

**THE ROLE OF PARENTS IN THEIR CHILDREN'S EMOTION
REGULATION IN COLOMBIA**

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Abstract

Emotion regulation is a fundamental process influencing how individuals navigate their emotional well-being and interpersonal interactions. This study delves into the role of parents in shaping children's emotion regulation, exploring the relationship between children's and parents' emotion regulation strategies, family support perceptions, and cultural influences. Employing a well-established online survey encompassing diverse cultural contexts, the study uncovers a positive relationship between children's and parents' emotion regulation strategies, emphasizing the pivotal role of parental involvement. Additionally, it identifies a strong correlation between children's and parents' perceptions of maternal support, underlining the significance of familial support dynamics. Cultural analysis reveals distinct trust-related factors but no significant impact on emotion regulation strategies for both children and parents. This research underscores the importance of parental awareness and engagement in supporting their children's emotional development, offering valuable insights for parenting education and family therapy.

Keywords: Emotion regulation, Parent-child relationship, Family support, Cultural influences, Parenting education.

Content

1. Chapter 1: Emotion Regulation	7
1.1 Emotion Regulation in Middle Childhood	9
1.2 Emotion Regulation strategies.....	13
1.3 Importance of Emotion Regulation	14
1.4 Factors that influence Emotion Regulation	15
2. Chapter 2: Emotion Regulation and Parents.....	20
2.1 Bronfenbrenner`s bioecological model	20
2.2 The role of parenting in Emotion Regulation	23
2.3 Transgenerational Family dynamics	28
3. Chapter 3: Emotion Regulation and Culture	31
3.1 Cultural Variations in Emotion Regulation	31
3.2 Emotion Regulation in the Colombian context	34
4. Chapter 4: Method.....	38
4.1 The present study	38
4.2 Research questions	40
4.3 Participants	42
4.4 Procedure	43
4.5 Ethical Considerations	45
4.6 Measures.....	46
4.7 Data Analyses plan	49
5. Chapter 5: Results	51
5.1 Emotion regulation in children and their parents.....	51
5.2 Perceived family support by children and their parents.....	53

5.3 Identifying profiles of different trust in the Colombian government and country.....	56
6. Chapter 6: Discussion	61
6.1 Emotion regulation in children and their parents.....	61
6.2 Perceived family support by children and their parents	62
6.3 Identifying profiles of different trust in the Colombian government and country.....	63
6.4 Emotion regulation, family support and culture in Colombia.....	64
6.5 Limitations and Recommendations	
7. Chapter 7: Conclusions.....	
8. References.....	
9. List of Annexes	

CHAPTER 1

Emotion Regulation

Emotions are amazingly helpful. They attend important and crucial functions since they “direct attention to key features of the environment, optimize sensory intake, tune decision making, ready behavioral responses, facilitate social interactions, and enhance episodic memory” (Gross, 2015, pp. 3). In other words, emotions prepare us for action, help us on our decision making, on our judgment of the environment or the context that surround us, and provide us with hints about other’s intentions (Gross, 1998 as cited in Macklem, 2008). However, emotions can be as helpful as they can be harmful when experienced in a “wrong” type, intensity, or duration since they can involve positive or negative affections as well as specific goals that lead towards taking action or behaving in a certain way (Gross 2015). According to the author, is at such moments when, by increasing, decreasing, or maintaining them, we attempt to regulate our emotions.

In this order of ideas, the process of emotion regulation refers to the activities engaged in shaping which emotions people have, when they have them and how they experience or express them (Gross, 2015). Definition which facilitates the understanding of the differences present not only in the nature and intensity of the experienced emotions, but also on the variable responses in which, according to their motivations, people can react to them and successfully up- or down-regulate both strong positive and negative emotions (Roth et al., 2019).

Thompson (1994) offered one of the first definitions to the concept of Emotion Regulation which has been maintained over the years as the starting point for research and has result, after several compliments added, as a “series of internal and external, conscious

and unconscious, voluntary and involuntary processes, responsible for evaluating and modifying emotional responses in their physiological, cognitive and behavioral component processes, always with the goal of achieving personal goals and fulfilling social acceptance” (Sabatier et al., 2017, pg.77-78). Definition which, according to the just mentioned authors and initially to Zeman et al. (2006), has remain over time due to the next 4 reasons: 1) It allows to explain the **universality** of many characteristics of emotional behavior while also taking into account the **cultural components** in determining the methods of regulation; 2) It allows to consider not only the processes of **self-management** but also the **external processes** (such as when parents manage their children’s emotional experiences to promote well-being or socialize appropriate behaviors); 3) It takes into consideration the fact that emotions can be **regulated in different ways**; 4) It explains better how, whether the outcome of the regulation is consider **adaptive or maladaptive**, it depends on the specific **social demands** for each situation.

Over time, Gross (2015) eased the understanding of the concept of emotion regulation through its three core features: the ER goal, the ER strategy, and the ER outcome. Understanding the “goal” as what people tries to accomplish, the “strategy” as the processes engaged in order to achieve it, and the “outcome” as the consequences of regulating emotions by using that particular strategy and achieving that particular goal.

Despite the constant debates on one specific ER definition, the agreement has been found on “the association of different emotions with distinctive goals, as well as with relevant attentional processes, situational appraisals, action tendencies, patterns of physiological and neurobiological activity, expressions, and subjective experience” (Thompson, 2011, pp 55). In general, all the conceptualizations agree on multiple processes that are synchronized, including the physiological components, the cognitive components,

and the behavioral changes (Sabatier, 2017). As well as the functional roll of ER, acknowledging it as the respond to people's specific ambitions and desire of its proper achievement.

1.1 Emotion Regulation in Middle Childhood

Development of Emotion Regulation

As human beings we learn to regulate our emotions in “a gradual and continuous progress that starts at birth with a total dependence on caregivers for emotional management until adulthood when the individuals gain independence and responsibility in their own processes of emotional management” (Sabatier et al., 2017, Development of regulatory processes, parr. 1)

During childhood and adolescence, the acquisition of skills for modulating emotional responses is narrowly related to the maturation of neurophysiological systems and biological structures, allowing together the achievement of diverse levels in physiological, cognitive, and behavioral dimensions (Sabatier et al., 2017). At the same time, the authors underline the fact that particular features of the context of child and adolescent development usually stimulate or hinder the skills that lead to the emotional expression.

The transition between childhood and adolescence may be a particularly significant period to study socialization processes since, during this period, children develop even more emotional awareness and regulatory skills implying that parents must adjust their socialization strategies as well (Rogers et al., 2016). From the age of 8 until age of 12, when reaching greater social and emotional independence, children's regulation strategies change from being mainly behavioral to a more cognitive approach that allows controlling and regulating better the emotionally arousing experiences (Orgilés et al., 2018).

Sabatier et al. (2017) present several highlights or indicators at each age which demonstrate the course of emotional development as shown in **table 1**, helping us to have a better idea on the skills that children should reach in the general emotional and cognitive basis and, though, on the “expected” reflected behaviors in their different contexts.

Table 1

Emotional development in middle childhood

Age	Description
7 - 8	During this period there is a huge change at a cognitive level since children are now capable of thinking in a less egocentrically way, which means there is awareness of the different points of view and, though, different emotional reactions for everyone. This cognitive ability allows them to understand that there is no obligation for expressing all their emotions and that in some situations is better to hide feelings or managing them even to the point of expressing an emotion different than the one that is being experienced. facing a problematic situation, children look for parents, friends, and teachers’ support and are able to use verbal strategies as well to verbalize and prioritize conciliation before than aggression. This means that at this age an intentional selection of coping strategies is achieved, implying well-developed skills of self-regulation.
9- 10	Being able to demonstrate emotional responses and behaviors in a socially appropriate way is a significant indicator of emotional development. During this period children’s ER is influenced by cultural expectations, and they realize which emotions are better received in certain social settings and how to control them accordingly. Then, emotional processes change from external to internal by using cognitive strategies like reappraisal, acceptance of the situation, planning and distraction, as well as emotional responses such as blaming themselves or/and others, ruminating, and having

catastrophic thoughts. At this point they can manage better their emotions, consider their needs, and choose coping strategies in a culturally appropriate way by their own.

11- 13 These young adults give more importance to the perception of others about themselves, and they concern more about their social status. Consequently, they experience higher levels of stress and emotional arousal when being in presence of peers since the possibility of being negatively evaluated affects their cognitive control and reduces their self-regulatory capacity, their assertiveness and decision making of strategies. These difficulties have been also associated with a higher occurrence in risk behaviors like substance use, sexual behaviors, and others.

2 *Note.* Information took from a recompilation of studies made in (Sabatier et al., 2017).

Emotional competencies in middle childhood

During middle childhood, peer relationships become more salient and with them the motivation to “inhibit prepotent emotional responses, develop empathy for others, identify alternative perspectives, understand others ‘emotional experience, and, as a result, reappraise to manage their emotions and facilitate friendships” (Riediger & Bellingtier, 2022, pp. 115). The same authors state that, due to the significant cognitive skill development during this age period, children respond to emotional experiences in a more thoughtful and careful manner, being less impulsive and more strategic with their emotions. Moreover, they still require external support and ideal circumstances since they might have difficulties with managing strong emotions, heavy cognitive loads and with reducing emotional arousal (Riediger & Bellingtier, 2022).

Several authors like Callear et. Al (2016) and Olhaberry & Sieverson (2022) reaffirm Macklem’s (2008) postulation that students at this gap age must be able to

experience emotions managing to down-regulate them without getting overwhelmed, as well as they must also learn to do it in a socially appropriate way without disrupting the ongoing interactions. Maintaining control when making a mistake, when disagreeing during a conversation, when getting a low grade or when being reprimanded by an authoritative adult, are some of the examples mentioned by the author to identify good regulation abilities. Capacity which involves the use or development of flexible and appropriate strategies while modulating emotional responses in order to achieve the individual goals as well as the demands of the environment (Olhaberry & Sieverson, 2022). By the age of 7, when most children have developed the cognitive complexity needed to be able to think of themselves and others in terms of mental states, they should be already capable of imagining and representing other's mental perspectives and identifying the consequences of their behavior. The development and integration of skills such as attention, inhibitory control and representational skills contribute to a greater achievement of self-regulatory skills, which then favors the ability to respond to the cognitive and social demands of the school context (Olhaberry & Sieverson, 2022).

On that basis, the authors arrive to the conclusion that children who succeed on adequately managing their socioemotional behaviors are usually considered competent and better prepared to deal with reality, while those who present difficulties in doing so are often perceived as problematic. Additionally, difficulties in children's emotional regulation constitute a transdiagnostic risk factor for different mental health disorders, requiring special attention to understand and address them (Olhaberry & Sieverson, 2022).

1.2 Emotion Regulation Strategies

Gross's process model of affect regulation details how specific strategies can be differentiated along the timeline of the emotional response. This model, defined in Gross's previous works (1998b, 1999, 2002) and in the recent model (2015), helps us understand how these strategies fit into the timeline of emotional responses. The central idea of this model is that the effectiveness of these strategies depends on when they are used during the emotional process. At the most basic level, we distinguish between two types: antecedent-focused and response-focused strategies. *Antecedent-focused* methods are those applied before emotions fully take hold, influencing our behavior and physiological responses. They include tactics like selecting or modifying the situation, deploying our attention, and making cognitive changes, often referred to as **cognitive reappraisal**. In contrast, *response-focused* strategies are actions taken once an emotion is already in motion, and our behavioral and physiological responses have been triggered, commonly known as **suppression**.

Research into reappraisal, which involves changing how we see an emotionally charged situation to boost positive feelings or reduce negative ones, has often shown it to be a successful way to manage emotions. On the contrary, Gross (2015) explains that in situations where someone is gripped by immediate and intense fear or panic, like public speaking, facing snakes, or heights, the quick fix may appear to be distraction or suppressing negative thoughts and feelings. Various theories about managing emotions suggest that deliberately redirecting one's attention away from negative thoughts can help control negative feelings (Gross, 2015). However, it's important to note that although efforts to suppress negative emotions may work at times, significant research indicates that it can also backfire, prolonging and intensifying an individual's emotional reactions.

The decision of whether to employ antecedent or response-focused emotion regulation strategies can significantly shape our experiences in various situations, ultimately influencing our development in managing emotions. It's worth noting that this choice might not always be conscious, but it nonetheless plays a pivotal role in determining the outcomes and effectiveness of our emotion regulation efforts.

1.3 Importance of Emotion Regulation

The study of emotion regulation (ER) has become a great topic of interest in the academic fields of behavioral cognitive psychology as evidenced by work in biological, cognitive, developmental, social, and other important domains (Sabatier et al., 2017). By understanding ER as a sign and simultaneously as an explanation for adaptive psychosocial functioning, it has become a common goal for parents, educators, and clinicians to achieve and maintain the children's health. Its development has become one of the central goals of early socialization due to its relevance on the social competences, the academic achievements and specially on psychological well-being (Gross, 2015).

