suppression strategy and that women would use more of the reappraisal strategy. The data show that rural women use the reappraisal strategy to a greater extent.

As for the results regarding the independent variable gender, we studied the possible differences between the use of ER strategies employed by men in both environments. The results show that men who mostly use the reappraisal strategy reside in urban environments. These data allow us to partially accept hypothesis 1, since differences were found between residents of both environments; however, it was expected that suppression would be used in urban environments, and a greater use of reappraisal was shown.

Regarding the results related to the age variable, the correlations performed show similarity with respect to previous literature. As previously mentioned, aging was characterized by an improvement in the ability to control and avoid emotional overload (Lawton et al., 1992 cited in Márquez-González et al., 2008). As observed in the results of Spearman's test, as people belonging to the group of advanced adults age, they mostly employ the suppression strategy; which is characterized by inhibition of behaviors that lead to emotion (Gross and Levenson, 1993 cited in Sánchez et al., 2008), an attitude involved in the avoidance of emotional overloads. Therefore, the third hypothesis of the study is accepted, where positive correlations were expected depending on age.

CONCLUSIONS

Based on the results obtained and the analysis carried out during this study, the following conclusions can be drawn:

- The variables residence environment and gender, act as differentiating factors in the use of emotional regulation strategies. It has been found that women from rural environments make greater use of the reappraisal strategy. It has also been found that this same strategy is used more by men residing in urban settings.

-
- The age variable correlates with the use of the suppression strategy. As people over 60 years of age get older, they employ this strategy exponentially; that is, the older they get, the greater their use.

The main limitation is its small sample; a large asymmetry is observed between the subgroups of variables, so it would be interesting to replicate the research with a more diverse sample in terms of age to increase the validity of the results. The groups should be equated mainly in terms of the age variable, given that the sample used in this study was composed mostly of young individuals, which may limit the generalization of the results to the population as a whole.

INTRODUCCIÓN

Regulación emocional: procesos a través de los cuales las personas influimos en nuestras emociones, controlamos cuándo las experimentamos y cómo las experimentamos y expresamos (Gross, 1999).



Reapreciación cognoscitiva (RC): modificar el impacto emocional que provoca una situación a través de un cambio cognoscitivo (Gross et al., 2006).



Supresión expresiva (SE): modular la respuesta emocional inhibiendo las conductas que llevan a la emoción (Gross y Levenson, 1993 citado en Sánchez et al., 2008).

OBJETIVOS



Medir las estrategias de **regulación emocional** en población de diferente **género, edad y entorno** en el que viven.



Analizar las **diferencias y correlaciones** entre las variables y su influencia en el uso de las estrategias de regulación emocional.

HIPÓTESIS

H1. Hay **diferencias** entre las estrategias de RE de residentes en ambos **entornos**. Las personas de zonas urbanas obtendrán puntuaciones mayores en supresión.

H2. Existen **diferencias** entre **hombres/ mujeres/ otros** a la hora de emplear estrategias de regulación emocional; siendo las **mujeres** las que emplean la **reapreciación** en mayor medida.

H3. Existen **correlaciones** positivas significativas entre las estrategias de regulación emocional dependiendo de la **edad**.

MATERIALES

Cuestionario de Regulación Emocional (ERQ; Cabello, Salguero, Fernández-Berrocal & Gross, 2013).

MÉTODO

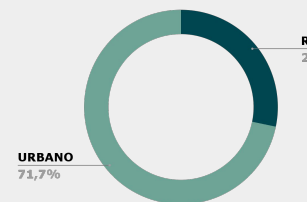


Figura 1. Porcentajes de muestra según el lugar de residencia.

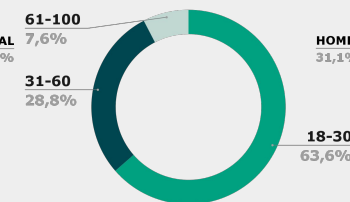


Figura 2. Porcentajes de muestra según la edad.

