

**Comparative Study of Parental Attachment and Emotional Regulation
among Young Adults**

A Dissertation submitted to the Domain of Psychology

In partial fulfillment for the award of Degree of

MASTER OF ARTS IN PSYCHOLOGY



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CERTIFICATE

This is to certify that Miss Shalini Mujoo is bonafide student of Department Of Psychology and she has successfully completed her dissertation work entitled **“Comparative Study of Parental Attachment and Emotional Regulation among Young Adults”** under my guidance and supervision to the best of my knowledge, the present work is the result of her original investigation and study. No part of the dissertation has been submitted for any other degree or diploma to any other university. The dissertation is fit for submission for the partial fulfillment of the requirements for the award of M.A. degree

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DECLARATION

I do hereby declare that the dissertation entitled “Comparative Study of Parental Attachment and Emotional Regulation among Young Adults” Submitted in partial fulfillment of the requirement for the award of the degree of M.A. is entirely my original work and all ideas and references have been duly acknowledged. It does not contain any work that has been submitted for the award of any other degree or diploma of any university.

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ACKNOWLEDGEMENT

I take this privilege to thank all those who have been directly or indirectly involved in the entire process of my research work. This work is outcome of collective efforts of individuals, to whom I would like to express my deepest gratitude.

I acknowledge my heartfelt gratitude to my guide and advisor Miss Jasgeet Kaur, Assistant Professor, Lovely Professional University, who has been source of inspiration and encouragement. Her valuable guidance, valuable suggestion, constructive criticism and constant encouragement at each step throughout my dissertation work enable me to complete this work smoothly and timely.

I am deeply concerned and indebted to HOS, Department of Psychology, Lovely Professional University, for providing necessary facilities in the departments to work and allowing me to pursue this piece of work.

My heartfelt gratitude goes to all staff, faculty members, and liberation of Department of Psychology, Lovely Professional University, Phagwara, for their kind and sympathetic attitude and cooperation. I would like to take this opportunity to say thank you to all my friends who have been so supportive along the way of doing my thesis.

Words fall short to express my feelings for my parents; they taught me the biggest lesson of life that is hard work, honesty and self confidence. I cannot repay their silent patience and constant encouragement. Last but not the least I would like to pay my sincere thanks to all those people who took part in making my thesis real.

ABSTRACT

Present study is aimed at studying the comparison between parental attachment and emotional regulation among young adults. Attachment of parent child is an important factor for the development of emotional regulation. Emotional regulation refers to regulating the emotions and displays them as per the situation. It is an important part of child development as in present scenario most of the children are unable to regulate their emotions. In this study sample size was 200 and the sample design includes 100 Males and females respectively. The objective of the study is to find out the relationship between emotional regulation and parental attachment among young adults, to examine the difference in parental attachment of males and females and to examine the difference in emotional regulation of males and females. The results were not statistically significant.

Keywords: Parental Attachment, Emotional Regulation, Young Adults

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CHAPTER-1

INTRODUCTION

EMOTIONS

Emotions are an allotment of our circadian life. The decisions taken by individuals are based on whether one is cheerful, annoyed, dejected, bored, or infuriated. Generally people experience different emotions, it may be overwhelming at a stance another may be more stressful. Emotions are just like a roller coaster ride. An emotion is an impenetrable psychological state incorporating well defined factors; a subjective experience, a physiological reaction, and a behavioral expressive response (Hockenbury, 2007). Emotions are seen as requisite defenders of our well being which directs our responses to challenges of life (Leeper, 1948).

Emotions are strong feelings that are aimed at someone or something. Many of the experts assume that they are transitory. For an instance if someone shows rudeness towards a person, he or she will show their resentment. Although when an individual is in a bad temper, one can feel bad for hours.

EMOTIONAL REGULATION

Emotional regulation encompasses behaviors, blueprints, and an ability by which one examines, assess, regulate, inhibits and intensify our emotional experiences in a goal directed way (Gross & Thompson, 2009).

Emotional regulation generally refers to the reminiscent thoughts or behaviors will influence what kind of emotion they are having, when they will exhibit and how an individual would be expressing their emotions. (Gross 1998). An individual's capacity to control his or her emotions and express them when they find it appropriate to be

displayed in a setting (Goffman,1959). Emotional regulation process model tells about different ways which affect the emanation of emotions or how to cope up with them when they had an experience.

Such circumstances could be refrained (situation-selection) or changed (Situation Modification).Within the situation one can focus their concentration to non emotional content (Attention Deployment).Emotional regulation could also be achieved by entirely bringing up a change into the meaning of the present situation (Cognitive Reappraisal) Finally, responses could be changed including the experiential, physiological, and behavioral aspects of the response (Response Modulation).