Emotions can either facilitate or disrupt problem solving, organize or interfere with different processes, and build or damage relationships. This is why several authors continue to agree with Macklem (2008) on the fact that these two-way interactions create the need to help children learn to regulate their emotions; not only because of their cruciality on school success and personal satisfaction, but also because it acts as a powerful social mediator that guarantees success in their interpersonal relationships, in coping with problematic situations, reaching their goals, adapting successfully and in a resilient way, and, basically, in every child's psychological adjustment (Sabatier et al., 2017).

It is known that, in order to adapt, grow and develop satisfactorily, the ability to experience different emotions (and being able to modify them) is key, since it allows us to recognize changes in ourselves and in our environment, to react to events that could interfere with our well-being, and to face and resolve problematic situations (Bariola, 2011). Emotion regulation is vital for positive functioning, and, at the same time, its absence can really compromise functioning. Being all this information why identifying factors that influence the development of ER may be integral to the prevention and treatment of different difficulties and psychopathologies (Bariola, 2011), as well as one of the most powerful tools on determining the course of adult life.

1.4 Factors that influence Emotion Regulation

Consistent with a wider understanding of the emotional development that was mentioned before, emotion regulation can either occur through the influence of other people or through the individual's own efforts; being both extrinsic and intrinsic processes important. As stated by Gross (2015), from birth children's emotional lives and decisions are made by others and, even when children start having later independence on these processes, these first influences strongly remain in several ways throughout their life. According to the author, this "extrinsic influences on emotion regulation can be either facilitative (i.e., those that assist the child in emotional self-control) or hindering (i.e., those that impair the child's emotional self-control), with the latter occurring often in contexts of family disruption" (Gross, 2015, pp. 174). Meaning that, even if these come as intentionally managing the child's emotions or as non-expected results from adults' behaviors or dynamics, there are surely certain features of the context in which children develop that might promote or hinder their emotional skills.

Neurobiological. When it comes internal factors, the focus is not only on cognitive, behavioral and emotional domains but it also has to do with neurological, genetic and temperament influences. During childhood and adolescence, the acquisition of modulating skills is narrowly related to the maturation of neurophysiological systems and biological structures that allow us to achieve different levels in physiological, cognitive and behavioral domains (Sabatier et al., 2017). It is on the synchronization of all these different systems (including selective attention, assessment of situations, motor processes to prepare for action, among others) that ER is achieved. With the progressive maturation of the prefrontal regions of the brain and its brain systems, children become more capable of managing their feelings, impulses and their behavior in a deliberate way (Gross, 2015).

Sociocultural context. There is a common emphasis on ER research about the huge impact of the sociocultural context and the family environment as pillars in the development of ER skills. Several studies have come to the conclusion that contextual factors like poverty and violence negatively affect the physical and emotional child development (Sabatier et al., 2017). Information that has established a direct relation on how growing up in poverty leads, not only to the evident major nutritional deficiencies and more regular health issues in comparison with those kids not economically disadvantaged, but also to children with a decreased success in school and more learning difficulties (Sabatier et al., 2017).

Along with poverty, the same authors point on the extensive research that highlights the elevated levels of violence (present in conflicting family or community environments) as major obstacles on the ER skills 'development in children. It has been demonstrated that growing up in poor and violent environments results in less access to social, educational and personal development opportunities and, consequently, to a higher exposure to street

and domestic violence, residential instability, drug abuse and negative life models, which all sums up to interfere as well in the general well-being and emotional development like deficits in recognition, expression and understanding of their own and other's emotions (Sabatier et al., 2017). Among the consequences, the authors also mentioned the risk of having difficulties in the impulse regulation, the problematic relationships, and the possible eventual long-term development of behavioral and emotional disorders. While, on the contrary, research points to warm emotional family environments as a reinforcement of the "proper" emotional expression and as a model of assertive skills, as well as a safe base able to provide early professional intervention to children's difficulties.

Family. Family support and safe social environments play an essential role as protection against the beginning of psychopathologies and the assurance of emotional adjustment in long term. In direct or indirect ways, parents "guide how children learn to appraise their feelings, confront the demands of emotion regulation at home or in other social settings, acquire specific skills for managing their feelings, understand cultural expectations for emotional self-control, and represent emotion processes relevant to self-regulation" (Gross, 2015, pp. 180). Additionally, parenting styles, parent's manners of responding to children's displays of emotion and parent's modes to express, socialize and regulate emotions has also been proved to model and directly influence their children's ER processes (Bariola, 2011). The different ways of exhibiting emotions in the family context (including the frequency, intensity and value of those expressions) contribute to the affective environment that works as a mediator on the relations between parents and children's emotionality.

According to Gross (2015) this emotional climate is crucial since, those models of

ER to which children are exposed shape their developing and management schemas. The author states that the family environment determines how easy or hard can this ER process can become to the children since they respond to the emotional demands encounter at their homes. Consequently, those children who cope with more frequent negative emotions end up being more hypersensitive to threat and to present weak emotion regulation capacities (Gross, 2015).

Other relationships. Even if, when it comes to relationships, parents and caregivers usually have the most powerful impact, it's also important to mention that peers and siblings also work as catalyzers on ER development since most of the time they find in them a different relation than the one established with adults or authoritative figures. Thus, as children move between different social settings, they must learn and develop competence in applying different norms for emotional behavior and at the same time choosing accepted strategies according to different contexts (Gross, 2015).

Culture. Emotion regulation promotes an individual's social adjustment. Having and experiencing an emotion means to take a posture, to have and establish a specific relationship with the surrounding world and to have a particular intention to act (Gross, 2015). Since there are so many differences across all the sociocultural contexts, is logic to expect from them to come as well with differences on how emotion regulation is developed and applied. These differences can be presented in all the cultural aspects like the values, beliefs, the relationships valued, the accepted behaviors and the expectations of the culture in which children are being raised. Therefore, cross-cultural differences on ER appear as the result of individuals developing the most adaptive emotions in their contexts and relating with them in the way they have learned do it. In Gross words:

What feels “right” differs substantially across cultures, yet we propose that everywhere the endpoints of emotion regulation match the cultural models of self and relationships. The “right” emotions may be those consistent with injunctive norms (ought-emotions, [dis]approved by most others in the culture), ideal emotions (emotions wanted by most others in the culture), or descriptive norms (emotions actually experienced by most others in the culture) (Gross, 2015, pp 285).

Each culture’s significant ideas and norms determine the emotion regulation values as well as a person’s and collective ideal. Culture shapes the organization of the social environments and sets the basis for all the different stages of emotion regulation (Gross et al., 2015).

CHAPTER 2

Emotion Regulation and Parents

2.1 Bronfenbrenner's bioecological model

Children grow and develop in the context of society, constantly interacting with various elements such as spaces, people, and objects, all of which deeply influence their development. Bronfenbrenner's bioecological model of development (1977) positions the child at the heart of this complex network, emphasizing the holistic nature of human development and the dynamic interaction between individuals and their environmental systems (Hayes et al., 2017). This approach challenged earlier psychological studies that primarily focused on individuals while neglecting the dynamic impact of their surroundings on their developmental journey.

According to Hayes et al., (2017) Bronfenbrenner's developmental model has evolved over time, consistently considering both the structural or biological aspects of development and the procedural or sociocultural dimensions. In his original model, he categorized the developing child into four systems: the microsystem, mesosystem, exosystem, and macrosystem, with each level representing varying degrees of proximity to the child. Later, he introduced a fifth system, the chronosystem, which responds to the influence of time, including historical context, on development (Bronfenbrenner, 1977).

Hayes et al. (2017) broke down these systems, facilitating their understanding. The microsystem represents the child's closest and most immediate environment, including the family and settings such as day care, preschool, and school. The mesosystem refers to the interactions and communication between elements in the microsystems, including relationships among family members and early years practitioners. The exosystem extends

to more distant influences, such as educational policies and curriculum design, which indirectly affect both children and adults. The macrosystem goes deeper into broader societal values and cultural perspectives regarding children. Lastly, the chronosystem responds to the role of time, from both an individual's perspective and historical context, particularly during transitional phases.

This model presents a comprehensive framework for understanding the role of parents in the development of their children. Rooted in ecological systems theory, it emphasizes the impact of various environmental systems on a child's growth and well-being. When referring to the microsystem, the child's immediate environment, we can consider the family as a primary component (Hayes et al., 2017). Within this microsystem, parents play a central and influential role in shaping their child's development. Parents are the primary individuals with whom the child has the most direct and intimate interactions, providing the foundation for emotional, social, and cognitive development (Hayes et al., 2017).

According to Bronfenbrenner (1979, 2005), parenting within the microsystem involves three key aspects:

1. **Nurturance and Support:** Parents provide essential emotional support, care, and nurturance to their children. This includes providing love, comfort, and a secure attachment, which are crucial for healthy emotional development. The warmth and affection that parents offer create a safe and trusting environment in which children can explore the world and develop a sense of self.
2. **Guidance and Boundaries:** Parents also serve as guides and mentors for their children. They establish boundaries and rules that help children learn about appropriate behavior and develop a moral compass. Effective parenting involves

striking a balance between setting limits and allowing children some autonomy to make choices and learn from their experiences.

3. **Socialization and Education:** Parents are the first educators in a child's life. They transmit cultural values, beliefs, and traditions, contributing to a child's understanding of their cultural and societal context. Through communication, storytelling, and modeling, parents shape their child's perception of the world and their role in it.

As explained by Hayes et al. (2017), the model underlines that the role of parents is not isolated but interconnected with other systems and contexts. For example, the quality of parenting can be influenced by factors in the exosystem, such as workplace demands, community resources, and social support networks. Additionally, the authors point how cultural norms and values from the macrosystem may shape parenting practices.

Psychological theories also highlight the importance of relationships in children's development. These relationships involve both adults and children and play a vital role in learning and growth. Positive relationships can even help counter the negative effects of challenging environments (Hayes et al., 2017). Therefore, when we talk about "quality" in early childhood education, the authors suggest that it should primarily focus on nurturing warm and loving relationships. These relationships act as a form of protection against poor-quality education and potential abuse. In essence, strong, positive relationships have the power to compensate the impacts of difficult environments, making them a crucial aspect of early education (Hayes et al., 2017). Quality in early education should prioritize these relationships over environmental factors. According to Bronfenbrenner (2005), providing a

stable, consistent, and predictable environment for children is essential because excessive chaos or rigid rules can be harmful.

2.2 The role of parenting in emotion regulation

Adopting a developmental perspective in comprehending emotion regulation has become a need. While some evidence points toward a genetic component in children's emotional regulation development, a growing consensus suggests that the family, especially parents, plays a key role in shaping this crucial ability (Bariola et al. in 2012).

Consequently, children may acquire their emotion regulation skills by mirroring the regulatory approaches of their parents. This has important implications for child development and overall well-being according to Rutherford et al. (2015), as it can lead to the transfer of both adaptive and maladaptive regulation skills. For example, a mother's use of the emotion regulation technique of expressive suppression, which involves restraining emotional expressions or experiences, has been shown to predict the same strategy's use by their children (Bariola et al., 2012). As a result, empirical evidence has been increasingly supporting the existence of a connection between parent and child emotion regulation.

According to Rutherford et al. (2015), parents are believed to socialize their child's emotion regulation through various means which can differ depending on the child's neurobiological, social, and cognitive development stages (Zeman et al., 2006). The tripartite model, proposed initially by Morris et al. (2007), outlines three main ways in which parents contribute to their child's emotional regulation skills through both direct and indirect methods, as it follows explained by Rutherford et al. (2015):

Modelling. Firstly, Children learn emotional regulation primarily through modeling their parents and family members. Initially, this learning involves directly imitating

emotional responses but, as children grow, verbal communication becomes increasingly important for understanding emotion regulation. Parents have a significant impact on how children deal with their emotions when faced with challenging situations. This influence comes from how parents react to their child's emotions, the conversations they have about feelings, and even their own emotional expressions (Hong et al., 2019). When parents respond to their child's negative emotions, it provides valuable opportunities for teaching kids how to manage their own feelings effectively. Their reactions play a significant role in shaping their children regulation strategies (Denham et al., 2015). Furthermore, engaging in discussions about emotions with children helps them gain a deeper understanding of emotions, improves their ability to express themselves emotionally, and enhances their skills for handling their emotions (Hong et al., 2019). This modeling helps children understanding on the appropriateness of expressing emotions in terms of valence, duration, and intensity (Bariola et al., 2011).

