

## Research Article

# The effect of childhood traumatic experiences on emotion regulation and adult attachment styles in early adulthood

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### Abstract

Traumatic occurrences occur frequently in the lives of individuals. Childhood trauma can have an effect on a person's adulthood. In early adulthood, each person typically forms deep ties with others. Emotional regulation and adult attachment style reveal each individual's aptitude or unwillingness to form close relationships. This study intends to assess the impact of childhood traumatic events on emotion regulation and aspects of adult attachment style (secure, preoccupied, dismissive, and terrified) in Malang among young adults. This study employs a quantitative methodology and causal relationship design. Three psychological measuring instruments were used to collect data: a childhood traumatic experiences scale based on the World Health Organization Adverse Childhood Experiences International Questionnaire (0.742), an emotion regulation scale based on the Interpersonal Emotion Regulation Questionnaire (=0.891), and an adult attachment style scale based on the Attachment Styles Questionnaire (>0.750 on each dimension). Using simple linear regression, the influence of research variables was determined by analyzing the data. The results indicated that childhood traumatic events had an effect on emotional regulation ( $p < 0.05$ ), but no effect on adult attachment style in Malang during early adulthood.

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## Introduction

Traumatic occurrences occur frequently in the lives of individuals. According to the Substance Abuse and Mental Health Services Administration (SAMHSA), more than 67% of persons have encountered at least one traumatic event in their lifetime by the age of sixteen. Trauma is not restricted to a specific age range, suggesting that anyone can experience trauma if exposed to a stressful event (Anggadewi, 2020). Childhood trauma is an unpleasant, harmful, or dangerous experience that occurs between infancy and adolescence and causes individuals to feel fear and powerlessness when the incident occurs. These traumatic experiences include of emotional, physical, sexual, communal, collective, and peer violence. Emotional and physical neglect, and family dysfunction due to deceased or divorced parents, incarcerated family members, drug misuse, abusive conduct, and mental illness. Their negative experiences are typically significant enough to have an effect on adolescence and adulthood.

Multiple studies have determined that childhood trauma has an effect on an individual's adult life. Children who have experienced trauma face developmental problems, particularly in their social and emotional development (Cook, 2005). According to Van der Kolk (2005), social and emotional development is hindered when individuals have difficulties establishing and maintaining friendships, are distant from their parents, display oppositional conduct, and struggle to create

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trust, closeness, and affection. According to Erozkan (2016), children who experience traumatic events typically experience emotional instability, including a loss of hope to be protected by others, a loss of trust in the social environment, a loss of faith in social justice or retribution, and beliefs or feelings that they will become victims in the future. According to the study that has been provided, untreated trauma can have an effect on following development, namely maturity.

Early adulthood is typically characterized by the development of close connections, accompanied by a strong desire to pursue independence and freedom (Santrock, 2012). Relationship success reveals a person's capacity for forming meaningful bonds with others. Relationship success can be demonstrated by the quality of one's friendships (Princess, 2020) and by the existence of strong, long-lasting love relationships (dating and marriage) characterized by open communication, trust, commitment, and mutual respect (Riggle, 2016; Overall, 2017; Campbell, 2019). Moreover, the inability to form meaningful relationships with others can be detrimental to individuals and their behavior toward themselves and others, resulting in relationship issues. This can lead to a person rejecting, ignoring, or even attacking those around them (Santrock, 2012).

Conflicts in developing relationships with others during early adulthood are indicative of relationship difficulties. Conflicts include a high rate of dating violence (Komnas Perempuan, 2020), divorce cases dominated by productive age (Kurnai, 2021), and infidelity cases in Indonesia (Saputra, 2019). Within the vicinity of the city of Malang, there exist statistics on violence, neglect, and family dysfunction, which is the result of failed relationships. In 2021, the Malang Religious Court Class IA recorded a total of 2,357 divorce cases, with ongoing disagreements and the departure of one party serving as the primary cause. In 2021, 70 occurrences of domestic abuse were documented by the Office of Women's Empowerment and Child Protection in Malang Region.