Among all of these reappraisal is considered to be more effective as it is positively correlated with the well being (John & Gross 2009).On the other hand emotional regulation strategies like suppression are considered less effective as they are negatively correlated with well being (John & Gross 2009; Karademas et al., 2010).An individual gets more responsible in managing their emotions by the end of adolescence period and use adaptable schemes fitted to definite socio-cultural background and personal goals (Thompson & Meyer, 2009).However, growth in emotional regulation will continue throughout life (Diamond & Aspinwall, 2003).

A key element in emotional development of children is to learn how to exercise your emotions. Children fundamentally observe how parents show their feelings and communicate with other individuals and children just model out the behavior of parents as how they manage their emotions (Morris et. al., 2007).

COPING STRATEGIES

Coping could be defined as “continual change in context to psychological and behavioral efforts to regulate certain internal or external demands that are deemed as stressful or surmounting the resources of an individual”. Coping schemes may be problem oriented (i.e., it aims in reducing the environmental pressure) or emotion oriented (i.e., orientation towards how to determine stress related negative emotional reaction (Folkman et al., 1986)). People generally regulate their emotion at a conscious level and at unconscious level through coping strategies. Unconsciously everybody uses coping strategies to regulate their emotions. It could be a positive one or a negative one. A positive coping strategy could be a therapy or a meditation or even talking to your friends or closed ones. One may adopt unhealthy coping strategy to reduce their emotional experience like use of alcohol, substance abuse, aggression (physical/verbal).

An individual may exercise active coping schemes which points out how to face stressful circumstances (e.g.; seeking social support).or more non resistant strategies leading to prevention of situation(e.g., escape avoidance).Active coping strategies seem to be more effective than the passive coping strategy during management of stress (Glasscock, Andersen, Labriola, Rasmussen, & Hansen, 2013).

The theory of attachment confers upon the extensive layout for the understanding of social and emotional development

Bowlby, (1969, 1973) suggested that the essence of parent child relationship sets the groundwork for future personality development. Parents play a very important part in the social and emotional development of the children. Parents synchronize the skills of children and shape their learning (Parke et al., 2003)

It's all about how parents deal with the emotions; the child imitates them and applies it in their own manner. The more secure or deeper the level of attachment is the child has strong ways of coping with their emotional regulation.

Understanding of the parent and child helps them to deal effectively with their emotions. It displays that a stronger attachment plays a direct role on the emotional regulation of the children and vice versa.

YOUNG ADULT

A young adult is generally a person ranging from 18- 25 years.

PARENTAL ATTACHMENT

Attachment theory also states that it is an individual's ability to establish emotional and physical bonding with the other person which helps in developing stability and security. This secure attachment will help an individual to take up risks and also help in building up a healthy personality. One of the most significant principles of this theory is that a young child ought to develop a strong relation with the caregiver for physical, social and emotional development to occur normally.

Infants who develop trust on their caregiver would likely to become self efficacious later. Attachment theory provides a layout forbearing the significance of parents in their adult children's lives. Especially, during stressful situations parents are perceived as source of strength "in reserve" (Weiss, 1974). So it seems to appear that bond between parent children continues to be important, as the child grows up.

Bowlby, (1998) quoted that, “Our first bonding, usually with our mother, determines our future life”. He discussed upon the emotional bond and relations that are important for the healthy development in infants for the first time.

Attachment generally refers to a deep emotional bond with another person over time (Ainsworth 1973, Bowlby1969).An everlasting social attachment of children towards a particular person, such as mother or father (Mosher et al. 1987). A deep emotional relation of a baby or young child and a nurturing adult who is a part of child’s mundane life-the child’s attachment figure (Honig 2002).

(Ainsworth et al., 1978) began experimenting Bowlby’s theories and observed the behavior of children using ‘strange situation’. In this his aim was to observe the effect on children when their mother left the room and the outcome measure was the children’s reaction to her exit, the reaction towards interacting with the stranger and the reaction of the child on mother’s arrival. Ainsworth research support Bowlby theory and continued to lay the cornerstone for theory of attachment and research. Ainsworth has identified different types of attachment styles (1970)

Secure Attachment; Children who are securely attached are comfortable in interacting well with people independently due to the secure basis formed by the caregiver. A secure child will be like who will play independently in their mothers presence shows distress when is absent but will have instant relief on her presence

This type of attachment is contemplated to be most active form of attachment or bonding that is encouraged in initial three years of life by attachment figures that are present with their children, supporting and susceptible to their needs (Bowlby, 1988).