Effective emotion socialization by parents requires both emotional understanding and the ability to manage emotions adaptively (Bariola et al., 2011). Dysregulated parental emotions can lead to inappropriate emotional expression and potentially delay children's emotional development. Additionally, tense parent-child relationships have been associated with poorer social, behavioral, and emotional outcomes for children (Bariola et al., 2011). Recent research indicates that children exposed to supportive and coaching parental responses tend to develop more adaptive emotion regulation skills (Denham et al., 2015).

Parents' beliefs about emotions and their expression are also a significant influence since it affects how parents assess and respond to their children's emotions (Gross, 2015). These beliefs can be considered as part of a parent's "meta-emotion philosophy," which includes their awareness of their own emotions, understanding and acceptance of their

child's emotions, and their approach to managing their child's feelings (Gross, 2015). Children observe and learn from the models of emotion regulation presented by family members and the way in which adults reacts to their emotional responses. The family environment helps form children's mental frameworks regarding emotions, including whether they perceive emotions as threatening, empowering, or uncontrollable (Gross, 2015).

Parenting Practices. The second way by which parents apply their influence on their child's emotional development is through their parenting practices (Rutherford et al., 2015). Childhood socialization happens through these practices, which are the ways parents (and the family structure in general) guide a child's growth and pass on a set of values and norms to help them fit into society (Cuervo, 2010). In simpler terms, parenting practices are the daily actions parents and caregivers take to meet a child's needs.

According to Cuervo (2010), research emphasizes the role of the family in childhood socialization and development, especially highlighting the importance of communication in parenting. The combination of parenting habits, attentiveness to a child's needs, respect for their individuality, affection shown, and control measures, form the basis for regulating a child's behavior. Additionally, Cuervo (2010) highlights that various factors such as the child's stage of development, gender, family's financial resources, parental personality traits, among others, need to be considered since each family adopts specific parenting patterns based on its unique characteristics, dynamics, context, available resources, and support systems.

Emotion-related parenting practices involve specific behaviors that parents employ to teach their children about emotions and how to regulate them in response to the child's

emotional expressions. Research found by Morris et al., (2017) suggest that parents who actively guide their children in dealing with emotions, such as problem-solving, labeling emotions, and offering comfort, contribute to successful emotion regulation in their children. This stands in contrast to parents who downplay or dismiss emotions, either by ignoring, demeaning, or punishing their children for expressing emotions. It has been found that children and adolescents whose parents provide coaching on emotions tend to regulate their own emotions more effectively than those whose parents do not (Morris et al., 2017).

Emotional climate and parental availability. The third aspect of this model has to do with the emotional atmosphere within the family which plays a fundamental role in various aspects of a child's development and emotional well-being (Morris et al., 2017). This climate is reflected in family relationships, the parent-child relationship, parenting styles, attachment patterns, and the overall atmosphere of emotionality within the home.

A secure and nurturing parent-child relationship serves as the basis of a child's emotional development. It provides children with the assurance of support and emotional safety, granting them the freedom to express their feelings openly (Morris et al., 2017). When children are immersed in an atmosphere characterized by warmth and closeness, they are more inclined to freely express their emotions. Engaged and responsive parents tend to be attentive to their children's emotional hints and respond supportively (Morris et al., 2017).

Several consistent findings have emerged in the literature regarding parental supportive and non-supportive responses to child emotions. In accordance with Hong et al. (2019), parents who respond to their child's emotions in supportive ways contribute positively to the development of children's social and emotional competencies, including

ER. Supportive parental responses focus on children's emotions and encourage appropriate expression of emotions and problem-solving strategies. The authors affirm that these types of supportive parenting behaviors to emotion are more common among parents who have greater awareness of children's emotions and who exhibit more effective emotion socialization practices, leading to children's better social-emotional adjustment and regulation skills.

Positive parenting, characterized by warmth, support, and the establishment of clear boundaries, cultivates a healthy emotional environment within the home. According to Morris et al., (2017), this approach helps children in comprehending the expectations regarding emotional expression. It enhances their emotional security and empowers them to articulate their emotions in socially acceptable ways. For instance, children learn that it's acceptable to feel anger but not to turn it into physical aggression. The expression of emotions within the family is crucial due to the connection between parents' displays of negative and positive emotions and children's emotional and physiological regulation. (Morris et al., 2017).

Since children are naturally driven to seek out others during times of distress (typically their parents), the availability and responsiveness of these attachment figures in helping the child manage distress are believed to be decisive for the development of regulatory skills and the establishment of a secure attachment system (Rutherford et al., 2015). On the contrary, inconsistent, inadequate, or unavailable attachment figures can contribute to attachment insecurity in the child. Supporting this idea, Rutherford et al. (2015) affirm that individuals with a secure attachment system tend to employ more adaptive regulatory strategies compared to those with an insecure attachment system.

Recognizing this information provides a better understanding of the importance of emotionally present parents. It also sheds light on why, as adults, individuals often replicate the dynamics they experienced at home within their own families, as they tend to act from what has been and is familiar to them.

2.3 Transgenerational Family dynamics.

The transgenerational theory offers insights into how families maintain and pass on their distinct identity, culture, and the mechanisms enabling the transfer of family traditions from one generation to the next; it helps us understand the dynamics that span across generations within a family. Authors such as Bowen (1972), Stuart Lieberman (1979) and Boszormenyi-Nagy & Ulrich (1991) established the bases of the family interactions that are going to be discussed further; the same that gave space to the deeper research on family systems and dynamics of which we have more information now a day.

The transgenerational theory applied focus on emotional dynamics explores how emotions and emotional patterns are passed down from one generation to the next within families. It digs into the idea that the way parents handle and express their emotions can significantly influence how their children learn to regulate and express their own feelings. Within families, emotions often flow through generations, creating a dynamic emotional legacy that influences how individuals understand and express their feelings.

All the prior concepts mentioned until now are helpful in understanding the concept of the transgenerational theory, as well as the different postulations and complementation established primary by Bowen, 1972; Boszormenyi-Nagy & Ulrich,1991; Crossno, 2011; Hargrave & Houltberg, 2020;Minuchin, 2018., Papero, 1995; Ramisch & Nelson, 2014.

The transgenerational theory can be described as an emotional dynamic based on these main aspects:

- **Emotional Inheritance:** Just as we inherit physical traits from our parents, we also inherit emotional patterns, strategies, and responses. This emotional inheritance results from observing how our parents and caregivers handle and express emotions during our formative years.

- **Modeling Emotional Behavior and emotional communication:** As mentioned in the prior section of the text, children act like emotional sponges, absorbing the emotional atmosphere of their family environment. Parents serve as primary emotional role models, and their children often learn how to navigate the complex world of emotions by watching how their parents handle them. The way parents communicate about emotions also plays a crucial role in emotional inheritance.

- **Breaking the Cycle:** Awareness of the transgenerational transfer of emotional dynamics serves as the first step in breaking any negative cycles. Recognizing that certain emotional patterns were learned from previous generations empowers individuals to make deliberate choices about how they wish to manage their emotions and interact with their children.

- **Intervening and Healing:** Fortunately, it's possible to intervene and heal emotional wounds that may have been passed down through generations. Therapeutic approaches, such as family therapy or individual counseling, can assist individuals in

identifying and addressing inherited emotional patterns, fostering healthier emotional dynamics within their families.

By understanding this theory and actively working to create a nurturing and emotionally expressive family environment, individuals can break the cycle of negative emotional patterns and promote emotional well-being for themselves, their children and future generations.

CHAPTER 3

Emotion Regulation and culture

3.1 Cultural Variations in Emotion Regulation.

Matsumoto & Juang (2007) initially defined culture as this intricate system of meaning and knowledge passed down through generations. One of culture's essential roles is to keep society order and prevent chaos by creating norms that dictate how we should behave. According to one of the first cultural approaches to the cultural variations on emotion, Matsumoto et al. (2008) stated that norms act as guides for our thoughts, emotions, and actions in specific social situations, and they're not just expected but accepted within a particular group. They describe norms' essential function as reducing uncertainty in social interactions and, therefore, preserving social cohesion. Moreover, norms help groups function effectively in their unique contexts and environments, eventually increasing their chances of survival (Matsumoto et al., 2008).

Since following these norms involves adjusting our behavior, they are intricately linked with how we regulate our emotions. Emotions have roles both within us as individuals and in our interactions with others. In this context, the way we express our emotions takes on a crucial role, essentially serving as a form of social communication. Therefore, a fundamental objective of culture, as a system of meaning, is to shape norms related to emotions, particularly those governing their expression (Matsumoto et al., 2008). When referring to culture we can understand the way in which it shapes the norms we live by, and since every culture is unique, their norms differ accordingly. Consequently, the influence of these norms on our emotional regulation processes varies from one cultural

context to another. Our emotions play a significant role in guiding our behavior within the boundaries set by our culture's expectations (Matsumoto et al., 2008).

As we have acknowledged until now, emotion regulation is a critical aspect of how we navigate our social lives. Emotions aren't just isolated feelings; they reflect our stance towards the world (Gross, 2015). This means that our emotions are closely tied to our relationships and interactions with others. Given these connections, it's natural to expect that different cultures may have unique approaches to regulating emotions. These differences arise from the varying kinds of relationships that are prevalent and valued within different cultural contexts, which in turn affect the types of emotions considered appropriate in those relationships (Gross, 2015).

Gross (2015) references Adams and Markus' (2004) original approach to the concept of "cultural models" that manifest in two key ways: "culture in the world" and "culture in the head." The first one includes culture's daily routines, social structures, expectations, and common social interactions that slightly shape how individuals experience the world. "Culture in the head" , instead, involves internalized goals, values, meanings, behavioral tendencies, and representations, which all influence our experiences and actions. Both manifestations of cultural models, whether external or internalized, play a role in how we regulate our emotions since they ensure that the individual experiences match the cultural model.

In accordance with Gross (2015), this regulation occurs at both the broader cultural level, encompassing habitual social practices and interpersonal interactions, and the individual level, which involves personal schemas, goals, and patterns of attention. Additionally, this regulation operates across various stages of emotional experiences, influencing everything from how we focus our attention to how we appraise situations and

even how we express emotions in ways that align with cultural norms. An example of this attentional focus and experiences' approach can be found on the concepts of collectivism and individualism, and in the way in which these differences impact on various aspects of human behavior, including parenting approaches and emotional encounters. According to Halberstadt & Lozada (2011), this concept underlines that collectivist cultures place significance on interdependence, group identity, and shared objectives, while individualist cultures prioritize independence, personal identity, and individual goals.

Cultural practices and individual psychological tendencies work together to shape our emotional experiences and expressions, ensuring they fit and align within the prevailing cultural models of self and relationships (Gross, 2015). This alignment is evident in studies showing that people's actual emotional experiences correspond to their culture's models, that immigrants often adjust their emotions to fit their new cultural norms, and that emotions consistent with a culture's norms or ideal emotions tend to contribute positively to well-being (Gross, 2015).

Moreover, it's important to clarify that all of this doesn't suggest a unique and uniform behavior within the same cultural context. People interact with a variety of cultural models concurrently, encompassing factors like gender, socioeconomic status, ethnicity, and others. Furthermore, individuals may not completely adopt the dominant cultural models, but they are still impacted by these prevalent cultural influences in their surroundings (Gross, 2015). However, it allows to understand better the similarities on beliefs and behaviors of people from the same cultural context and, in our relevant topic, on the family dynamics and on the conception and management of emotions.

Culture can shape commonly held beliefs about emotions, which in turn affect which emotions are deemed acceptable or unacceptable within that culture. As a result,

culture plays a role in determining which emotions are openly expressed, regulated, or suppressed. As exposed in chapter one, the cultural and socio-economic conditions are crucial aspects of impact due to the fact that they are within all the different live spheres.

3.2 Emotion Regulation in the Colombian context.

Colombian context. Colombia stands as one of the most unequal countries globally, as reported by the World Bank in 2021. These inequalities are not only apparent in varying income levels but are also outstanding among different population groups, including women, indigenous people, afro-Colombians, and migrants. Inequality in Colombia reaches beyond economic factors; individuals with lower education, residing in rural areas, unemployed, or living in poverty are less likely to perceive themselves as happy.

The persistence of these inequalities extends to successive generations. A child's prospects in Colombia significantly depend on the circumstances into which they are born. For instance, a child from a low-income family is likely to have fewer opportunities compared to a child born into a high-income family. The parents' level of education strongly influences their children's educational achievements. This results in extreme disparities in access to opportunities, affecting aspects such as education, information access, employment, social dynamics, and overall life quality. Reducing these inequalities embraces not only moral significance but also offers economic benefits. Addressing inequities can lead to a better-prepared, highly skilled, and more productive workforce, foster stronger and sustainable economic growth, and enhance social cohesion, as highlighted by the World Bank in 2021.