According to Shaver and Mikulincer (2014), various human social behaviors are governed by emotional control. Traumatized individuals commonly experience challenges with emotional regulation, such as a lack of emotion control skills, an inability to accept emotions, and a lack of emotional clarity, according to Barlow (2017). Emotion regulation is an individual's process or technique of assessing, managing, and acting on their emotional state in relation to oneself and others (Hoffman, 2016). It can be claimed that social behaviors such as neglect, rejection, violence, and acceptance are the outcome of an individual's process of managing emotions within themselves.

A study conducted by Scoglio (2018) demonstrates that childhood trauma has an effect on the development of emotion regulation. According to a study conducted by Lyons-Ruth (2013), childhood trauma can impede attachment and cause an individual to grow up without the emotional regulation abilities that are normally acquired through good attachment relationships. In their research, Badour and Feldner (2013) found that emotional dysregulation is a common result of interpersonal trauma, particularly for those who had childhood trauma. Their research revealed that emotional response to stressful events and difficulties in emotion management predict the degree of post-traumatic stress symptoms independently. In other words, childhood trauma can result in emotional sensitivity and trouble regulating one's emotions. The inability to control one's emotions is a precursor to the onset and persistence of post-traumatic stress disorder, according to a separate study by Powers (2015). Goldsmith (2013) observed that emotional regulation difficulties were connected with the type of trauma such as physical abuse, emotional abuse, or sexual harassment by someone who was extremely close to the sufferer. The findings obtained by Fernando (2014) support the hypothesis that childhood trauma is associated with impairments in emotional control.

According to research conducted by Fonagy (2018), trauma can also affect the adult attachment style of each individual, in addition to the regulation of emotions. According to their findings, trauma is a factor that can impair bonding in individuals. This is because traumatic events naturally block memory- and self-awareness-related regions of the brain. Consequently, traumatized individuals tend to repress and not resolve certain experiences. Trauma that is not resolved and remains for a long time will impair mental function, preventing individuals from forming secure adult relationships.

Each young adult in a relationship has an own adult attachment style. Individual inclinations in relating to others based on a model of oneself and a model of others constitute adult attachment styles. Bartholomew and Horowitz (1991) classify the attachment style of adults into four categories: one secure attachment style and three insecure attachment styles, which

include preoccupied, dismissive, and scared attachment styles. Adult attachment style is essential to every person's life since it describes how each person governs their emotions and conduct within a relationship. Multiple studies on adult attachment styles indicate that insecure attachment styles can lead to relationship issues, such as dating violence, hostility, poor friendship qualities, and a propensity for Stockholm syndrome (Trifiani, 2012; Smeltzer, 2009; Putri, 2020; Yuliani, 2017).

Childhood traumatic events, such as neglect, assault, and family dysfunction, can have a negative effect on an individual's adult functioning, as seen by the friendships and romantic relationships they have as adults. According to studies conducted by Damayanti (2021) on young adults who have witnessed domestic violence, childhood trauma can influence their attachment pattern as young adults. Individuals who are subjected to psychological, physical, and sexual violence within their families, as well as neglect, are at risk for experiencing these traumatic occurrences. Trauma influences the development of dismissive and scared attachment styles in individuals. In the meantime, Puspitasari (2022) discovered that family disruption, like as divorce and violence, has an effect on the development of the preoccupied attachment style. On the basis of research findings, it is apparent that negative or traumatic events experienced by individuals during childhood have an effect on the development of insecure attachment styles in adulthood.

Those who are unable to establish connections are characterized by a dismissive attachment style. Individuals with a dismissive attachment style are typically avoidant due to their habits and the belief that they are independent and cannot rely on others. Individuals with a dismissive attachment style are suspicious of others and fear abandonment, so they avoid or abandon them first. In contrast, possessive relationships are characterized by a preoccupied attachment style. Preoccupied attachment style is a sort of attachment style that might characterize mania relationships or possessive love patterns (Yuliani, 2017). This is due to the fact that preoccupied attachment style is a form in which the individual desires an intimate emotional relationship with other people, but there is anxiety or fear that the partner does not want to be close to them, so that the individual with this attachment style does not move away from the perpetrator of violence in order to maintain a relationship that they believe is capable of establishing closeness or intimacy with themselves. While individuals with a scared attachment style can be characterized by inconsistent conduct in close relationships, such as approaching and then avoiding, they are also characterized by a lack of emotional stability.