Insecure Avoidant; This type of attachment is developed when the caregiver is not reliable or who is indifferent to their wants (Ainsworth, 1979).The attachment figure may not be available at the time of difficulties (Stevenson- Hinde, Verschueren , 2002) and often the caregiver is not there at the times of emotional distress. Avoidant children will not plunge into with their mother and will not show any kind of distraint upon her exit or arrival.

Insecure Ambivalent; Here the child commonly exhibits dependant behavior towards the attachment figure and will also face difficulty in moving away from them in order to explore the new environment. An ambivalent child would be anxious to play while the mother is still present and get distressed on her exit.

Children with this kind of attachment pattern are uncertain about whether the caregiver will help when required or not. The children get tuned with the fact that the caregiver is not consistent to their needs and they cannot rely upon them and they are often adherent and likely to undergo separation anxiety (Bowlby, 1988).

A relationship could be seen between among parental attachment (i e., anxious/resistant) and problematic dependence and anxiety. For instance, many researchers including Sroufe and his colleagues (1983, 1993), have investigated the relationship between dependence and insecure attachment. Researchers have found that children who displayed both resistant and avoidant attachments (insecure attachments) were more quietly dependent upon their teachers (at the expense of peer relation) counselors, and adults during preschool, at age 10, and at age 15 than their securely attached counterparts.

According to Bowlby (1973), this reliance is the consequence of tension with respect to the accessibility of the parental figure. At the end of the day he proposed that

shaky connections are thought to come about because of conditions in which probability of the guardian is unverifiable. In this way therefore this vulnerability winds up plainly accommodating in creating partition uneasiness about one's own ability in taking care of one's own condition productively.

Bowlby, along with other researchers (Shaver, Hazan, & Bradshaw, 1988) believed that early experiences formed during childhood would continue throughout and will greatly affect later life.

For example, individuals who had secure attachments were likely to be socially interactive, socially competent, and will be able to rely on others. While, on the other hand people who didn't had secure parent – child attachment will have different set of beliefs and look upon others as unreliable. They will be resistant to get into close relations later in life.

Bowlby (1969, 1973) has quoted that a secure attachment relationship projects into a healthy adjustment whereas insecure adjustment signs an uncertainty of dilemma in later functioning and depicting possible clinical symptoms. With the advancement in research since the half century prior have demonstrated that quality of parent child attachment is one of the fundamental ecological determinants or correlates child's well being. For instance, children who are securely attached acquaints with lesser internalizing and externalizing difficulties.

These ideas elucidate that an individual's early parent- child attachment can affect different aspects of life in later years. Emotional regulation and parameter of attachment are nearly associated. It has been contemplated that significant changes in individual in emotional regulation may be child's adapter history. Individuals who are attributed with

the flexible quality and incorporated with both constructive and adverse feelings are generally securely attached. On the other way, individuals appertaining to finite or intensive negative affect are likely to be more insecurely attached. Some light have also thrown upon the role of social factors in investigating the interconnection between emotional regulation and attachment.

The approach here is taken as emotional regulation is flexible in allowing a child to attain her goals; a functionalist approach (Bretherton et al., 1986; Campos et al., 1983), persistent with prior perspectives of emotions as paramount switch of interpersonal alliance (Charlesworth, 1982; Izard, 1977). It has been suggested that patterns of emotion regulation play a significant role for the infant: the objective of sustaining the link with the attachment figure.

It is said that attachment and child's emotion is related with each other. The way the caregiver or the parents will respond to children, not only it will influence attachment relationship they will have, additionally how children will figure out how to manage their emotions. For example a child who has encountered rejections from the parental figure will or the caregiver will liable to build up an insecure and avoidant attachment and would likewise liable to control their feelings in order to avoid future rejection (e.g., emotion suppression; Cassidy, 1994)

Looking into on connection and parental backings these convictions of connection hypothesis in introducing that the way the guardians clarify the distinctive feelings and the passionate circumstances are identified with parent kid connection (Laible and Thompson, 1998, 2000).For occurrence moms of all the more safely appended youngsters have a tendency to exceedingly acknowledge and less managing them mentally while examining discord with their kids (Kerns, Brumariu, and Seibert, 2011).

Notwithstanding its secure parent-child relationship gatherings will probably clarify out themes in connection to feeling transparently and in an articulate way (Dubois-Comtois, Cyr, and Moss, 2011) and to apply proposed activity, for example, feeling guiding when clarifying out troublesome feelings, for example, outrage (Chen, Lin, & Li, 2012).