In Colombia, these inequalities impact individuals from an early age. Children can be born into varying circumstances, either with privileges, including quality education,

healthcare, and labor market opportunities, or without these advantages. Territorial disparities intensify the situation, resulting in unequal access to essential services and opportunities. The absence of adequate housing and infrastructure contributes significantly to urban inequalities. For example, a child growing up in a disadvantaged Afro-Colombian family in Chocó faces significant less life opportunities than a child born into a wealthier, non-minority family in major cities like Bogotá, Medellín, or Cali.

Colombia's history contains the prolonged armed conflict, leaving behind a legacy of violence and insecurity. While efforts toward peace have been and continue to be made, violence continues to worry society by displacing communities, disrupting economic activities, and hindering social development. In response to these challenges, and specially to the significant social gap that sets two complete distant poles, individuals from diverse socio-economic backgrounds may develop unique coping mechanisms and approaches to life's difficulties. Their experiences with stressors and opportunities mold their behavioral patterns and responses to different situations. In Colombia you can experience two (or more) really different realities.

Emotion Regulation. In Colombia and South America, there is a notable scarcity of scientific research on emotion regulation (ER), and the existing work is insufficient. According to Sabatier et al. (2017), authors in the field of developmental psychology are currently not emphasizing the significance of studying the development of emotion regulation in children and adolescents. This is particularly concerning in Colombia, a country transitioning from a post-conflict era, where high levels of violence involve young individuals as both perpetrators and victims. In this context, there is a pressing need to expand our knowledge of emotion regulation processes and understand the factors that

contribute to the acquisition of skills for effectively managing emotions in a healthy and socially constructive manner (Sabatier et al., 2017).

In societies dealing with prolonged violent conflicts, individuals frequently struggle with intense negative emotions like anger, fear, despair, and hatred, regardless of their direct involvement in the conflict. According to Hurtado-Parrado et al. (2019), these emotions are detonated by factors such as the grief over victims, the fear of personal harm, and the frustration result of peace efforts. Political aspects can impact these negative emotions and make conflicts last longer by promoting public support for aggressive actions and at the same time, obstructing efforts to resolve the conflicts. The authors affirm that addressing and reducing the intense negative emotions tied to conflicts are essential for finding solutions. Research in the area of emotion management, especially when applied to resolving conflicts, strongly supports this idea. It indicates that by handling emotions effectively during conflicts, we can make significant progress toward finding peaceful solutions. Actual research results back up the idea that using emotion regulation strategies in these complex situations can make a real difference, not only individually but also on the culture as a whole (Hurtado-Parrado et al., 2019).

Regarding socioeconomic status (SES), there is wide evidence suggesting that individuals with low SES are more likely to encounter negative emotions, which can have adverse effects on their health (Gross, 2015). Clearly, these different situations not only have to do with economic factors but also affect various emotional and social aspects. Given our prior exploration of how culture influences emotion regulation and development, Colombia should represent significant variations in how this plays out within different socioeconomic groups.

In these circumstances, children and adolescents often have limited chances to acquire a wide range of emotional regulation skills. Consequently, they may exhibit deficits in recognizing, expressing, and understanding both their own emotions and the emotions of others (Sabatier et al., 2017). For young people growing up in vulnerable situations, there is an increased risk of struggling with impulse control, facing difficulties in forming healthy interpersonal connections, and experiencing the long-term development of emotional and behavioral issues. On the other hand, Sabatier et al. (2017) indicate that families nurturing a nurturing emotional atmosphere encourage children and adolescents to express affection appropriately and demonstrate effective emotional coping strategies. When the environment allows professional help for emotional and behavioral challenges, it significantly enhances children's ability to develop impulse control and emotional regulation skills (Sabatier et al., 2017). The presence of family support and secure social surroundings acts as protective factors against the emergence of psychological issues and promotes the long-term emotional well-being of young individuals, even when faced with challenging circumstances like the ones that could be present in the Colombian context.

CHAPTER 4

Method

4.1 The present study

The overall aim of the present study was to assess the relationship between culture, emotion regulation and family support in Colombian children and their parents. The study was based on self-reports (online survey) in which emotion regulation, perceived family support and culture values were measured.

Understating the role of parents on their children life and developmental processes was always a personal topic of interest. What first started as a doubt that emerged from my own experiences and dynamics, then became stronger with the evident cultural necessity of accepting that in life we are taught many things but how to become a parent. Is true that, when it comes to parenting, love is usually the motor that guide us humans on making choices and carrying on with a such demanding and important responsibility. Moreover, is also true that love is not enough when it comes to addressing children's special needs, accepting that we might not have the resources to do it in the most appropriate way. Specially with the growing research on the topic, it became clearer that even if there isn't just one specific or "proper" way of being a parent, there are in fact certain abilities that can be learned to facilitate the life experience of our children while also allowing us to heal ours.

On the topic, several authors have agreed on the fact that family plays a crucial role in shaping a child's socio-emotional development through the transmission of values, norms, and emotional skills. Child development is significantly influenced by family dynamics and parenting styles. It's vital to recognize these influences and identify potential risk factors such as childhood depression, aggressiveness, low self-esteem, and difficulties

in adapting to the environment (Cuervo, 2010). Changes in family dynamics, interactions, and parenting approaches can impact a child's socio-emotional development, leading to potential psychological imbalances influenced by parental satisfaction and daily conflicts. As highlighted by Cuervo et al (2010), these family-related factors play a role in shaping a child's emotional adjustment. The emotional environment provided by parents during a child's early years is essential for molding the child's emotion regulation skills, interpersonal interactions, and overall emotional development.

Although the advantages of understanding and acknowledging emotions are clear, there exists a notable gap in our understanding of how these skills develop during childhood, especially within the family context. This gap is somewhat surprising, given the emphasis placed by numerous researchers in the field of emotion socialization on the family's pivotal role in a child's emotional development. Middle childhood, in particular, stands out as a fascinating phase marked by a socialization paradox. During this time, parents continue to influence their children's socio-emotional competence, even as the children themselves gain greater independence in their behavior. This developmental stage is characterized by cognitive and social progress, which deepens children's understanding of emotions and social interactions. Moreover, it's crucial to recognize that the context plays a particularly vital role for older children in terms of their capacity to recognize and comprehend emotions. This is because children and their parents share a history of emotion-related experiences and expectations, all of which contribute significantly to the expansion of children's emotional knowledge and skills (Castro et al., 2015).

Despite the remarkable findings, research on emotion regulation in Colombia and throughout South America remains notably limited and insufficient. Experts in the field of

developmental psychology are not giving due importance to the exploration of emotion regulation's development during childhood and adolescence. This oversight is particularly worrisome in the Colombian context, where the nation is in the process of recovering from a post-conflict period, grappling with distressingly high levels of violence, often involving young individuals as both perpetrators and victims. In such a challenging environment, it becomes absolutely essential to enhance our understanding of the processes linked to emotion regulation and to identify the factors influencing the acquisition of skills needed to effectively manage emotions in a healthy and socially constructive manner (Sabatier et al. 2017).

Currently, researchers are exploring the relationship between parental practices and a child's ability to express and regulate their emotions. This research is of significant importance to professionals in school-based settings, particularly those involved in creating interventions for younger children. In such cases, the guidance provided by school psychologists through consultations or direct training for parents often leads to more substantial progress compared to exclusively working with the child. Furthermore, the potential of group interventions should not be underestimated, as they allow for the support of a larger number of students and their families. Additionally, practitioners are actively involved in designing and implementing preventive programs aimed at reducing academic-related risks and improving socio-emotional well-being (Macklem, 2008).

4.2 Research questions

More specifically, three research questions guided the study with the general aim of addressing emotion regulation and family support in both children and parents.

1. Are children's emotion regulation strategies related to their parents' emotion regulation strategies?

In relation to the first research question, we expect to find a positive and significant relation between parent and children's emotion regulation strategies. According to Rutherford et al. (2015), children acquire their emotion regulation skills by mirroring the regulatory approaches of their parents, meaning a possible transfer of both adaptive and maladaptive regulation skills and strategies.

Living and developing within a specific emotional environment may lead to children modeling the available strategies or developing strategies that are essential to meet the emotional demands they encounter. In both ways, existing literature strongly supports the idea that parents play a significant role in shaping how children deal with their emotions (Hong et al., 2019).

2. Is there a relationship between the perception of family support of children and parents both for maternal and paternal support?

Regarding the second research question, we also anticipate a positive and significant correlation between children's perception of family support and parents' perception of family support. This expectation is grounded in the understanding that adults often reflect their own childhood and family environment in their parenting. As much as parents were influenced by their childhood, they, as parents, are likely to have a similar influence on their own children. This idea aligns with the transgenerational theory, which explores how emotional patterns are passed down through generations.

3. Is emotion regulation and perceived family support differently associated with culture/cultural values in parents and children?

In addressing the third research question, we expect to discover a connection between the cultural values held by parents and children and how these values relate to their emotion regulation skills and their perceptions of family support. It is well recognized that culture plays a significant role in shaping the collective beliefs about emotions, which, in turn, influences which emotions are considered socially acceptable or unacceptable within a given cultural context. In other words, being a part of a particular culture implies experiencing and expressing emotions that are in harmony with the prevailing cultural norms concerning self-identity and interpersonal relationships (Gross, 2015).

And before that, can we identify specific groups by religiosity and trust in the government of the country?

In relation to this complementary research question, we could hypothesize that trust in the government of the country could be a significant factor in identifying distinct groups within the population, each characterized by varying levels of trust in government institutions. However, given that Colombia is a traditionally Catholic country with a strong religious tradition, we do not anticipate finding distinct groups based on religiosity, as we expect relatively uniform levels of religiosity across the population.

4.3 Participants

A total of 91 participants took part in the online survey. Mean age of children was 11.22 (SD 6.28) with 22 female (50 %). Mean age of parents was 38.73 (SD= 10.95) with 38

female (86, 6%) and 9 males. Participants were from Bogota and its surroundings, and all of them were residents in Colombia at the time of data collection (100%).

Colombia employs a socioeconomic stratification system, commonly known as "estratos," to segment households and regions into distinct socioeconomic levels ranging from 1 to 6, where 1 represents the lowest and 6 the highest. The average self-perceived SES was considered "average" economic well-being when compared to Colombian families. This association was observed in the areas and the schools of which participants were part of, which could be classified as SES 4 on the mentioned scale. SES 4 represents a middle-class classification, indicating that households and areas falling into this category generally have a moderate level of socioeconomic status.

4.4 Procedure

After accurately defining the variables and research questions, the initial step was to create the questionnaire for data collection. Collaborating with the research group, we established the scales and constructed the questionnaire using the Qualtrics platform. Initially, the questionnaire was developed in English and subsequently translated into Spanish. While existing, validated translations were employed for most of the formal scales, a back-translation method was utilized for the consent forms, cultural questions, and instructions. To ensure both understandability and cross-cultural applicability to the target sample, we conducted a peer review with a bilingual approach. Participants were given the option to choose their preferred language, with the understanding that the majority would choose Spanish, but the option was kept for flexibility. Initially, separate questionnaires were designed for children and adults. However, for practical reasons, these two questionnaires

were consolidated into a single survey to facilitate the linkage of parent and children's information.

To gather the sample, we initiated virtual contact with several private educational institutions located in Bogota. We formally reached out to them via written correspondence outlining the project's purpose and highlighting the potential benefits for the educational community through their participation. However, the response time and bureaucratic procedures within these institutions proved to be challenging. To overcome these obstacles, we made multiple attempts and employed various communication methods to secure their agreement. Ultimately, we arranged face-to-face meetings with the three educational institutions that expressed willingness to participate. During these meetings, the psychologists and school directors collaborated to fine-tune the research instrument. Once the project received approval, it commenced within each of the participating institutions.

With the school's support, we distributed a circular to parents containing essential information about the project, a request for their participation, instructions to follow, and a link to access the questionnaire. Upon accessing the questionnaire, parents were required to read and accept the informed consent to proceed. The questionnaire process began with one of the parents, who dedicated approximately half an hour to complete their section. Once they finished, they encountered the informed consent again, which they needed to accept in order to grant permission for their children to participate. Then, the device was passed to their son or daughter, who also spent approximately half an hour on their section of the questionnaire.

Parents and children were always encouraged to reach out to both the educational institution and the project's coordinator for assistance with any questions or concerns related to completing the questionnaire or the project in general. Furthermore, the institutions were

assured of receiving the results, enabling them to utilize the information for the benefit of their educational community. They also had the option to participate in a parent workshop, which covered relevant information and offered parenting tips.

As the level of participation initially fell below our expectations, a project reminder was sent to parents, and the questionnaire link was resent for a second opportunity to participate."