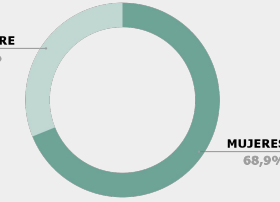


Figura 3. Porcentajes de muestra según el género.

PROCEDIMIENTO

Recogida de muestra híbrida:

Presencial: visita a diferentes pueblos de la Provincia de Castellón.

Online: Cuestionario de Google Forms.

RESULTADOS

ENTORNO RURAL

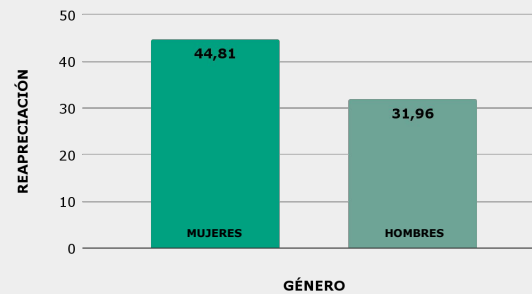


Figura 4. Diferencia entre el uso la estrategia de reapreciación en hombres y mujeres de entornos rurales.

HOMBRES

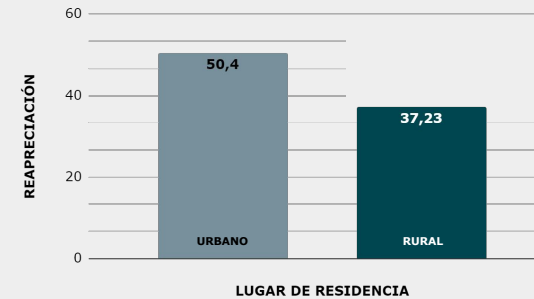


Figura 5. Diferencia entre el uso de la estrategia de reapreciación en hombres de lugares urbanos y rurales.

			Supresión
Rho de Spearman	Aduldez avanzada	Coefficiente de correlación	,558**
		Sig. (bilateral)	,004
		N	25

Figura 6. Correlación entre la estrategia de regulación emocional supresión y la variable edad (aduldez avanzada).

DISCUSIÓN Y CONCLUSIONES



Hipótesis 1: se **acepta parcialmente** dado que la reapreciación es utilizada mayormente por hombres urbanos y por mujeres rurales.



Hipótesis 2: se **acepta** totalmente. Existen diferencias en el uso de las estrategias dependiendo del género.



Hipótesis 3: se **acepta** totalmente. Los participantes pertenecientes al grupo aduldez avanzada, a medida que envejecen, utilizan más asiduamente la supresión.



Limitación 1: tamaño de la muestra. Asimetría entre variables.



Limitación 2: diversidad de género. No representación de género no binario.



Limitación 3: no generalización y comprensión de variables geográficas.



Limitación 4: nivel de eficacia de las estrategias y/o calidad de la RE.

REFERENCES

- Aguilera-Reyes, U., Venebra-Muñoz, A., García-López, G. I., & Orozco-Vargas, A. E. (2021). Versión en Español del Emotion Regulation Skills Questionnaire: Análisis de su Fiabilidad y Validez. *Revista Iberoamericana de Diagnóstico y Evaluación-e Avaliação Psicológica*, 4(61), 189-203.
- Andrade, P. y Betancourt, D. (2008). “Prácticas parentales: Una medición integral”. En S. Rivera-Aragón, R. Díaz-Loving, R. Sánchez-Aragón, e I. Reyes Lagunes, (2008). *La Psicología Social en México*. Volumen XII. México: AMEPSO, 561- 565.
- Aragón, R. S., & Díaz-Loving, R. (2009). Identificación de las estrategias de regulación emocional para la frustración y el enojo, mediante una medida psicométrica. *Revista Mexicana de Investigación en Psicología*, 54-69.
- Bataz, A. E. E., Espinosa, M. Á. M., & Azamar, V. H. V. (2020). Prácticas parentales en la regulación emocional de adolescentes. *Revista Electrónica de Psicología Iztacala*, 23(1), 400.
- Beck, J., Liese, B., & Najavits, L. (2005). Cognitive therapy. En R. Frances, S. Miller, & A. Mack (Eds.), *Clinical textbook of addictive disorders*. Nueva York: Guilford Press.
- Cabello, R., Salguero, J. M., Fernández-Berrocal, P., & Gross, J. J. (2013). A Spanish adaptation of the emotion regulation questionnaire. *European Journal of Psychological Assessment*.
- Clemente, R., & Adrián, J. (2004). Evolución de la regulación emocional y competencia social. *Revista electrónica de motivación y emoción*, 7(17-18).