Interestingly, insecure parent-child groups were likely to get involved in avoiding or ignoring the emotions, they tend to experience greater levels of dysfunctional anger and also tend to ignore solving the emotional problem (Kobak, Cole, Ferenz-Gillies, & Fleming, 1993). The extent to which parents and children are in synch with each other emotionally when communicating depends upon the attachment relationship.

Attachment theorists (Cassidy, 1994; Thompson and Meyer, 2007) suggested that variation in parent-child attachment framework is especially significant for the growth of emotional development.

CHAPTER-2

REVIEW OF LITERATURE

Pascuzzo et al (2015) investigated the role of adolescent attachment, adult romantic attachment, and emotional regulation upon adult manifestation of psychopathology. 50 individuals participated in the research that measured attachment security to parents. Findings depict that attachment insecurity to parents in adolescence had greater manifestation of psychopathology in adults.

Prakash et al (2015) demonstrated that dispositional care is connected with measurements of general prosperity, with improved feeling control possibly fundamental these healthy impacts. Be that as it may, the parts of control technique utilize remains ineffectively caught on. In this study, we analyzed age-variation relationship between dispositional care, feeling control methodologies, and feeling dysregulation. Data was collected from 50 older and 50 young adults. In this present study we analyzed that if intellectual reappraisal, experiential concealment, and thought evasion utilize intervened the relationship amongst care and feeling dysregulation.

John and Gross (2004) conducted a study on emotional regulation schemes reappraisal and suppression. Findings show that reappraisal (changes the way one contemplates possibly influencing eliciting event) is convalescent than suppression (alteration the way one responds behaviorally to an affect eliciting event) Experimental findings reveal that reappraisal has a healthier lineation of evanescent affective, cognitive, and amusing after effects than suppression. In the second situation we analyzed that individual differences using reappraisal to control the emotions is correlated with convalescent patterns on affect, social functioning and well being than practicing

suppression. New evidences have shown an escalation in the usage of reappraisal and decline in the usage of suppression.

Machado et al (2014) conducted a study on the relationship between attachment to parents and emotional regulation. Sample of 185 adolescents were taken of 12- 15 years of age. Findings show correlation in 3 attachment areas. A negative correlation can be seen in separation and functional emotional regulation strategies and positive relation could be seen in separation and debilitated emotional regulation strategies and a positive correlation could be seen between communication, confidence and global score of IPPA-R and functional ER .An indicative sex differences were reported in emotional regulation strategies

J.Ross and J.Fuertes (2010) investigated a study on interparental emulation and strife settlement. Findings uncover that patriarchal bond is more prominent conceded as a two-factor construct of mother and ancestor adapter and that although adapter to both mother and fathers anon predicts affecting adjustment, the mechanisms that arbitrate these relationships differ. Adapter to fathers was begun to be predictive of bigger amusing skills, which in about-face answer greater relational competence, and bigger affecting adjustment. Adapter to mothers was found to be prescient of greater battle resolution behavior, which in turn advanced more noteworthy social skills and greater influencing alteration.

Abraham & Kerns, (2013) explored the relationship of attachment alongside with the management of emotional situations faced outside in everyday situation. Studies have revealed that girls with high secure attachment pattern experience greater positive and less negative emotions.

Brumariu et al., (2012) Findings suggest that higher the securely attached child tend to exhibit lower level of catastrophizing (expecting the worst thing which is likely to occur) and personalizing whereas children with greater disorganized attachment pattern reported increased levels of catastrophizing when assessed with hypothetical challenging circumstances.

Schwarz et al., (2012) two studies examined the association among attachment and coping ways used to regulate restrained emotions. Stronger the secure attachment will make the child to use more effective ways to regulate their anger, in addition to it children with stronger avoidant attachment use anger dysregulation and sadness suppression while children with greater anxious pattern rely upon both anger and dejection dysreguation (Brenning & Braet, 2013).When taken up together these findings reveal that securely attached children use efficient coping strategies in a specific context.

Lixian et al., (2014) explored the connection amongst parental mental control and aggressive behavior and depressive manifestations amongst adolescents belonging to primarily underprivileged background. The indirect impacts of mental control on adolescent adaptation through adolescent emotion regulation (outrage and dejection control) were reviewed, as well as examined the effects of adolescent emotion regulation. Sample size was of 206 adolescents ranging from 10- 18 years of age were taken. Findings show that the interconnection among parental mental control and adolescent hostile behavior and depressive symptoms were indirect through adolescent's regulation of their anger.

Feeney et al., (2010) had conducted a research on young adults in which they found, on the basis of previous research reviewed that parents who exerted lower behavioral and psychological control have secure attachment pattern and have successful emotional regulation with the children who are in young adulthood and those parents who exhibit high behavioral and psychological control tend to show positive correlation with insecure attachment and emotional dysregulation.