4.5 Ethical considerations

The current study adhered to the American Psychological Association's 2010 guidelines for human research, Lgs 196/2003 (also known as the "Codice in materia di protezione dei dati personali" or the Italian Data Protection Code), and the European Union's General Data Protection Regulation (EU GDPR) 679/2016, a comprehensive and more recent data protection framework that applies to all European Union member states, including Italy. Additionally, it followed the ethical standards outlined in Law 1090 of 2006, the Colombian legal framework that pertains to the "Code of Ethics and Bioethics for the Exercise of the Profession of Psychology." This particularly pertains to Chapter VII, which addresses "Scientific Research, Intellectual Property, and Publications" and emphasizes the importance of upholding principles of respect and dignity, as well as ensuring the welfare and rights of participants during the study. In accordance with these principles, parents provided informed, written consent for both themselves and their children to voluntarily participate in the research. Furthermore, all data handling procedures took into consideration the strict confidentiality of the information collected.

4.6 Measures

All the measures selected for the online survey have a well-established reputation and have been employed in diverse cultural contexts. The questionnaires for parents and children assessed the same variables using identical scales, although some modifications were made to better suit the respective age groups. Here is a concise overview of the measures used:

Demographics

To gain insights into the sample and control for potential confounding factors, demographic information was collected. In the interest of including control variables, participants were asked about their age, gender, country of birth, current country of residence, duration of residence, and their subjective perception of income in comparison to other families.

Emotion-Regulation

The Gross Scale on Emotion Regulation, developed based on research by James Gross, serves as a psychological assessment tool aimed at evaluating an individual's capacity to effectively handle and regulate their emotions. It utilizes a set of questions to evaluate aspects of emotion regulation, including recognition, comprehension, and control of emotional responses. This scale provides insights into an individual's proficiency in handling emotional experiences, which is significant for understanding psychological well-being and coping strategies. The **emotion regulation questionnaire (ERQ)** developed by Gross and Jhon (2003) measures two distinct emotion regulation strategies: cognitive reappraisal and expressive suppression. Participants (both parents and children) are asked to

respond to 10 questions regarding how they manage their emotions, both in terms of their internal emotional experiences and their outward emotional expression.

The 10 items comprise four related to expressive suppression (e.g., "I tend to keep my emotions to myself") and six focused on cognitive reappraisal (e.g., "When I aim to reduce negative emotions like sadness or anger, I change my thinking"). Participants are required to indicate their responses on a 7-point Likert scale, ranging from "strongly disagree" to "strongly agree." It's worth noting that these scales have demonstrated their applicability across various cultures. They have undergone extensive reviews and translations into 37 languages (Stanford University, 2000) and exhibit a high level of construct consistency among different cultural groups (Van Doren et al., 2021).

Family Support

The Lum Emotional Availability of Parents (LEAP) measure, developed by Lum and Phares in 2005, was initially designed for older adolescents and then extended to children as young as 9 years old in clinical and nonclinical contexts. It gathers assessments from children and adolescents about their perceptions of their mother's and father's emotional availability, which is an essential aspect of healthy parenting. Emotional availability, a fundamental aspect of the parent-child relationship, primarily incorporates parental sensitivity (the ability to comprehend their child's emotional state), responsiveness (the capability to appropriately address their child's emotional state), and emotional involvement (the capacity to offer emotional support to their child). The LEAP is a reliable and valid tool that effectively distinguishes between clinical and nonclinical groups,

establishing meaningful connections with other measures of parenting and emotional/behavioral functioning (Lum & Phares, 2005).

Originally inspired by research on emotional availability in mother-infant interactions, the LEAP assesses children's and adolescents' perceptions of parental emotional availability from both mothers and fathers. This extension of the measure across different age groups, from childhood to early adulthood, is essential for potential long-term research and enhances our understanding of parental emotional availability in older age ranges. The LEAP contributes valuable insights and can assist in identifying children at risk of emotional or behavioral issues due to their perceptions of parental emotional unavailability (Lum & Phares, 2005). The questionnaire contains 15 questions related to father's support and 15 related to mother's support, assessing participants' perceptions of parental verbal communication and non-verbal gestures, such as "my mother/father asked questions in a caring way" and "my mother/father show they care about me." Responses are provided on a 6-point Likert scale, with "never" as the lowest and "always" as the highest. The final score is calculated by averaging the parent's responses, with a higher score indicating greater parental emotional availability.

Culture-religion

Based on Spadaro et al. 's (2022) comprehensive meta-analysis of 1,506 studies conducted across 70 societies, which examined impersonal cooperation among strangers, it was found that there is very little cross-societal variation in impersonal cooperation. The meta-analysis explored multiple factors, including institutions, religion, cultural beliefs and values, and ecological factors. From this meta-analysis, **seven culturally relevant aspects** were identified. These aspects include:

1. *Institutional factors*, which include trust in institutions like the armed forces, government, corruption control, and the justice and legal system. These aspects were examined to understand shared expectations, perceptions of uncertainty, and moral orientations within the sampled society.
2. *Cultural beliefs and values*, used to measure participants' trust and affinity toward their culture and society.
3. *Religiosity*, which explores the extent to which participants believe in and engage in religious practices.

These cultural aspects were measured to understand how much people trusted and identified with these values in Colombia (Spadaro et al., 2022).

4.7 Data analyses plan

Data analysis started with an initial examination, involving the calculation of descriptive statistics for each study variable. Subsequently, specific analyses were conducted to address the four research questions:

- 1) To assess the association between children's and their parents' emotion regulation, a correlation analysis was performed.
- 2) Similarly, a correlation analysis was carried out to investigate the relationship between parental support perceived by children and parental support perceived by their parents.
- 3) To study the role of culture a cluster analyses was performed creating groups based on trust in the government of the country (attachment to the country of Colombia).

- 4) A number of models were than performed to assess if emotion regulation and perceived family support was differently associated with culture/cultural values (based on the cluster identified in step 3) in children and parents.

CHAPTER 5

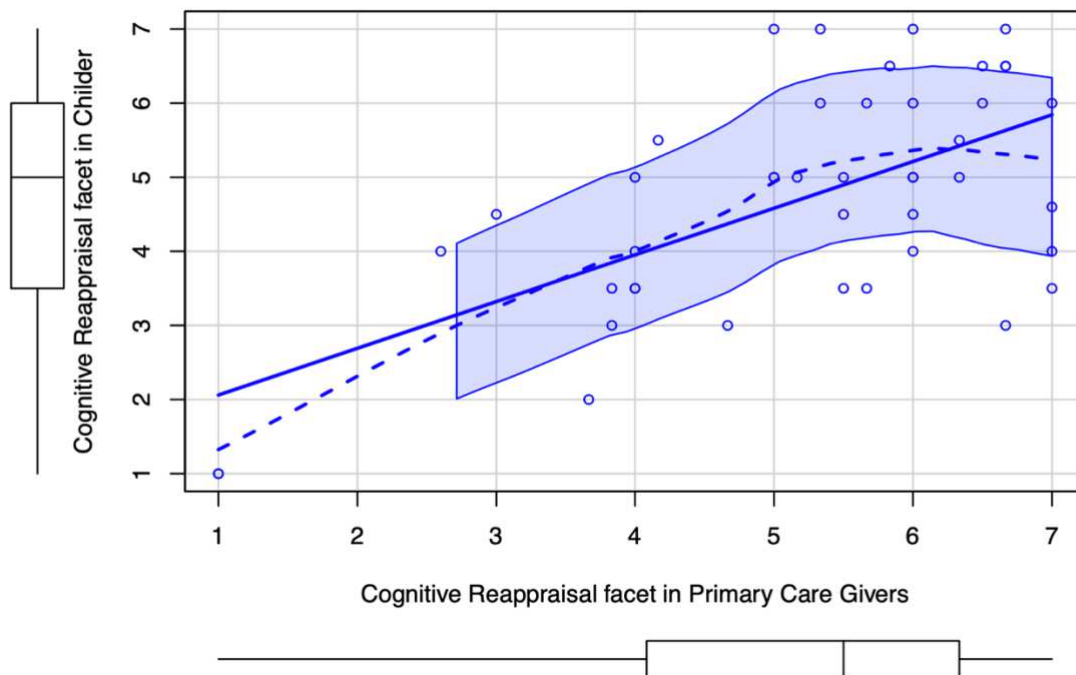
Results

5.1 Emotion regulation in children and their parents

To investigate the association between children's and their parents' emotion regulation strategies, correlation analyses were conducted. These correlations provide important insights into the strength and significance of the relationship between these variables.

Figure 1

Relation between the use of cognitive reappraisal strategies in children and their parents.



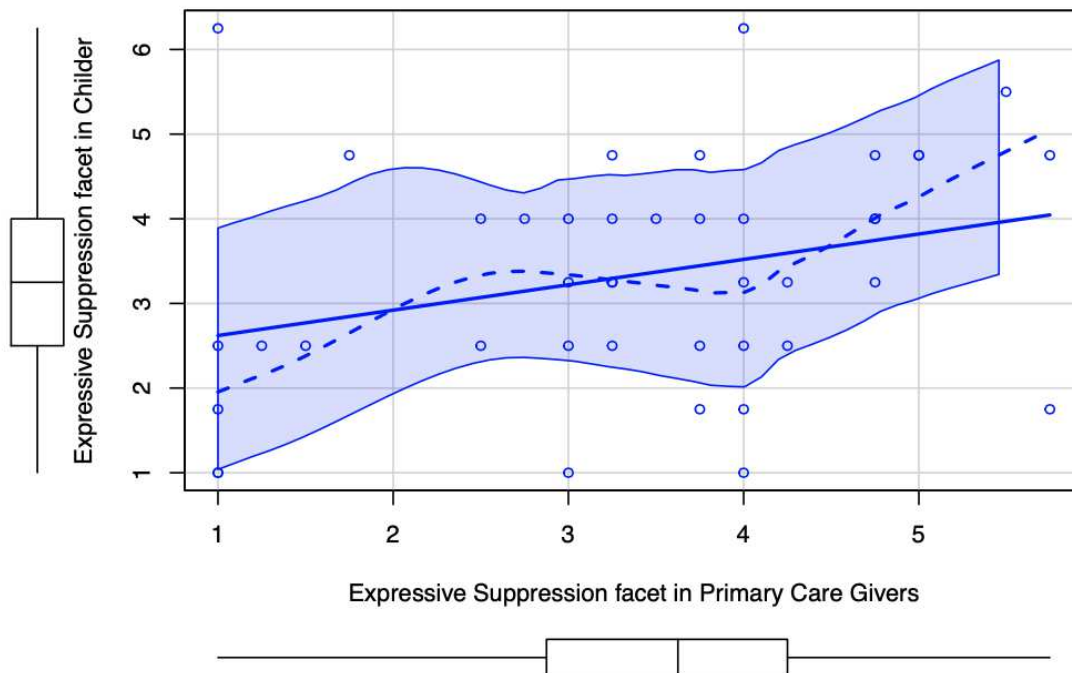
In **Figure 1**, the correlation between the use of cognitive reappraisal strategies in children and their parents is graphically represented. This relationship is represented by the statistical index "r," which quantifies the strength of this association. When "r" is closer to

1, it indicates a strong correlation, meaning that the data tend to align closely with the line, demonstrating a significant connection. In this case, the correlation was " $r = 0.61$," which indicates a significant positive correlation.

This positive correlation means that when the use of cognitive reappraisal strategies increases in children, it also increases in their parents, and vice versa. Additionally, the statistical significance of this correlation is indicated by the p-value, which was " $p = 0.001$." It being a low p-value suggests that the observed correlation is highly likely to be genuine and not due to chance, reinforcing the significance of the association between children's and parents' use of cognitive reappraisal strategies.

Figure 2

Relation between the use of suppression strategies in children and their parents.



The analysis of **Figure 2** shows an important relationship between the use of expressive suppression strategies in children and their parents. In this case, the correlation was " $r = 0.29$." Although this correlation is weaker than the previous one, it is still statistically significant, as indicated by the p-value of " $p = 0.05$." A p-value at this level suggests that the observed correlation is likely to be genuine and not only the result of chance. This highlights the importance of the association between the use of expressive suppression strategies in children and their parents.

The positive correlation implies that when the use of expressive suppression strategies increases or decreases in children, it has a corresponding effect on parents, and vice versa. In other words, there is a synchrony in the use of these strategies between children and their parents.

It's also important to mention that the box plot in both figures provides additional insights. It demonstrates that, on average, there is typically a higher utilization of reappraisal strategies, while the use of suppression strategies tends to be lower.

