

Extended Summary

Relationship between Emotional Management, Age, and Leisure Activities in Nature

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INTRODUCTION

Adolescence is a period marked by numerous psychological changes (Sánchez-Gómez et al., 2020). To provide context, it is necessary to clarify why leisure in nature represents a space for human development in the young population. According to Cuenca (2011, 2014), making leisure experiences valuable involves conceptual, attitudinal, and structural changes. It requires moving away from consumptive leisure and working towards experiential leisure, understanding this as surpassing the notions of leisure that imply considering it synonymous with activity or free time and emphasizing the quality of experiences it triggers (Monteagudo et al., 2017). This approach demands recognizing that not all experiences and, therefore, not all manifestations of youth leisure contribute equally to personal and social development (Cuenca, 2015; Monteagudo, 2008).

By observing the impact that many of these leisure activities in natural environments have on psychological well-being, we aim to reaffirm the studies by Capaldi et al. (2014), which indicate that connection with the environment is linked to the sensation of happiness and subjective well-being.

This project focuses on the relationship between three variables: emotional management (DV), leisure activities in the natural environment (IV1), and the age of participants (IV2). According to Jones (2013), emotional management is crucial in the socio-emotional development of students and fostering a favorable learning environment, promoting self-awareness, self-regulation, and empathy, which are key aspects for academic and personal success.

Additionally, nature is an important aspect of daily life and a determining factor in the future of global development. While we focus on its benefits for individuals, we observe that since Ulrich's study (1984), it has been clear that exposure to natural environments can reduce stress and anxiety levels, thus promoting emotional well-being and physical recovery. Despite this idea being reaffirmed over the years, it has often been overlooked.

Nature is not only beneficial but, in conjunction with its care, can lead to improvements ranging from psychological well-being to actions addressing the environmental crisis. By engaging in leisure activities, we develop ecological awareness.

OBJECTIVES AND HYPOTHESES

The main objective of this study is to analyze the relationship between the personal variable of emotional management and leisure activities in natural environments, considering their relationship with the age of the participants, specifically young people between 12 and 24 years old, considering their integration as a functional tool to improve their quality of life.

Hypothesis 1 (H1): A positive and significant relationship between emotional management and leisure activities in nature is predicted.

Hypothesis 2 (H2): A positive and significant relationship between the age of the participants (12-17 or 18-24) and leisure activities in nature is predicted.

Hypothesis 3 (H3): A positive and significant relationship between emotional management and the age of the participants is predicted.

METHODOLOGY

The study was conducted with a random sample of 164 young students from Jaume I University, located in Castellón de la Plana, and from the IES Borriol Institute, situated in the town of Borriol. The ages of the students range from 12 to 24 years, with two distinct age groups: 12-17 and 18-24. The sample consists of 37.2% male and 62.8% female participants.

Regarding the procedure, a single test was conducted, developed by the researchers to cover the variables previously explained. The questionnaire was based on the use of the "Trait Meta-Mood Scale (TMMS-24)" for emotional management in young people. This scale is an adaptation by Fernández-Berrocal, P., Extremera, N., and Ramos, N. (2004) of the "Trait Meta-Mood Scale (TMMS-48)" by Salovey, Mayer, Goldman, Turvey, and Palfai (1995), and was validated in the Spanish population by Fernández-Berrocal, Extremera, and Ramos (2004). This scale used Likert scale items to score responses.

On the other hand, the frequency and distribution of outdoor leisure activities during the week were measured through a diary-style data collection with basic questions such as: "How often do you like to be in nature (countryside, mountains, river, beach) during the week?".

RESULTS

For H1, no significant relationship was found between emotional management and leisure activities in nature ($r = 0.123$, $p = 0.116$), indicating that emotional management does not appear to be directly related to participation in nature-based leisure activities. Factors such as the frequency and type of nature activities could vary considerably among participants, diluting any potential effect.

For H2, no significant relationship was found between nature activities and the age of participants, suggesting that the factors influencing participation in nature activities are not directly related to the age of individuals in this specific sample.

For H3, a positive and significant relationship was found between emotional management and age ($r = 0.413$, $p < 0.001$), consistent with the literature. This finding is important because it highlights the developmental nature of emotional management, suggesting that interventions aimed at improving these skills can be particularly effective at younger ages.

DISCUSSION AND CONCLUSION

The findings of the study revealed a positive and significant correlation between emotional management and the age of the participants, although some correlations with other variables were low and not significant. This is consistent with previous research suggesting that the ability to manage emotions improves with age and experience, as observed in the studies by Martínez and Martínez (2021).