In contrast to insecure attachment styles, persons who experience few traumatic events in childhood are more likely to establish secure attachment types as adults (Woodhouse, 2015). This is consistent with the findings of Ziliwu's (2020) research, which indicates that fewer traumatic events in childhood are associated with the development of more stable attachment in adulthood. Thus, individuals with stable attachment patterns are able to develop and receive support from comfortable, fulfilling partnerships. However, it is likely that individuals who have suffered trauma are also able to develop a stable attachment type. This is revealed from Alder's research (2018) which reveals that the secure attachment type operates as a mechanism that shields individuals from post-traumatic stress symptoms that might occur after a traumatic experience. Having endured traumatic events in the past can protect an individual from the bad influence on the current relationship.

Vrticka and Vuilleumier's (2012) neuroimaging (the study of the structure and function of the central nervous system in the human brain) research supports the notion that insecure attachment patterns are typically associated with less effective or even worse emotional regulation abilities. Generally, insecure attachment is related with difficulties in emotional regulation, resulting in poor outcomes in stressful social circumstances and persistently elevated levels of emotion. Vrticka and Vuilleumier (2012) also explain that secure attachment is connected with the use of constructive emotion regulation, particularly cognitive reappraisal that leads to stable emotional reactions in stressful social contexts. Shaver and Mikulincer (2014) describe that secure attachment is related to the way individuals interpret their emotions and regulatory efforts that are in accordance with balance, an open mind, generally low stress levels, and a constructive approach to maintaining a relationship. Existing research indicates a correlation between emotion management and adult attachment types.

From the different studies presented, it has been determined that childhood traumatic events can alter adult emotion regulation and attachment types. The relationship of childhood traumatic experiences, emotion regulation, and adult attachment style has been explored separately in various studies. However, there is a lack of study on the effects of these

characteristics on early adulthood. Consequently, the purpose of this study is to investigate the impact of childhood traumatic events on emotion regulation and characteristics of adult attachment styles (secure, preoccupied, dismissive, and terrified) in early adulthood.

### Method

This study employs a quantitative methodology and a causal relationship design. In this study, the independent variable is childhood traumatic experiences. While the dependent factors in this study are emotional regulation and adult attachment styles, which include secure, preoccupied, dismissive, and terrified attachment styles, the independent variables are emotional regulation and adult attachment styles. Three psychological measuring instruments, namely the scale of childhood traumatic events, emotion control, and adult attachment type, were administered via Google Form to the research participants in order to collect data. This study's data analysis was conducted utilizing statistical analysis, specifically simple linear regression and simple correlation approaches.

The respondents of the survey were in their early adulthood. According to Erikson's (in Santrock, 2012) stages of human development, early adulthood is a developmental stage in which individuals have passed through adolescence and into the early adulthood age range of 20 to 30 years. This allowed the researchers to establish the features of the 20- to 30-year-old male and female individuals. Malang was the location where the research was conducted. Before being employed in research, each measuring instrument was evaluated for its validity and reliability using a sample of sixty participants. Respondents who have completed the trial examination will no longer serve as research samples.

Before data collection could begin, the number of research samples required was determined by quota sampling, which was used to choose the individuals for the study. Given the size and diversity of the population in early adulthood, the researchers selected a maximum sample size of 100 respondents. The number of samples was determined using the Lemeshow formula with a 10% margin of error (Lemeshow, 1997).

### Participants

The 100 participants in this study were young individuals ranging in age from 20 to 30 years old and living in Malang. The following table provides a broad summary of the ages of the participants in this study.