SCOPE OF THE STUDY

Attachment of parent child is an important factor for the development of emotional regulation. Emotional regulation refers to regulating the emotions and displays them as per the situation. It is an important part of child development as in present scenario most of the children are unable to regulate their emotions; hence it becomes essential not only making students but also parents aware about the different patterns of rearing the children so that they can easily channelize their emotional experiences in the best possible manner. Hence, a comparative study on parental attachment and emotional regulation will help to understand the importance of these two variables. Therefore, in view of all the above the study in hand is titled” To study the relationship between emotional regulation and parental attachment among young adults”

OBJECTIVES

- To study the relationship between emotional regulation and parental attachment among young adults.
- To examine the difference in parental attachment of males and females.
- To examine the difference in emotional regulation of males and females.

HYPOTHESES

- There exists no relationship between parental attachment and emotional regulation.
- There exists no gender difference in emotional regulation among young adults.
- There exists no gender difference in parental attachment among young adults.

CHAPTER-3

RESEARCH METHODOLOGY

Research methodology is a way to systematically elucidate the research problem. It may be understood as a science of studying how research is done. Research methodology is a methodical measure which carries on the research work in a scientific and valid manner. It provides tools and techniques by which research problem is dealt with.

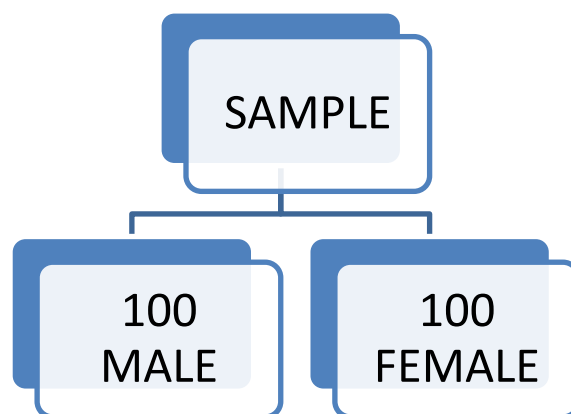
Research Design

The present study is normative survey and is non experimental in nature.

Sampling

The demographic details of students were taken such as name, age, gender, stream etc. For the study, a sample of 100 Males and 100 Females in the age group of 18-25 yrs were taken. The simple random sampling method was used to select the participants in the study.

FIGURE 3.1 SAMPLING FRAME



Tools

For any type of research, the tool is the basic need for doing it. It is needed for collection of the data and to gather new facts to explore out new ideas. For the present study following tool were administered on the participants:

- Parental Attachment Questionnaire (PAQ) by Maureen E. Kenny (1985)
- Emotional Regulation Questionnaire (ERQ) BY Gross and John, (1988)

Description of Parental Attachment Questionnaire:

This questionnaire was constructed by Maureen Kenny in 1985. It was developed to identify the relationship with your parents, with other family members, ones experiences and feelings. It is a 5 point Likert type scale. It consists of 55 statements. To the right of each statement individuals had to write down the number which best described the feelings ranging from “1” (Not at All) and on to the left “5” (Very Much)

Reliability and Validity of the Scale

PAQ has been found valid and reliable, with a .92 test retest score over 2- week interval for the instrument as a whole and internal consistency as .93 for male and .95 for female students.

Scoring

To find out the score of the respondent first the scores for particular questions were written down as [(1=5), (2=4), (4=2), (5=1)] where the first number is the respondents answer and the second number is the value to which it is to be re written for some questions and then all the scores were added.

Description of Emotional Regulation Questionnaire

This questionnaire was constructed by Gross and John in 1988. It is a 7 point Likert scale consisting of 10 items in the questionnaire. To the right of each statement individual found 7 numbers, ranging from "1" (Strongly Disagree) on the left to "7" (Strongly Agree)

Reliability of the Scale

The ERQ has been shown to have good test–retest reliability (.69)

Scoring

Scoring is done by adding up all the scores.

Procedure of Data collection

By keeping in mind the objective of study, the investigator selected the sample of 200 students from Lovely Professional University in which 100 were males and 100 were females. After that researcher oriented them regarding the purpose of the study. General instruction had been given to them before administering scales. The investigator also ensured that the information given by them will be kept confidential and would be used only for the research purpose.

Statistical techniques

Maintaining in view the objectives and hypotheses following statistical technique was used in order to analyze the data. Survey Method, Correlation & t-test was used. Quantitative analysis was done taking into account the nature of data.