5.2 Perceived family support by children and their parents

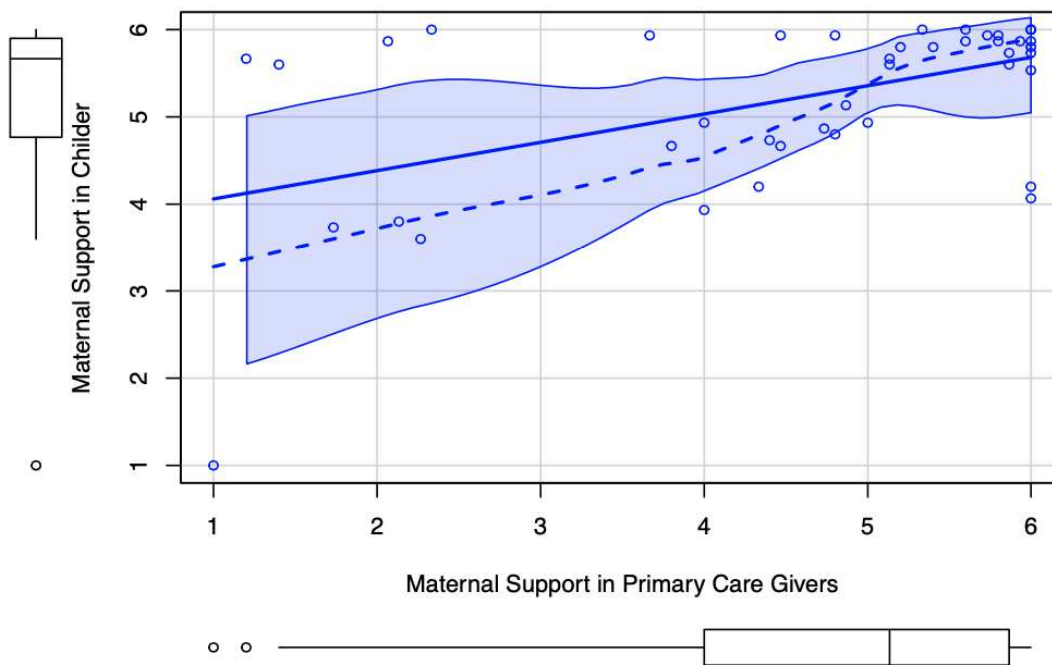
Several correlation analyses were carried out to examine the potential connection between perceived family support in children and the corresponding perceptions of family support in their parents. These correlations provide a quantitative insight into the strength and direction of the relationship between these variables.

The analysis of **Figure 3** reveals a significant and strong positive correlation between children's perceptions of maternal support and their parents' perceptions. This correlation, quantified by the statistical index " r " is found to be " $r = 0.50$." proving that in this case, the correlation is indeed strong.

This positive correlation indicates that when perceived maternal support increases in children, it also tends to increase in their parents, and vice versa. The two variables are closely related, reflecting a corresponding perception of support within the family dynamic.

Figure 3

Relation between the maternal support perceived by children and the maternal support perceived by primary care givers.

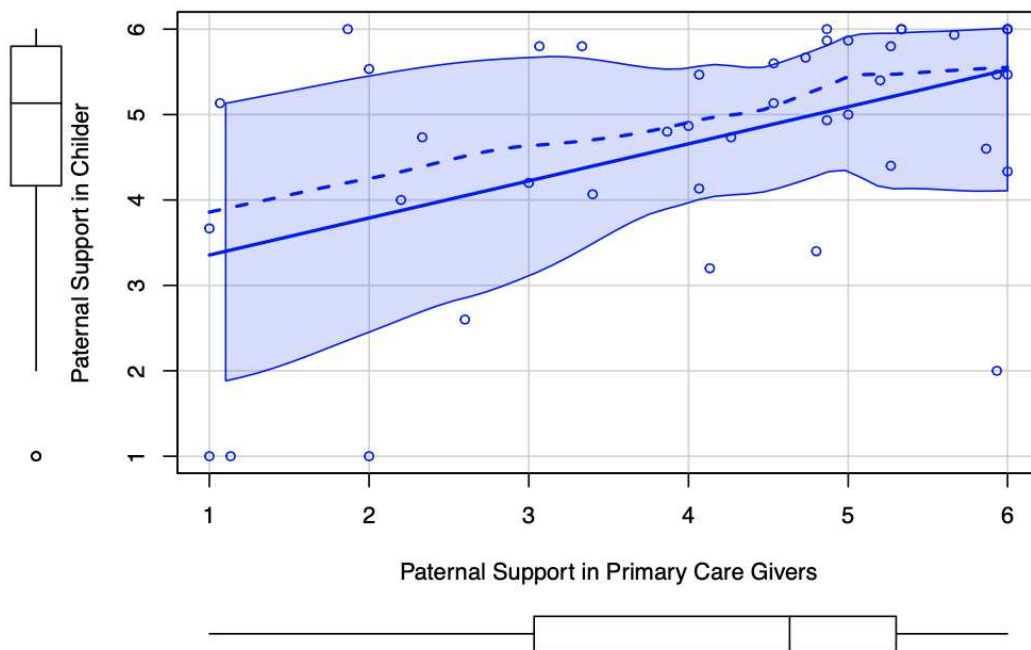


It's interesting that children consistently report exceptionally high levels of perceived maternal support, indicating a strong sense of support from their mothers. However, when considering parents' perceptions, while their levels of support are also high, there is a slightly lower mean value and a wider variance. This suggests that there might be a wider range of perspectives among parents regarding the maternal support they received.

Additionally, when looking at the standard deviation, it's apparent that the perception of maternal support has a shorter standard deviation compared to paternal one, as shown in **figure 4**. This implies that maternal perceptions of support are relatively consistent and closely gathered around the mean, while paternal perceptions exhibit a bit more variability, suggesting that, on average, there is a slight lower perception of paternal support in comparison to the maternal one.

Figure 4:

Relation between the paternal support perceived by children and the paternal support perceived by primary care givers.



As shown in **figure 4** there was a significant positive correlation between perceived paternal support in children and their parents. The correlation coefficient was calculated as $r = 0.48$, meaning that there is a mutual influence between children's perceptions and their

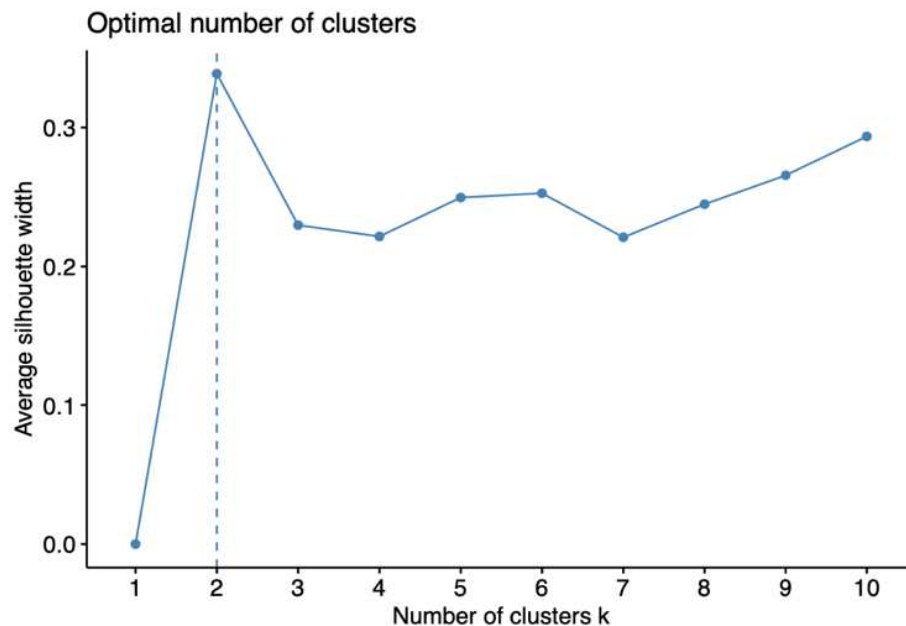
parents' perceptions of paternal support within the family dynamic. The statistical significance of this correlation is reinforced by the p-value of " $p = 0.001$," which suggests that this relationship is highly likely to be genuine and not due to chance.

5.3 Identifying profiles of different trust in the Colombian government and country

To understand how culture influences people's trust in the government, we grouped together different aspects of trust, such as trust in the armed forces, police, government, corruption control and justice and legal systems. We wanted to see how these aspects relate to each other.

Figure 5

Number of clusters



The analysis showed that there are two main groups of trust-related factors that explain most of the differences in people's perceptions, as shown in **figure 5** and **table 2**.

This helps us understand how different trust factors are connected and how they affect people's trust in the government and the country. The two-cluster described two different profiles of people: one with low religiosity and low trust in the country and one with high religiosity and high trust in the country (**see table 2**). As shown in the table, all the values of the first group are low and all the values of the second group are high; there is no in-between.

Table 2

Relation between each item with the two-cluster means

Item	Cluster 1(low)	Cluster 2 (High)
Armed forces	-.59	.49
Justice system	-.76	.64
Confidence- Legal System	-.79	.65
Trust- Legal System	-.77	.64
Country Government	-.42	.35
Police	-.86	.72
Corruption Control	-.60	.50

5.4 Emotion regulation, family support and culture in Colombia

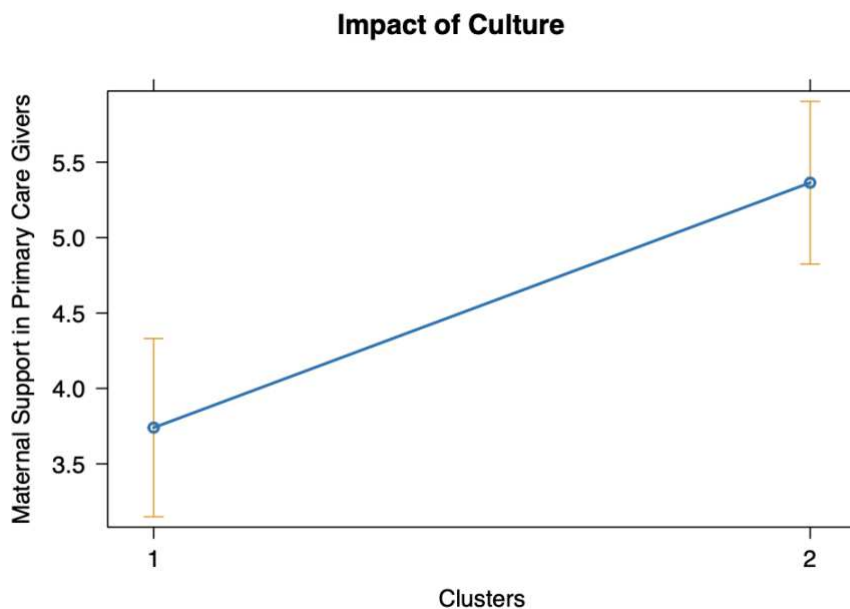
To assess the potential influence of culture and cultural values on emotion regulation and perceived family support in both children and parents, we conducted a comparative analysis. Specifically, we examined how children's emotion regulation strategies (expressive

suppression and cognitive reappraisal) were affected by high and low levels of trust in the Colombian government and culture, represented by the two clusters.

The results of this analysis indicated that there were no significant differences in children's emotion regulation strategies based on their trust in government and culture. Similarly, we extended this analysis to parents and assessed whether their emotion regulation strategies were influenced by varying levels of trust in the government and culture, as reflected in the two clusters. Once again, the findings revealed no significant differences in the emotion regulation strategies (expressive suppression and cognitive reappraisal) of adults based on their trust in Colombian government and culture.

Figure 6

Two-cluster maternal support perceived by Primary care givers



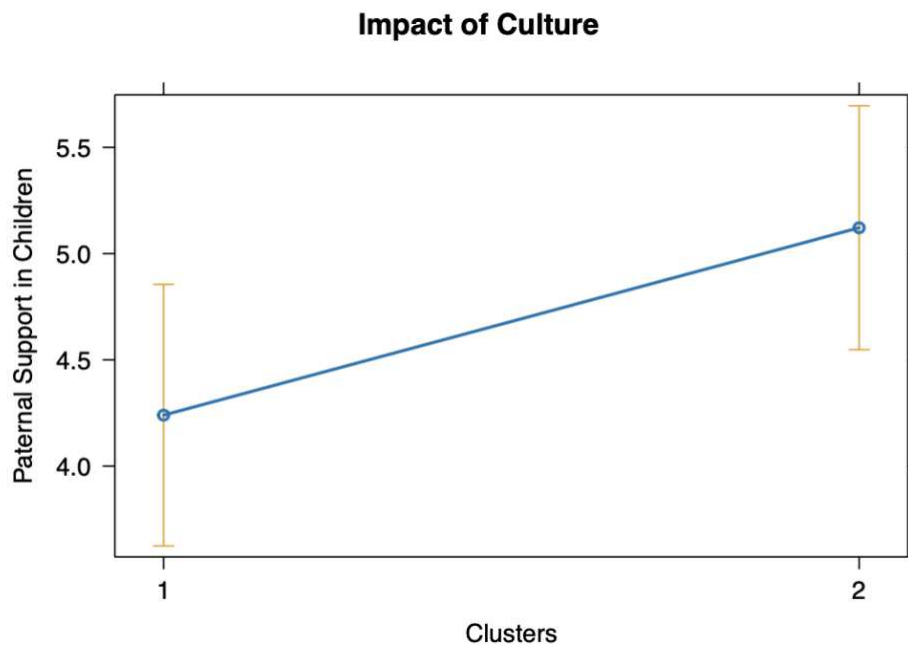
We also explored the perceived family support within the two clusters. This analysis revealed an important distinction. More specifically, it was observed that perceived support

from mothers among parents differed significantly between the two clusters. This difference was characterized by higher levels of perceived family support among those who demonstrated a stronger attachment to cultural values, as shown in **Figure 6 and 8**.