**Table 1.** Research Subject Age

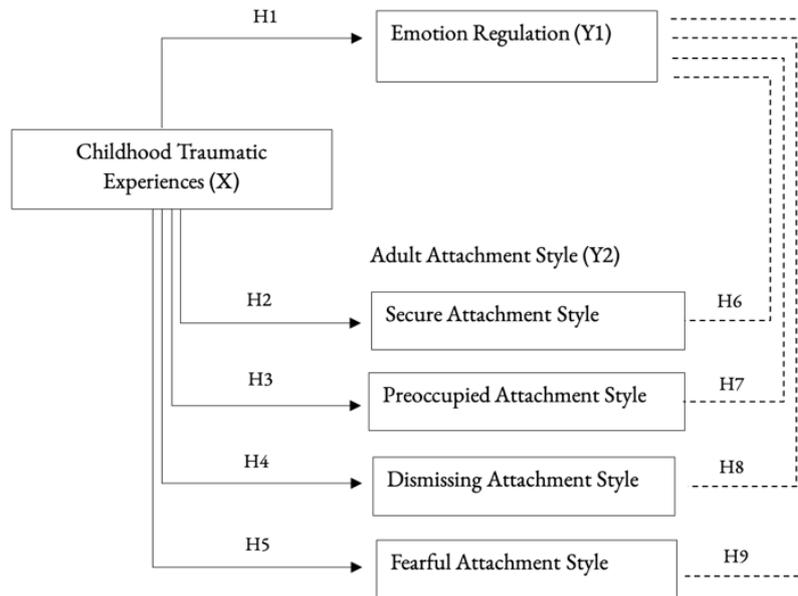
Age	Frequency	Percentage
20	10	10.0
21	14	14.0
22	23	23.0
23	8	8.0
24	9	9.0
25	16	16.0
26	5	5.0
27	6	6.0
28	3	3.0
29	2	2.0
30	4	4.0
Gender		
Male	40	40.0
Female	60	60.0
Total	100	100.0

Meanwhile, the age and gender distribution of the research subjects can be seen in the following table.

### Data Collection Tool

Rahapsari's adaptation of the World Health Organization Adverse Childhood Events International Questionnaire (WHO

ACE-IQ) was used to measure the variable of childhood traumatic experiences (2021). The World Health Organization (WHO) (2018) developed this instrument as a standardized measurement of childhood traumatic events that may be utilized in Indonesia. In the WHO ACE-IQ instrument, validity was determined by comparing the correlation coefficient between the Indonesian version of the WHO ACE-IQ instrument (Rahapsari, 2021) and the Indonesian version of the Adverse Childhood Experiences Questionnaire (ACEQ) instrument (Kaloeti, 2001) utilizing Pearson's Product Moment. The validity test revealed a significant correlation between the two instruments ( $r = 0.807$ ,  $p < 0.01$ ). Meanwhile, the Cronbach's Alpha coefficient for the reliability test is 0.742, indicating that the instrument is dependable.



**Figure 1.** Conceptual Framework

Emotion regulation variables were measured using the Indonesian version of the Interpersonal Emotion Regulation Questionnaire (IERQ) adapted by Sutanto, et al (2021) based on the theory of Hoffman (2016) with four dimensions, namely enhancing positive affect, perspective taking, soothing, and social modeling. Cronbach's Alpha coefficient of 0.891 was used to validate 20 items on the emotional regulation scale, indicating their reliability. The adult attachment type instrument utilized in this study is the Attachment Styles Questionnaire (ASQ) translated by Fitriana & Fitria into Indonesian (2016). The Attachment Styles Questionnaire (ASQ) is a tool for assessing adult attachment type based on Bartholomew's theoretical model of adult attachment style (1991). The model demonstrates that an adult's attachment style is comprised of two components: the model of self and the model of others. Cronbach's Alpha coefficients of 0.783 on the secure dimension, 0.800 on the preoccupied dimension, 0.753 on the dismissive dimension, and 0.852 on the terrified dimension were used to choose or validate 24 items.

## Results

Following is a discussion of the outcomes of the data analysis and the influence of childhood traumatic events on emotion regulation and adult attachment styles, as well as the relationship between emotion regulation and adult attachment styles.