- Extremera, N., Fernández-Berrocal, P., & Durán, A. (2006). Cuestionario de Evaluación de la Regulación Emocional (CERE). Universidad de Málaga, España.
- Ferres, M. A., de Luna, E. B., & Sánchez, M. J. (2018). Estudio sobre la inteligencia emocional y los factores contextuales en estudiantes de cuarto de educación primaria de la provincia de Granada. *Revista de Investigación Educativa*, 36(1), 141-158.
- Fuica, P., Lira, J., Alvarado, K., Araneda, C., Lillo, G., Miranda, R., ... & Pérez-Salas, C. P. (2014). Habilidades cognitivas, contexto rural y urbano: comparación de perfiles WAIS-IV en jóvenes. *Terapia psicológica*, 32(2), 143-152.
- Gázquez, J. J., Pérez-Fuentes, M. C., Díaz-Herrero, Á., García-Fernández, J. M., & Inglés, C. J. (2015). Perfiles de inteligencia emocional y conducta social en adolescentes españoles. *Psicología Conductual*, 23(1), 141.
- Giuliani, M. F., & Arias, C. (2010). Regulación emocional en la vejez. Estudio comparativo por género. In Comunicación presentada al 11º Congreso Virtual de Psiquiatría. *Interpsiquis*.
- Gómez Pérez, O. I., & Calleja Bello, N. (2017). Regulación emocional: Escalas de medición en español [revisión psicométrica]. *Revista Iberoamericana de Psicología issn-l:2027-1786*, 10 (2), 183-191.
- Gutiérrez Chacón, E., Moral Benito, E., & Ramos, R. (2020). Tendencias recientes de la población en las áreas rurales y urbanas de España. *Documentos Ocasionales/Banco de España*, 2027.
- Kinkead Boutin, A. P., Garrido-Rojas, L., & Uribe Ortiz, N. (2011). Modalidades evaluativas en la regulación emocional: Aproximaciones actuales.

- Limonero, J. T. y Gómez-Romero, M. J. (2012). Reacciones emocionales ante la adversidad. En A. Sáinz y L. Nomen (dirs.), *“Tratando... situaciones de emergencia”* (pp. 53-72). Madrid: Pirámide.
- Limonero, J. T., Tomás-Sábado, J., Fernández-Castro, J., Gómez-Romero, M. J., & Ardilla-Herrero, A. (2012). Estrategias de afrontamiento resilientes y regulación emocional: predictores de satisfacción con la vida. *Behavioral Psychology/Psicología Conductual*, 20(1).
- López-Pérez, B., Fernández-Pinto, I., & Márquez-González, M. (2008). Educación emocional en adultos y personas mayores. *Electronic Journal of Research in Education Psychology*, 6(15), 501-522.
- Luthar, S. S. (1993). Annotation: methodological and conceptual issues in the study of resilience.. *Journal of Child Psychology and Psychiatry*, 34, 441-453.
- Márquez-González, M., De Trocóniz, M. I. F., Cerrato, I. M., & Baltar, A. L. (2008). Experiencia y regulación emocional a lo largo de la etapa adulta del ciclo vital: análisis comparativo en tres grupos de edad. *Psicothema*, 20(4), 616-622.
- Monreal-Gimeno, C., Macarro, M. J. M., & Muñoz, L. V. A. (2001). El adulto: etapas y consideraciones para el aprendizaje. *Eúphoros*, (3), 97-112.
- Moral, G., & Hervás, G. (2017). Regulación emocional aplicada al campo clínico.
- Nebot-Prat, Ú. A., Cifre, E., Jara Jiménez, P., & Pastor, M. C. (2017). Regulación emocional e identidad de género: Un análisis más allá del sexo.