CHAPTER-4

RESULT AND DISCUSSIONS

The present chapter deals with the analysis and interpretation of the data according to the objectives and the nature of the study. Firstly the relationship between emotional regulation and parental attachment among males and females were reported. After that gender differences were seen in parental attachment and emotional regulation. All these correlations were found out by using Pearson correlation. Comparison between male and female students with respect to emotional regulation and parental attachment was done by using t-test. All the results have been interpreted in detailed manner. This evaluation was determined for the purpose to which we relate the facts.

4.1 RELATIONSHIP BETWEEN EMOTIONAL REGULATION AND PARENTAL ATTACHMENT AMONG YOUNG ADULTS

In order to study the relationship between emotional regulation and parental attachment among young adults, data has been analyzed by using Pearson Correlation as a statistical technique.

Table 4.1 Pearson correlation between emotional regulation and parental attachment among male and female students

Variables		Parental Attachment
Emotional Regulation	Pearson Correlation	.074
	Sig. (2-tailed)	.294
	N	200

The 'r' value of emotional regulation and parental attachment is .074 which is not significant at 0.05 level ($r = .074, p > 0.05$) which shows that there is insufficient evidence to conclude that there is significant relationship between them. Therefore, from the above results it can be said that although there are no sufficient evidences to conclude that there are no significant relationship between the variables but still it can be said that emotional regulation and parental attachment have a positive but a weak relationship with each other.

Table-2 Results pertaining to the gender differences in emotional regulation

The gender differences in emotional regulation have been calculated by applying independent sample t-test (as the data includes only two groups). For this mean score, SD N and t values were calculated and the results have been shown in the following

	Gender	N	Mean	SD	t-ratio	P-value
Emotional Regulation	Males	100	46.21	10.55	-1.47	.141
	Females	100	48.16	8.06		

When we refer the t ratio for gender difference ($t = -1.47, p > .05$) in the table. We find that t-value is below from the critical value of probability at 0.05 level. This also indicates that there is no significant gender difference in emotional regulation. Thus the result of current study accepts the null hypothesis that suggests there is no significant gender difference in emotional regulation. The current results are supported by the findings of V.F.Haigler et al., (1995) who suggested that there is no overall gender difference with respect to parental attachment.

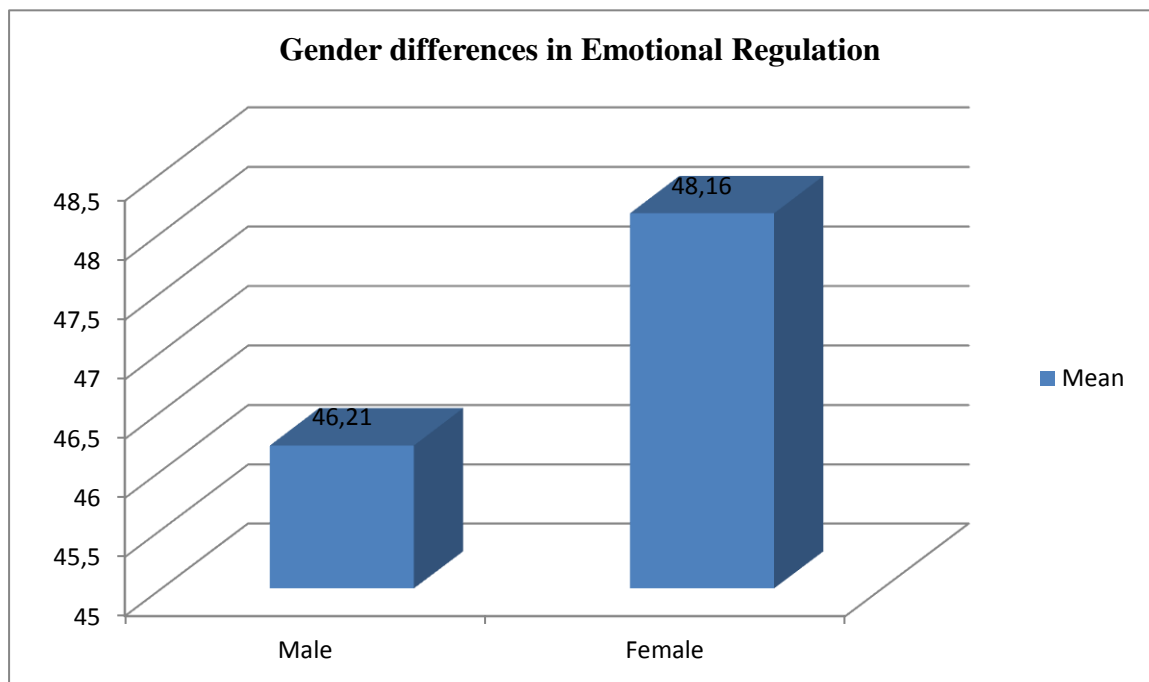


Figure 4.1 Gender differences in Emotional Regulation

Table-3 Results pertaining to gender differences in parental attachment.