### Descriptive Analysis

In this study, descriptive analysis is utilized to explain the percentage of subject data obtained and its general placement by categorizing the research subject scores. In the variable of childhood traumatic experiences, classification is established based on the specific norms that have been determined, by summing up the score of exposure to traumatic experiences in childhood per indicator. The variables of childhood traumatic experiences were classified as follows: no traumatic experience, traumatic experience (low), and frequent traumatic experience (high). In the meanwhile, secure attachment style, preoccupied attachment style, dismissive attachment style, and terrified attachment style were

standardized by computing the hypothetical mean (mean) and hypothetical standard deviation of each variable. Secure attachment style, preoccupied attachment style, dismissive attachment style, and scared attachment style were divided into low, medium, and high groups for emotional regulatory variables. In the following table, data descriptions for each variable are provided.

**Table 3.** Descriptive Analysis

Variable	Min	Max	Mean	Standard Deviation
Childhood Traumatic Experience	0	108	54	18
Emotion Regulation	20	100	60	13,3
Secure Attachment Style	7	35	21	4,7
Preoccupied Attachment Style	7	35	21	4,7
Dismissing Attachment Style	5	25	15	3,3
Fearful Attachment Style	5	25	15	3,3

Based on the results of the calculations in the table above, it is obtained per-individual categorization on each research variable, which can be seen in the following table.

**Table 2.** Categorization of Childhood Traumatic Experiences

Category	Range	Frequency	Percentage
None	0	0	0%
Low	1-2	4	4%
High	3-13	96	96%
Total		100	100%

**Table 3.** Categorization of Regulation of Emotion

Category	Range	Frequency	Percentage
Low	$\leq 46,7$	6	6%
Moderate	$46,7 < x \leq 73,2$	55	55%
High	$73,3 \leq x$	39	39%
Total		100	100%

**Table 4.** Categorization of Secure Attachment

Category	Range	Frequency	Percentage
Low	$\leq 16,3$	4	4%
Moderate	$16,3 < x \leq 25,7$	47	47%
High	$25,7 \leq x$	49	49%
Total		100	100%

**Table 5.** Categorization of Preoccupied Attachment

Category	Range	Frequency	Percentage
Low	$\leq 16,3$	13	13%
Moderate	$16,3 < x \leq 25,7$	40	40%
High	$25,7 \leq x$	47	47%
Total		100	100%

**Table 6.** Categorization of Dismissing Attachment

Category	Range	Frequency	Percentage
Low	$\leq 11,7$	2	2%
Moderate	$11,7 < x \leq 18,3$	49	49%
High	$18,3 \leq x$	49	49%
Total		100	100%

**Table 7.** Categorization of Fearful Attachment

Category	Range	Frequency	Percentage
Low	$\leq 11,7$	13	13%
Moderate	$11,7 < x \leq 18,3$	44	44%
High	$18,3 \leq x$	43	43%
Total		100	100%

**Assumption Test**

Before employing simple linear regression analysis and correlation analysis to evaluate the hypothesis, the researcher tested the assumptions, which included the normalcy test, the linearity test, and the heteroscedasticity test. The assumption test was conducted to see whether the data were normally distributed, linearly connected between the independent variables and the dependent variable, and homoscedastic.

The purpose of the normality test in this investigation was to examine whether or not the data utilized in this study were distributed normally. Using the Kolmogorof-Smirnoff formula for a single sample, normality was assessed. In this normality test, if the significance value of the data is more than 0.05, it can be concluded that the data is normally distributed. Moreover, if the significance value of the residual data on the independent variable of childhood traumatic experience with each dependent variable (emotional regulation, secure attachment style, preoccupied attachment style, dismissing attachment style, and fearful attachment style) is greater than 0.05, then the residual data are normally distributed and the model can be analyzed using regression analysis. Table 10 displays the results of the calculation of this study's normalcy test.