However, this difference was not significant among children, that is children perceived support from mothers did not differ for the two clusters (that is based on their parents' attachment to the Colombian government).

Figure 7

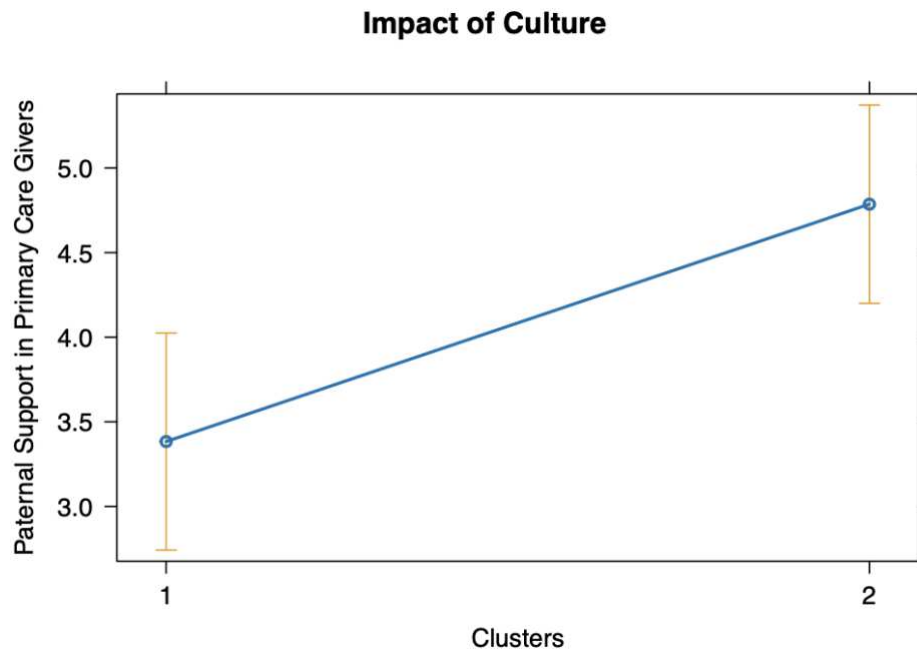
Two-cluster paternal support perceived by children



The perceived support from fathers differed significantly between the two cluster (low and high) both in children ($B=.88$; $SE= 0.42$, $t=2.17$; $p=.004$) and their parents ($B=1.40$; $SE= 0.43$, $t=3.26$; $p=.002$)

Figure 8

Two-cluster paternal support perceived by Primary care givers



A connection could be observed between parents of different generations regarding emotion regulation (ER) and family support, particularly with mothers playing a more substantial role in this connection. However, this connection is primarily associated with the perception of support rather than cultural factors.

CHAPTER 6

Discussion

6.1 Emotion regulation in children and their parents

As expected, the findings of this study provide significant support for the hypothesis that there is a positive relationship between children's and parents' emotion regulation strategies. This aligns with well-established theories of emotion regulation and the dynamics of emotional social learning within family settings.

These results confirm the inter-generational transmission of emotion regulation strategies within families, as suggested by Gross (2015), who emphasizes that children's emotional development is strongly influenced by early caregivers. The fact that these middle-aged children have a positive correlation with the ER strategies of their parents, proves that these early influences not only initially shape but also continue to have an impact throughout the children's lives.

Specifically, the strong positive correlation ($r = 0.61$, $p = 0.001$) between children's and parents' use of cognitive reappraisal strategies aligns with James Gross's Process Model of Emotion Regulation (2015). According to this model, individuals acquire emotion regulation skills through personal experiences and social learning, often within the family. The low p-value ($p = 0.001$) emphasizes the statistical significance of this relationship.

Overall, these results highlight the critical role of family environments in transmitting and adopting emotion regulation strategies. As suggested by Rutherford et al. (2015), children may acquire their emotion regulation skills by mirroring the regulatory approaches of their parents. This has important implications for child development and overall well-being, as it can lead to the transfer of both adaptive and maladaptive regulation

skills (Rutherford et al., 2015). As seen, there was a positive relationship on both emotional strategies, even if it was lower on the use of suppression.

The study's outcomes provide empirical support for the theoretical foundations of emotion regulation and the relationship between parents and children's emotion regulation skills.

6.2 Perceived family support by children and their parents

The correlation analyses conducted to explore the connection between children's perceived family support and their parents' corresponding perceptions gave us valuable theoretical insights into family support dynamics. This can be explained through the lens of the transgenerational theory which suggests that the way in which parents manage and express their emotions significantly influences their children's emotional regulation and expression. Emotions often pass down from one generation to the next within families, establishing an emotional heritage that influences how individuals perceive and experience their emotions.

The strong positive correlation ($r = 0.50$) between how children perceive their mothers' support and their parents' views suggests mothers tend to provide support in a way similar to what they received in their own childhood. While children consistently report high maternal support, perceptions regarding parental support have more diverse perspectives, reflected in the smaller standard deviation for maternal support and greater variability for paternal support. These differences in parental support perceptions raise questions for future research about the exclusive roles of fathers and mothers in their children's emotional lives. The similar positive correlation ($r = 0.48$) for children's and

parents' perceptions of paternal support, reinforces the idea of parents passing on the care they received.

This pattern of findings aligns with the insights provided by authors such as Bowen (1972), Stuart Lieberman (1979), and Boszormenyi-Nagy & Ulrich (1991), who argue that parents serve as primary emotional role models. Children often learn how to navigate the emotional complex by observing how their parents handle their emotions. Consequently, parents may offer the support and care they received as children because it aligns with what they have learned, what they are familiar with, and what has been indirectly or directly taught to them.

In essence, these findings highlight how family support dynamics leave a long-term impact on the emotional development of both parents and children. They emphasize that emotional and caregiving patterns are passed down through generations. This emphasizes the importance of further investigation into the roles of parents in shaping their children's emotional experiences and learning “better” how to accompany them.

6.3 Identifying profiles of different trust in the Colombian government and country

The results provide insight on the complexity of trust, showing that it's not only about personal beliefs but it is also influenced by our sense of belonging to cultural and social groups. In particular, religiosity appears to be a significant cultural factor that goes beyond individual beliefs and affects how society as a whole views trust. These clusters reveal how different factors related to trust interact and how they impact people's trust in their government and country. In essence, these findings demonstrate that trust is a complex concept shaped by a range of cultural, social, and psychological factors.

6.4 Emotion regulation, family support and culture in Colombia

The study's findings provide valuable insights into the complex relationship between emotion regulation (ER) and perceived family support, giving insights as well on the potential impact of culture and cultural values on these dynamics. The study revealed that when it comes to how children and parents manage their emotions, their trust in government and culture doesn't make a significant difference. This suggests that the way people handle their emotions is more about their personal processes rather than external cultural factors, which would not be fully consistent with the initial hypothesis about a significant connection between cultural values and emotion regulation (at least not with trust in government and culture).

However, when it comes to feeling supported by their families, there's an interesting difference. Those who place a high value on their cultural background tend to feel more supported by their mothers. This observation aligns with attachment theories, which emphasize the vital role of forming a strong emotional bond with one's mother and how one's cultural values can affect these feelings of support and connection. Our cultural background can shape the way we perceive and relate emotionally with the world (Gross, 2015), as it can shape maternal support in our lives.

On the other hand, when it comes to feeling supported by fathers, this perception varies based on cultural values and trust in government. This also aligns not only with attachment theory but with the extense research on the role of parents on the emotional development of their children, highlighting the need of a secure emotional environment with both parents for emotional development (Morris et al., 2017).

In summary, the study suggests a link between generations regarding how they handle their emotions and feel family support. Mothers have a significant role in this

connection. However, the cultural influence primarily affects how this support is perceived rather than the actual emotional regulation process.

6.5 Limitations and Recommendations

This research provides empirical evidence on emotion regulation in school-age children and their parents, with a particular focus on the relationship among them. It also takes a cultural perspective, which has been under explored in Colombia and Latin America. However, it's crucial to acknowledge some limitations that should be considered for future research in this area.

First, the online data collection meant significant challenges. The lack of direct contact with educational institutions and authorities made it challenging to ensure responses and control the timing. Attempting to carry out this process remotely, with the researcher in Italy and virtual communication with Colombian schools, resulted in time wasted, as data collection only became effective when face-to-face contact was established. This experience highlights the importance of considering an in-person approach for future research, which could save time from the outset.

Secondly, a more effective approach would have been to conduct surveys with children at their schools and have parents complete their part at home. This would have guaranteed the completion of surveys by the minors. Unfortunately, most surveys were not considered due to being completed only by parents or being left incomplete. Given the young age of the participants, providing a controlled environment to address concerns and monitor responses could have been beneficial. The length of the survey may also have been a factor contributing to the incomplete responses by the children.

Taking into account what has been mentioned until now, another limitation arises concerning the sample size. This limitation isn't exclusively due to the time limitations in data collection but, more significantly, because a considerable amount of data was excluded due to incompleteness. Recognizing the relatively small dataset for the current study limits the extent to which the findings can be generalized, potentially impacting its external validity as well.

Furthermore, considering that this topic has not been extensively researched in Colombia (Sabatier et al., 2017), the study could have made better use of the country's diverse context. While the study focused on a specific socioeconomic status (SES "4"), Colombia is a diverse nation with marked differences. Exploring these distinctions between different social groups would have been not only significant but also educational. Initially, the idea was to analyze the differences in emotion regulation between lower and higher SES, but a limitation occurred due to the lower SES limited access to computers and the internet, making remote data collection challenging. However, conducting physical surveys could have addressed various populations and regions of Colombia, significantly enriching the analysis.

Regarding the same topic, it would have been attractive to not only consider various socioeconomic statuses (SES) but also to examine different cultural populations. Investigating distinctions among diverse ethnic groups within Colombia could generate unique findings, as each cultural group in the country holds distinct beliefs, practices, and behaviors. While intercultural research doesn't always require comparisons to other countries, it could be highly enriching to explore this diversity within a single nation.

CHAPTER 7

Conclusion

In conclusion, this study has examined the relationship between children's emotion regulation and their parents' emotional regulation and strategies, underlining the fundamental role parents play in this significant developmental process. The results reveal a strong positive link between children's and parents' emotion regulation strategies and supports the theoretical evidence that facilitates the understanding on how these strategies operate within family dynamics. This highlights the intergenerational transmission of emotion regulation skills and reinforces the influential role parents play in shaping how children relate and cope with their emotions.

The study has also provided insights into the perceptions of maternal support and its connection with cultural backgrounds. Similarly, it has shown variations in perceptions of paternal support, influenced by cultural values and trust in government. Also, the analysis has identified distinct groups based on trust-related factors, emphasizing the impact of religiosity and trust in shaping individuals' perceptions. However, the study did not find significant differences in the emotion regulation strategies of children and parents based on their trust in government and culture.

These findings have significant implications emphasizing, once again, the fundamental role parents play in shaping their children's emotional development. All the information provided here facilitates the understanding of the need of paying more attention on parenthood and leaves space for future research on parenting interventions. Effective interventions for middle aged children may need an indirect approach by influencing

parents, providing them with the necessary tools to regulate their own emotions and better assist their children in this critical process (Macklem, 2008).

To mitigate the risk of psychopathologies in childhood and enhance protective factors within families, comprehensive parenting programs can promote assertive, competent, and positive parenting styles, which contribute to the optimal development of social and emotional skills in children (Cuervo, 2010). Raising awareness among parents and caregivers about their role in nurturing these skills and the influential role of family models is crucial for facilitating emotional self-regulation and desirable behaviors in children.

This study contributes to the broader discourse on emotional regulation and highlights the significance of nurturing emotional development from childhood, emphasizing its enduring impact on individuals throughout their lives. By providing parents with the knowledge and awareness to guide their children's emotional growth, we can cultivate a future generation better equipped to navigate their emotions and thrive in a complex world (Cuervo, 2010).