	Gender	N	Mean	Std. Error Mean	t-ratio	p-value
Parental Attachment	Male	100	203.77	2.15	.098	.922
	Female	100	203.48	2.13		

From the above table we can see that there is no significant gender difference in males and females. As it can be seen that ($t=.098$, $p>0.05$) in table 3. We find that t-value is low from the critical value of probability at 0.05 level. This also indicates that there is no significant gender difference in parental attachment. The findings of this study can be supported by Kumar.P et.al. (2016) social relation test with parental attachment where no overall gender difference could be seen.

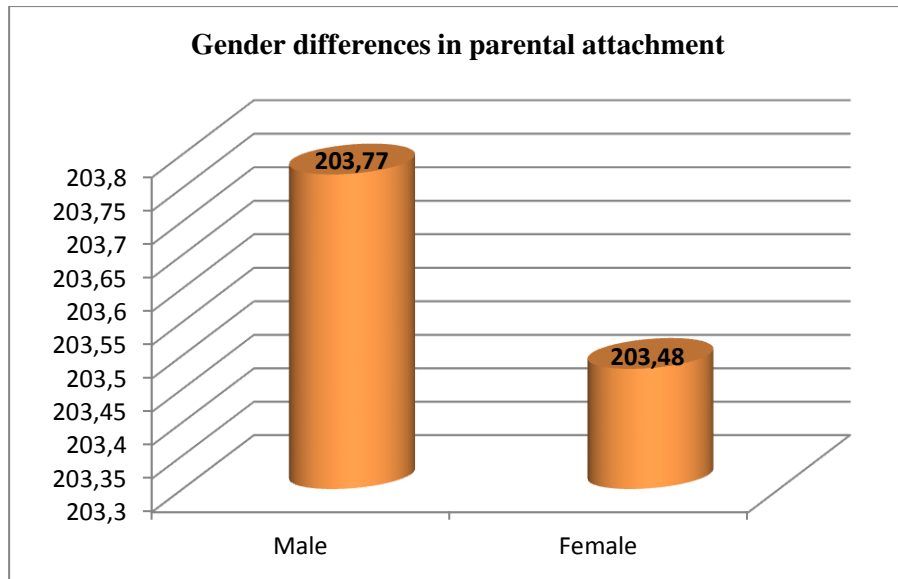


Figure4.2 gender differences in parental attachment

CHAPTER-4

CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS

CONCLUSIONS

Conclusions are the essential aspect of investigation. Conclusions provide the findings summary in a way that is free from technical jargon. Conclusions have to be drawn keeping in view the limitations of the study. It also provides us an opportunity to make an impression and to end with positive note conclusions and recommendations usually form an important part of a research. The following conclusions were drawn by the investigator based on the data and interpretation.

1. It has been concluded that there exists a weak correlation between emotional regulation and parental attachment.
2. It could be seen that there exists no gender difference in emotional regulation. It shows that both males and females regulate their emotions in an almost similar way.
3. It can be said that no gender difference could be seen in parental attachment. It depicts that both males and females are strongly attached to the parents.

LIMITATIONS

In every research work it has always some limitations. This is particularly true in the case of investigation because during the collection of data, any individual can try cover the negative aspects. This study also has some limitations; such limitations may reduce the validity and reliability of the study. The investigator considers the following limitations in the study.

- Sample size was in the present study due to which drawing inferences may not be scientific.

- It would have been better, had the sample been collected from more campuses to get more valid results.
- Variables were limited; it could be studied with more variables.

RECOMMENDATIONS

The study revealed that there are so many aspects which are contributing to emotional regulation and parental attachment among young adults. Studies may be beneficial for the parents to understand how positive parental attachment can help in the emotional regulation of the child. Parents play a great role in shaping the learning of the children, so parents could be trained for emotional coaching where they would help the children to become aware of their emotions.

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PARENTAL ATTACHMENT QUESTIONNAIRE (PAQ)

Please fill up the following information.

NAME..... AGE.....

GENDER.....(Male/Female)

STREAM.....(Arts/Commerce/Science)

COLLEGE.....