**Table 8.** Normality Test

Variable	Sig.	Unstandardized	$\alpha$	Interpretation
Childhood Traumatic Experience	0,074			
Emotion Regulation	0,200	0,200		
Secure Attachment Style	0,149	0,200	0,05	Data is normally distributed
Preoccupied Attachment Style	0,058	0,189		
Dismissing Attachment Style	0,083	0,200		
Fearful Attachment Style	0,053	0,200		

As a prerequisite for the implementation of a linear regression model, the linearity test was undertaken to check whether there was a linear relationship between the independent variable and each dependent variable to be assessed. If the significance value of Deviation from Linearity is more than 0.05, then the independent variable and the dependent variable have a significant linear connection. In addition, the linearity test can be determined from the F score derived with the F table. If the estimated F score is less than the F table, then the independent variable and the dependent variable have a substantial linear connection. The results of the linearity test can be seen in table 11.

**Table 9.** Linearity Test

Variable	Sig.	$\alpha$	F score	F table	Interpretation
Childhood Traumatic Experiences and Emotion Regulation	0,828		0.731		
Childhood Traumatic Experiences and Secure Attachment Styles	0,762		0.788		
Childhood Traumatic Experiences and Preoccupied Attachment Styles	0,363	0,05	1,100	1.627	Linear
Childhood Traumatic Experiences and Dismissing Attachment Styles	0,715		0,825		
Childhood Traumatic Experiences and Fearful Attachment Style	0,913		0,637		

A test for heteroscedasticity was conducted to see whether the residuals of one observation differed significantly from those of another observation. Heteroscedasticity illustrates the dispersion of independent variables. Random distribution demonstrates the validity of a regression model. In other words, heteroscedasticity does not exist. Using the Glesjser test, heteroscedasticity was examined. The glejser test is a test that involves the regression of the absolute value of the residual on the independent variable. All residual regressions of the independent variables of childhood traumatic experiences did not exist, and there was no evidence of heteroscedasticity, therefore it can be inferred that the distribution of the variables of childhood traumatic experiences has a suitable regression model since it is random.

**Table 10.** Heteroscedasticity Test

Variable	Sig.	$\alpha$	Interpretation
Childhood Traumatic Experiences and Emotion Regulation	0,716	0,05	There is no heteroscedasticity
Childhood Traumatic Experiences and Secure Attachment Styles	0,263		
Childhood Traumatic Experiences and Preoccupied Attachment Styles	0,145		
Childhood Traumatic Experiences and Dismissing Attachment Styles	0,986		
Childhood Traumatic Experiences and Fearful Attachment Style	0,190		

### Hypothesis Test

Hypothesis testing to see the effect was done using basic linear regression. In regression analysis, the significance value serves as the basis for decision-making. If the significance value is less than the probability of 0.05, it indicates that the independent variable has a significant effect on the dependent variable. In addition, the T test was run to evaluate whether the independent variable impacts the dependent variable individually (partial) or not. If the value of t score is greater than t table, then the independent variable has an effect on the dependent variable. The results of hypothesis testing reveal that childhood traumatic experiences have a considerable effect on emotion regulation in early adulthood. Meanwhile, the variable of childhood traumatic events did not significantly influence the attachment type of persons in early adulthood. The results of hypothesis testing may be shown in table 13.

**Table 11.** Hypothesis Test (Causal)

Variable	Sig.	$\alpha$	T score	T tabel	Interpretation
Childhood Traumatic Experiences on Emotion Regulation	0,046	0,05	-2,022	1,984	There is a negative effect
Childhood Traumatic Experiences on Secure Attachment Styles	0,334		-0,975	2,013	There is no effect
Childhood Traumatic Experiences on Preoccupied Attachment Styles	0,384		0,880	2,015	There is no effect
Childhood Traumatic Experiences on Dismissing Attachment Styles	0,665		0,436	2,013	There is no effect
Childhood Traumatic Experiences on Fearful Attachment Style	0,927		0,093	2,021	There is no effect

Using Pearson correlation analysis, the link between variables was examined to evaluate hypotheses regarding their relationship. If the significance value is less than the probability of 0.05, then there is a significant relationship between the variables studied. The results of evaluating the hypotheses reveal that there is a substantial association between emotional regulation and the attachment styles of secure attachment, preoccupied attachment, dismissive attachment, and scared attachment. These results can be seen in table 14.