However, the correlations between emotional management or age and leisure activities in nature were not significant. These results differ from some previous research that has highlighted the psychological benefits of contact with nature (Capaldi et al., 2014; Ulrich, 1984). This discrepancy could be explained by the complexity of the variables involved and the possible influence of factors not measured in this study (individual, socioeconomic, cultural factors).

In conclusion, although not all initially proposed hypotheses could be confirmed, this study provides valuable insight into the relationship between emotional management and age in young people, highlighting the importance of early interventions in developing these skills. These results indicate the need for additional studies with larger and more diverse samples and the incorporation of additional variables to obtain a more comprehensive understanding of these relationships.

RELACIÓN ENTRE GESTIÓN EMOCIONAL Y NATURALEZA EN JÓVENES

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INTRODUCCIÓN

La adolescencia es un período marcado por multitud de cambios psicológicos (Sánchez-Gómez et al. 2020). Estudios previos sugieren que el ocio en la naturaleza supone un espacio de desarrollo humano, y presenta un gran impacto en el bienestar de este.

Capaldi et al (2014), afirman que la conexión con el ambiente se vincula con la sensación de felicidad y bienestar subjetivo; mientras que Ulrich (1984) tenía claro que la exposición a entornos naturales puede reducir los niveles de estrés y ansiedad, promoviendo así el bienestar emocional y la recuperación física.

La naturaleza no solo es un beneficio, sino que en conjunto con su cuidado puede generar mejoras desde el bienestar psicológico hasta las acciones para la crisis medio ambiental.

OBJETIVO

Estudiar la relación entre la gestión emocional, la satisfacción vital y las actividades de ocio en la naturaleza en jóvenes.

- H1: Se predice una **relación positiva y significativa** entre la **gestión emocional** y las **actividades de ocio en la naturaleza**.
- H2: Se predice una **relación positiva y significativa** entre la **Edad de los participantes (12-17 o 18-24)** y las **actividades de ocio en la naturaleza**.
- H3: Se predice una **relación positiva y significativa** entre la **gestión emocional** y la **Edad de los participantes (12-17 o 18-24)**

MUESTRA

METODOLOGÍA

- 164 jóvenes, 62,8% H y 37,2% M
- Entre 12 y 24 años, 12-17 y 18-24
- Universidad Jaume I e Instituto IES Borriol

MATERIALES

- Gestión Emocional: Trait Meta-Mood Scale (TMMS-24)
- Naturaleza: recogida a modo de diario.

ANÁLISIS ESTADÍSTICO

SPSS

- Pruebas de normalidad
- Bivariadas Pearson

RESULTADOS

	Estadístico	gl	Sig.
GestionEmocional	,050	161	,200 ^a
ActividadesNaturaleza	,063	161	,200 ^a
Edad	,345	161	<,001

^a. Esto es un límite inferior de la significación verdadera.

Tabla 1: Pruebas de normalidad Kolmogorov-Smirnov en pruebas no paramétricas.

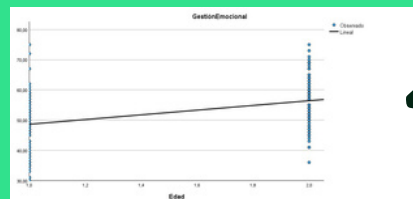


Figura 1: gráfico de dispersión Gestión Emocional- Edad

	Correlación de Pearson	Sig. (bilateral)	95% de intervalos de confianza (bilateral) ^a	
			Inferior	Superior
GestiónEmocional - ActividadesNaturaleza	,123	,116	-,031	,272
GestiónEmocional - Edad	,413	<,001	,277	,533
ActividadesNaturaleza - Edad	,054	,496	-,101	,206

Tabla 3: Correlación entre variables GE-E y AN-E

Los resultados sugieren que existe una relación positiva y significativa entre la Gestión Emocional y la Edad, pero no entre las otras variables.

DISCUSIÓN

Mediante los datos obtenidos **NO se pueden afirmar todas las hipótesis establecidas**, por tanto, **NO existe una relación significativa y positiva de todas nuestras hipótesis planteadas, solamente se afirma la correlación entre la Gestión emocional y la Edad.**

Sigue la línea de otros estudios como: **¿Cómo evoluciona la inteligencia emocional con la edad en hombres y mujeres?** María Dolores Martínez Marín & Carmen Martínez Martínez (2021)

CONCLUSIÓN

Valiosa información sobre la relación entre la gestión emocional y la edad en jóvenes.

Continuar la investigación con el objetivo de diseñar intervenciones que promuevan actividades de esta índole para trabajar la gestión emocional de los jóvenes y la conciencia hacia el medioambiente (ODS).

PROPUESTAS FUTURAS



Diseño longitudinal



Aumentar tamaño muestra



Variables Moderadoras

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