It offers a comprehensive perspective by examining the intricate relationship between children and parents while considering the significant influence of culture. Unlike previous studies, this research digs into the specific context of Colombia, offering valuable insights that can complement the existing body of knowledge. While it may not be entirely generalizable due to its context-specific focus, it serves as a crucial reminder of the importance of considering cultural factors when assessing emotion regulation. Emotion regulation is highly susceptible to cultural influences, and this study highlights the need to acknowledge and account for these variations when exploring this critical aspect of human

behavior. By focusing on the Colombian context, it contributes to research basis where this topic is limited, offering valuable insights and guidance for further exploration.

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ANNEXES

1. Formal letter for schools (Spanish version)

Bogotá, junio 2023

Señores
Colegio XXXX

Por medio de la presente queremos presentar el proyecto *Lo que soy conmigo, soy contigo y en ti*, estudio enfocado la relación entre la regulación emocional de los niños y niñas con sus padres. Este proyecto nace como trabajo de grado de la psicóloga Laura Natalia Gonzalez, quien actualmente está finalizando su maestría en *Psicología clínica, social e intercultural* en la Universidad de Padua, Italia, en compañía de un grupo de investigación coordinado por la profesora Sara Scrimin, profesora asociada del Departamento de Psicología del Desarrollo y la Socialización.

El objetivo del proyecto se centra en:

1. Estudiar la **regulación emocional**.
2. Profundizar en la **importancia del papel de los padres** en el proceso de regulación emocional de sus hijos.
3. Desarrollar una **comparación intercultural** a partir de la integración de los resultados de cuatro países diferentes (Colombia, El Salvador, Italia y Turquía), para analizar el papel del entorno en el desarrollo de las capacidades emocionales.

Con esto en mente, se espera realizar un questionario anónimo en línea el cual toma aproximadamente 30 minutos por participante, en el cual se deben responder distintos tipos de preguntas. En las distintas sesiones se encontrarán preguntas relacionadas con:

La conducta, la atención, el comportamiento pro-social, la cooperación y la relación entre pares; así como las distintas habilidades y estrategias de regulación emocional, el apoyo y la disponibilidad familiar, las características de hogar y la sensibilidad al entorno.

El cuestionario aborda distintos temas ya que la amplia información facilita entender las distintas relaciones entre las variables y una idea más clara sobre los temas principales: **la regulación emocional, las características del hogar y las relaciones familiares, y las características contextuales.**

Dicho esto, nos gustaría solicitar la participación de la institución de manera que se facilite la distribución virtual del link al cuestionario en la población de niños y niñas comprendida entre los 8 y los 13 años (entre primero y sexto grado aproximadamente). La participación sería de gran ayuda para entender los factores que afectan la regulación efectiva de las emociones, con la esperanza de proporcionar una base para el desarrollo futuro de la gestión de las mismas. El proyecto hará uso de los datos recolectados para desarrollar material y herramientas a los padres y madres sobre *la importancia del acompañamiento en los procesos emocionales de sus hijos y las pautas para facilitar dicho acompañamiento*. Motivo por el cual, de contar con la ayuda de la institución, nos comprometemos a distribuir los resultados para que estos queden a disposición del colegio y los padres de su comunidad educativa.

Agradecemos de antemano su tiempo y disposición.

Laura Natalia Gonzalez
Lngonzamora@hotmail.com
 Universidad de Padua.

2. Formal letter for schools (English translation)

Bogota, June 2023

Dear

School XXXX

By means of the present we want to present the project *What I am with me, I am with you and in you*, study focused on the relationship between the emotional regulation of children with their parents. This project was born as a graduate work of psychologist Laura Natalia Gonzalez, who is currently completing her master's degree in clinical, social and intercultural psychology at the University of Padova, Italy, accompanied by a research group coordinated by Professor Sara Scrimin, associate professor of the Department of Developmental Psychology and Socialization.

The aim of the project is to:

1. Studying **emotional regulation**.
2. Deepen the **importance of the role of parents** in the process of emotional regulation of their children.
3. Develop an **intercultural comparison** based on the integration of the results of four different countries (Colombia, El Salvador, Italy and Turkey), to analyze the role of the environment in the development of emotional capacities.

With this in mind, an anonymous online questionnaire is expected which takes approximately 30 minutes per participant, in which different types of questions must be answered. Questions related to:

Behavior, attention, pro-social behavior, cooperation and peer relationships; as well as different skills and strategies of emotional regulation, family support and availability, home characteristics and sensitivity to the environment.

The questionnaire addresses different topics since the extensive information facilitates understanding the different relationships between the variables and a clearer idea about the main topics: **emotional regulation, the characteristics of the home and family relations, and the contextual characteristics.**

Having said that, we would like to request the participation of the institution in order to facilitate the virtual distribution of the link to the questionnaire in the population of children between the ages of 8 and 13 (between the first and sixth grade approximately).

Participation would be of great help in understanding the factors that affect the effective regulation of emotions, in the hope of providing a basis for the future development of emotion management.

The project will use the data collected to develop materials and tools for parents on the importance of accompaniment in their children's emotional processes and guidelines to facilitate such accompaniment.

That is why, if we have the help of the institution, we commit ourselves to distribute the results so that they are available to the school and the parents of their educational community.

We thank you in advance for your time and readiness.

Laura Natalia Gonzalez

Lngonzamora@hotmail.com

University of Padova.

3. Circular for parents (Spanish version)

Hablemos sobre regulación emocional!

Sabemos que los padres y madres tienen un impacto y rol esencial en el desarrollo emocional de sus hijos e hijas. El proyecto "**Lo que soy conmigo soy contigo y en ti**" investiga estos factores que afectan la regulación emocional de los niños, buscando desarrollar herramientas y estrategias para que los padres puedan acompañar y facilitar más efectivamente este proceso.

La psicóloga Laura Natalia Gonzalez, quien actualmente está finalizando su maestría social en la Universidad de Padua, Italia, los invita a hacer parte de este proyecto. De contar con su apoyo, podrán disponer de las herramientas y pautas que resultarán de la investigación con tips de psicoeducación, además de ayudar en la importante investigación sobre el rol de la familia en el desarrollo emocional.

Su participación requiere únicamente la realización de un **cuestionario virtual** para uno de los padres y su hijo o hija entre los 8 y los 13 años de edad, el cual toma aproximadamente 30 minutos por cada participante. En él deberán responder de **manera anónima** distintos tipos de preguntas, relacionadas con: *La conducta, la atención, el comportamiento pro-social, la cooperación y la relación entre pares; así como las distintas habilidades y estrategias de regulación emocional, el apoyo y la disponibilidad familiar, las características de hogar y la sensibilidad al entorno.*

El cuestionario aborda distintos temas ya que la amplia información facilita entender las distintas relaciones entre las variables y una idea más clara sobre los temas principales: **la regulación emocional, las características del hogar y las relaciones familiares, y las características contextuales.**

A continuación encuentran el **Link**:

https://psicologiapd.fra1.qualtrics.com/jfe/form/SV_3X14Vt2k595A2Ro

¡Esperamos poder contar con ustedes!

Ante cualquier duda no duden en contactarnos.
Muchas gracias y esperamos contar con su participación!

Laura Natalia González
Lauranatalia.gonzalezzamora@studenti.unipd.it

4. Circular for parents (English translation)

Let's talk about emotional regulation!

We know that parents have an essential impact and role in the emotional development of their children. The project "**What I am with me is with you and in you**" investigates these factors that affect the emotional regulation of children, seeking to develop tools and strategies so that parents can more effectively accompany and facilitate this process.

Psychologist Laura Natalia Gonzalez, who is currently completing her social master's degree at the University of Padova, Italy, invites them to take part in this project. With their support, they will be able to have the tools and guidelines that will result from the research with tips of psychoeducation, in addition to helping in the important research on the role of the family in emotional development.

Their participation requires only the realization of a **virtual questionnaire** for one of the parents and their son or daughter between 8 and 13 years of age, which takes approximately 30 minutes for each participant. In it they must answer **anonymously** different types of questions, related to: Behavior, attention, pro-social behavior, cooperation, and relationship between peers; as well as different skills and strategies of emotional regulation, family support and availability, home characteristics and sensitivity to the environment.

The questionnaire addresses different topics since the extensive information facilitates understanding the different relationships between the variables and a clearer idea about the main topics: **emotional regulation, the characteristics of the home and family relations, and the contextual characteristics.**

Below you find the **Link**:

https://psicologiapd.fra1.qualtrics.com/jfe/form/SV_3X14Vt2k595A2Ro

We hope we can count on you!

Please do not hesitate to contact us.
Thank you very much and we look forward to your participation!

Laura Natalia González
Lauranatalia.gonzalezzamora@studenti.unipd.it

5. Informed consent for children

INFORMED CONSENT ENGLISH CHILDREN

This informed consent form is for parents of adolescent girls and boys participating in the research titled "Take Air". Coordinated by Laura Natalia Gonzalez under the supervision of Prof.ssa Sara Scrimin, Associates Professor from the Department of Developmental and Socialization Psychology of the University of Padova, Italy.

This research will study your child's ability to identify, accept and manage their emotions. With this in mind, this project has the goals of:

1. Studying emotion regulation.
2. Going deeper on the importance of parenting role in the emotion regulation process of their children, in order to elaborate and assessment for parents on how to accompany and approach this process.
3. Achieving an intercultural approach by comparing the results from four different countries (Colombia, El Salvador, [Italy](#) and Turkey), as a deeper way of understanding the role of the environment in the development of emotional abilities.

The project consists of an online questionnaire which will be answered using a Likert scale in which your child will have to choose on the degree in which he/she agrees or disagrees with different statements. It will take around 20 -30 minutes to answer. When the research is complete you will be provided with the results of the analysis if you request them, and you will be free to ask any questions.

If you have any further questions concerning this [study](#) please feel free to contact us through phone or email.

Laura Natalia Gonzalez

Department of Developmental Psychology and Socialization

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I have been asked to give consent for my daughter/son to participate in this research study. I have read the foregoing information, and I'm aware that:

- The project is aimed to deepen the knowledge on emotion regulation in school age children.
- Our child will be required to complete a questionnaire, which has no diagnostic purpose.
- Our child is able to stop at any given time or for any reason.
- The study is in line with current law D. Lgs 196/2003 and EU GDPR 679/2016 on data protection and consent to the processing and communication of personal data, within the limits, for the purposes and for the duration specified by the laws in force (Legislative Decree 196/2003 and EU GDPR 679/2016). The research manager undertakes to fulfill the obligations established by current legislation in terms of collection, processing and storage of sensitive data.
- The protection of the data of our daughter / or is designated by Decree of the General Manager 4451 of 19 December 2017, in which a Head of the Data protection, privacy@unipd.it.

I consent voluntarily for my child to participate as a participant in this study.

Print Name of Parent or Guardian _____

Signature of Parent of Guardian _____

Date _____ Day/month/year

5. Informed consent for parents

ADULTS

Dear Participant,

We hereby ask you to provide your informed consent to participate in the "Take AIR" research, coordinated by Laura Natalia Gonzalez under the supervision of Prof.ssa Sara Scrimin, Associates Professor from the Department of Developmental and Socialization Psychology of the University of Padova, Italy.

This research will study your ability to identify, accept and manage your emotions. With this in mind, this project has the goals of:

1. Studying emotion regulation.
2. Going deeper on the importance of parenting role in the emotion regulation process of their children, in order to elaborate and assessment for parents on how to accompany and approach this process.
3. Achieving an intercultural approach by comparing the results from four different countries (Colombia, El Salvador, Italy and Turkey), as a deeper way of understanding the role of the environment in the development of emotional abilities.

The project consists of an online questionnaire which will be answered using a Likert scale in which you will have to choose to what degree you agree or disagree with different statements. It will take around 30 minutes to answer. When the research is complete you will be provided with the results of the analysis if you request them, and you will be free to ask any questions.

If you have any further questions concerning this [study](#) please feel free to contact us through phone or email.

Laura Natalia Gonzalez

Department of Developmental Psychology and Socialization

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If you agree to participate, please be aware that:

1. The study is in line with current laws D. Lgs 196/2003 and EU GDPR 679/2016 on data protection and consent to the processing and communication of personal data, within the limits, for the purposes and for the duration specified by the current laws (D. Lgs. 196/2003 and EU GDPR 679/2016).
2. You are free to withdraw at any point throughout the duration of the experiment without any penalty
3. The data will be collected confidentially, and they will be processed anonymously and in aggregate form
4. The data will be used exclusively for scientific and statistical purposes
5. You can obtain the return of the raw data from the data together with the relevant normative reference data. Since the present study is not for clinical purposes, you know that you will have to consult with a specialist for possible interpretation of the data, a copy of this form will be given to you by the researcher.