**Table 12.** Hypothesis Test (Correlation)

Variable	Sig.	$\alpha$	R score	R table	Interpretation
Emotion Regulation with Secure Attachment Style	0,014		0,349	0.284	Positive correlation
Emotion Regulation with Preoccupied Attachment Style	0,004	0,05	-0,409	0.290	Negative correlation
Emotion Regulation with Dismissing Attachment Style	0,004		0,406	0.284	Positive correlation
Emotion Regulation with Fearful Attachment Style	0,005		-0,421	0.304	Positive correlation

### Discussion and Conclusion

On the basis of descriptive analysis, it was determined that every participant in the study had encountered at least one traumatic event in childhood. There are 96% of subjects with a high incidence of traumatic childhood events. A high level of childhood traumatic experiences indicates that the individual is subjected to several or numerous traumatic events from birth to childhood. While the remaining 4% of the respondents experienced a mild level of childhood trauma. The low prevalence of childhood traumatic experiences indicates that individuals experienced traumatic events between the ages of infancy and childhood. These data show that all research participants or each individual has undergone traumatic events as a child. This result is bolstered by Anggadewi's (2020) research finding that everyone who experiences a traumatic incident is capable of feeling trauma.

On the basis of the results of testing the hypothesis H1, it was determined that childhood traumatic experiences had a significant detrimental effect on emotion regulation in early adulthood in Malang. It implies that persons who have had traumatic events in childhood may acquire instability or difficulties in their processes and methods of managing and acting on the emotional states they feel for others. According to prior studies, trauma can impede the development of emotional regulation processing, as seen by poor emotion control abilities and emotional understanding impairments (Perveen, 2021). Trauma can reduce a person's ability to regulate and comprehend emotions, and can increase interpersonal conflict when responding to negative emotional states (Perveen, 2021).

Based on the results of testing the hypotheses H2, H3, H4, and H5, it was determined that the collected data did not indicate that childhood traumatic experiences had a significant influence/effect on the secure, preoccupied, dismissive, and fearful dimensions of adult attachment style. This indicates that high or low levels of childhood trauma are not the cause of the development of an adult attachment style. This is due to the fact that adult attachment style is influenced by factors other than the subject's traumatic childhood experiences.

The lack of influence of childhood traumatic experiences on adult attachment styles can be attributed to the presence of attachment styles that were formed and carried over from childhood based on attachment to their caregivers (Fraleay, 2019). Therefore, there is no influence of childhood traumatic experiences that specifically changes the individual's attachment style as they mature. In addition, events experienced from childhood to early adulthood can shape an adult's attachment style to a person, but it is not necessarily a traumatic event that is the primary factor in the formation of an adult attachment style, but rather events or habits in everyday life and behavior, such as the individual's environment, such as the quality of the environment during their growth, the experience of friendship, as well as the social environment (Fraleay, 2013). This is described by Erikson's idea that psychosocial development is the outcome of the interplay between basic biological requirements and social and environmental experiences experienced in daily life, resulting in the manifestation of these needs in social behaviors or attitudes. Personality type is another characteristic that can influence an adult's attachment style to a subject. Personality is recognized to influence behavior and the capacity to adapt to one's surroundings and circumstances (Midyani, 2015). This may suggest that the adult attachment style is a form of adaptation based on the individual's personality type.

The findings of the test of the association between emotion regulation and adult attachment style revealed a correlation between emotion regulation and each characteristic of attachment type (secure, preoccupied, dismissing, and fearful). Each aspect of an adult's attachment style can be distinguished by comparing the self-model and the other-model. The model of self is a person's self-image or image, i.e., how they view themselves as someone deserving of love and support. A positive self-image indicates the extent to which individuals have internalized values from the outside world and developed their own positive self-worth or self-esteem. Therefore, they anticipate positive responses from others. Models of the self can be associated with anxiety and dependence in intimate relationships. While the model of others is a person's abstract picture of other people, specifically whether they view them as trustworthy and dependable or untrustworthy and reject them. The image of others indicates the extent to which other individuals are expected to exist and can provide support for the individual. This model is associated with a propensity to seek or avoid closeness in interpersonal relationships.