INSTRUCTIONS

Here is a list of 55 statements; you have to respond to each item by filling in the number on a scale of 1 to 5 that best describes your relationship with your parents, and your experiences and feelings. Please provide a single rating to describe your parents and your relationship with them. If only one parent is living, or if your parents are divorced, respond with reference to your living parent or the parent with whom you feel closer.

1	2	3	4	5
Not at All (0-10%)	Somewhat (11-35%)	A Moderate Amount (36-65%)	Quite A Bit (66-90%)	Very Much (91-100%)

In general, my parents.... .

___1. are persons I can count on to provide emotional support when I feel troubled.

___2. support my goals and interests.

___3. live in a different world.

___4. understand my problems and concerns.

___5. respect my privacy.

___6. restrict my freedom or independence.

___7. are available to give me advice or guidance when I want it.

___15. have provided me with the freedom to experiment and learn things on my own.

___16. are too busy or otherwise involved to help me.

___17. have trust and confidence in me.

___18. try to control my life.

___19. protect me from danger and difficulty

___20. ignore what I have to say.

___21. are sensitive to my feelings and

- ___8. take my opinions seriously. needs
- ___9. encourage me to make my own decisions. ___22. are disappointed in me.
- ___10. are critical of what I can do. ___23. give me advice whether or not I want it.
- ___11. impose their ideas and values on me. ___24. respect my judgment and decisions, even if different from what they would want.
- ___12. have given me as much attention as I have wanted ___25. do things for me, which I could do for myself.
- ___13. are persons to whom I can express differences of opinion on important matters. ___26. are persons whose expectations I feel obligated to meet.
- ___14. have no idea what I am feeling or thinking. ___27. treat me like a younger child.

1	2	3	4	5
Not at All (0-10%)	Somewhat (11-35%)	A Moderate Amount (36-65%)	Quite A Bit (66-90%)	Very Much (91-100%)

During recent visits or time spent together, my parents were persons. . .

- ___28. I looked forward to seeing. ___36. To whom I enjoyed telling about the things I have done and learned.
- ___29. With whom I argued. ___37. For whom I felt a feeling of love.
- ___30. With whom I felt relaxed and comfortable. ___38. I tried to ignore.
- ___31. Who made me angry. ___39. To whom I confided my most personal thoughts and feelings.
- ___32. I wanted to be with all the time. ___40. whose company I enjoyed.
- ___33. towards whom I felt cool and distant. ___41. I avoided telling about my experiences.
- ___34. who got on my nerves.
- ___35. who aroused feelings of

guilt and anxiety.

Following time spent together, I leave my parents. . .

___42. with warm and positive feelings. ___43. feeling let down and disappointed by my feelings.

When I have a serious problem or an important decision to make. . .

___44. I look to my family for support, encouragement, and/or guidance. ___47. I work it out on my own, without help or discussion with others.

___45. I seek help from a professional, such as a therapist, college counselor, or clergy. ___48. I discuss the matter with a friend.

___46. I think about how my family might respond and what they might say. ___49. I know that my family will know what to do.

___50. I contact my family if I am not able to resolve the situation after talking it over with my friends.

When I go to my parents for help. . .

___51. I feel more confident in my ability to handle the problems on my own. ___54. I feel confident that things will work out as long as I follow my parent's advice.

___52. I continue to feel unsure of myself.

___53. I feel that I would have obtained understanding and comfort from a more friend.

___55. I am disappointed with their response.

EMOTION REGULATION QUESTIONNAIRE (ERQ)

Please fill up the following information.

NAME..... AGE.....

GENDER.....(Male/Female)

STREAM.....(Arts/Commerce/Science)

COLLEGE.....

INSTRUCTIONS

Here are list of 10 statements with 7 alternative options. You have to express your views against each statement. All alternative responses are indicated below. For each item, please answer using the following scale. There is no right or wrong answer. Please respond to what you think or how you feel.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree

1. ____ When I want to feel more *positive* emotion (such as joy or amusement), I *change what I'm thinking about*.

2. ____ I keep my emotions to myself.

3. ____ When I want to feel less *negative* emotion (such as sadness or anger), I *change what I'm thinking about*.

4. ____ When I am feeling *positive* emotions, I am careful not to express them.

5. ____ When I'm faced with a stressful situation, I make myself *think about it* in a way that helps me stay calm.
6. ____ I control my emotions by *not expressing them*.
7. ____ When I want to feel more *positive* emotion, I *change the way I'm thinking* about the situation.
8. ____ I control my emotions by *changing the way I think* about the situation I'm in.
9. ____ When I am feeling *negative* emotions, I make sure not to express them.
10. ____ When I want to feel less *negative* emotion, I *change the way I'm thinking* about the situation.