- Olhaberry, M., & Sieverson, C. (2022). Desarrollo socio-emocional temprano y regulación emocional. *Revista Médica Clínica Las Condes*, 33(4), 358-366.
- Pérez Díaz, Y., & Guerra Morales, V. M. (2014). La regulación emocional y su implicación en la salud del adolescente. *Revista cubana de pediatría*, 86(3), 368-375.
- Pérez-Sánchez, J., Delgado, A. R., & Prieto, G. (2020). Propiedades psicométricas de las puntuaciones de los test más empleados en la evaluación de la regulación emocional. *Papeles del psicólogo*, 41(2), 116-124.
- Pineda, D., Valiente, R. M., Chorot, P., Piqueras, J. A., & Sandín, B. (2018). Invarianza factorial y temporal del Cuestionario de Regulación Emocional (ERQ). *Revista de Psicopatología y Psicología Clínica*, 23(2), 109-120.
- Ribot, Théodule. *La psychologie des sentiments*. Alcan, 1905.
- Rodríguez-Carvajal, R., Moreno-Jiménez, B., Rivas Herмосilla, S. D., & Herrero Lázaro, M. (2011). Recursos personales positivos en la relación con el paciente: las Estrategias de regulación emocional. *Norte de salud mental*.
- Rothbart, M. K., & Derryberry, D. (1981). Theoretical issues in temperament. In *Developmental disabilities* (pp. 383-400). Springer, Dordrecht.
- Ruiz, E., Salazar, I. C., & Caballo, V. E. (2012). Inteligencia emocional, regulación emocional y estilos/trastornos de personalidad. *Behavioral Psychology*, 20(2), 281-304.
- Sánchez Aragón, R., Díaz Loving, R., & López Becerra, C. (2008). Medición de la auto-eficacia en el uso de estrategias de regulación emocional. *Revista Electrónica de Psicología Iztacala*, 11(4).

Santas Bona, J. F., López Mata, L., Lozano Lapiedra, L., & Cifre, E. (2015). Regulación Emocional y Calidad de Vida en mayores. Un estudio piloto.

Sinclair, V. G. y Wallston, K. A. (2004). The development and psychometric evaluation of the Brief Resilient Coping Scale. *Assessment, 11*, 94-101.

Thompson, Ross A. "Emotion regulation: A theme in search of definition." *Monographs of the society for research in child development* (1994): 25-52.

Urzúa, A., Caqueo-Urizar, A., Araya, G., Celedón, C., Lacouture, N., Quiroz, L., & Guzmán, M. (2016). Calidad de vida y dificultades de regulación emocional en la vida adulta. *Revista Argentina de Clínica Psicológica, 25*(2), 135-144.

Vargas Gutiérrez, R. M., & Muñoz-Martínez, A. M. (2013). La regulación emocional: precisiones y avances conceptuales desde la perspectiva conductual. *Psicología USP, 24*, 225-240.

Zacarías-Salinas, X., y Andrade-Palos, P. (2014). Una Escala para evaluar Prácticas Parentales que promueven la Conducta Prosocial en Preadolescentes. *Revista Iberoamericana de Diagnóstico y Evaluación - eAvaliação Psicológica, 2*(38), 117-135.