Based on the findings of the hypothesis test for H6, it was determined that emotion control has a positive link with the subject's secure attachment type. This indicates that the better the subject's emotional regulation, the higher their secure attachment style. Subjects with high emotional regulation are able to preserve enjoyment, obtain comfort for oneself, and reduce worry without seeking out other individuals because they are able to evaluate and alter their emotional responses effectively. A secure attachment style is characterized by a positive model of self and model of other, which means that individuals may trust others and have a solid self-image, resulting in minimal anxiety and low avoidance of others. Thus, subjects with effective emotional regulation will be able to develop a positive perspective of themselves and others in their interactions, such that their connections with those closest to them may typically be characterized as healthy due to their inner and outer self-confidence. On the other hand, the poorer the subject's emotional regulation, the less secure attachment type they have. In close connections, subjects who lack emotional regulation tend to exhibit fear or avoidance of themselves and others.

The results of the hypothesis test for H7 indicate a negative link between emotion control and preoccupied attachment style to the subject. This implies that the weaker the subject's emotional regulation, the more their obsessed attachment type, and vice versa. The preoccupied attachment style is characterized by a negative model of self and a positive picture of others, indicating that individuals with this attachment style have a high level of anxiety in themselves and a low level of avoidance in relationships. In this approach, persons with deficient emotional regulation demonstrate a lack of self-acceptance if they do not receive validation from others; hence, the subject will feel nervous if other people or those closest to them are not present to offer encouragement, support, and acceptance. Those with healthy emotional regulation, on the other hand, do not require the approval, love, or affection of others to feel worthwhile or accepted.

The results of hypothesis testing for H8 yield the result that emotion regulation has a positive link with rejecting attachment style. This means that the stronger the emotional regulation of the subject, the higher the rejecting attachment type, and vice versa. Subjects with effective emotional regulation can lessen their anxiousness and solve their problems without observing how others solve problems. A dismissive attachment style is characterized by the presence of positive models of self and other. Thus, it can be seen that those who have effective emotional control will develop sensations of personal achievement and high self-confidence yet avoid deep interactions with other people. This attachment style is characterized by minimal anxiety and excessive avoidance of others. Subjects with a dismissive attachment style acquire habits and a sense of independence due to their inability to rely on others (Erozkan, 2016).

The results of the hypothesis testing for H9 indicate that emotion regulation and scared attachment type are negatively related. This means that the terrified attachment style to the subject is greater the lower the emotional control, and vice versa. Those with poor emotional regulation have a propensity to require comfort and compassion from others and to feel forced to share their joys with others. A fearful attachment style is characterized by a negative self- and other-model. Negative models of self and models of others lead to feelings of inability to love and believe in oneself, as well as mistrust of others; hence, individuals with this attachment display high levels of anxiety and avoid partnerships. Thus, it can be asserted that persons with poor emotional regulation would acquire a yearning for intimacy, yet will fear rejection. As a result, persons with this

attachment style tend to want to grow closer to their attached figures (partner/friends/relations), while also avoiding other people or their attached figures in order to avoid feeling upset.

They will develop a desire for intimacy, but they will fear rejection. As a On the basis of the preceding discussion, it can be concluded that childhood traumatic experiences had an effect on emotion regulation, but had no effect on early adult attachment styles in Malang. This can be attributed to each individual's personality and their retained attachment style from childhood; therefore, there is no change in an individual's adult attachment style.

### Recommendations

In the preparation of the study, there are still insufficient numbers of participants. Therefore, the researcher recommends that future researchers increase the size of the research sample to acquire more diverse data and employ early screening during the data collection procedure to identify participants who have experienced childhood trauma. Additionally, future researchers might examine the variables in the study with different age groups. In addition, future researchers can perform research using alternative methodologies, such as a qualitative methodology, so that the variables addressed in this study can be examined in greater detail.

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