

Early Life Experiences and Emotional Regulation Among Young Adults: A Correlational Study

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ABSTRACT

The current study explores the impact of various early life experiences on the choice of emotional regulation strategies, specifically cognitive reappraisal and expressive suppression as coping mechanisms. The study involves 118 young adults, selected through convenient sampling method between age range of 18-25 years. These participants were taken from the different colleges of greater Noida. The data were collected physically and virtually as well through Google form by emailing. The tools used in the study were Early Life Experiences Scale by Gilbert, et.al. (2003) Emotional Regulation Questionnaire by Gross and John (2003). Statistical analysis used in the current study was correlation analysis. A significant negative correlation was found between unvalued experience and cognitive reappraisal for emotions whereas significant positive correlation was found between the feeling of submissiveness and expressive suppression while regulating emotions. Threatened experience was neither correlated with cognitive reappraisal nor with expressive suppression during emotion regulation among young adults.

Keywords: Emotional Regulations, Early life Experiences, Coping Mechanisms, Young Adult's

Emotions are the major components of human life. They are defined as complex psychological states that involve a subjective experience, physiological response, and behavioural or expressive reaction (Izard, 2010). Emotions are the way to respond to internal and external stimuli, facilitates communication, decision-making, and adaptive behaviour's (Gross, 2014). From joy to sadness, anger to fear, emotions constantly help us to perceive and also allow us to engage with the world. They not only play an important role in initiating behavioural responses but also important for long-term psychological well-being and social interactions (Lazarus, 1991). Emotions have the ability to guide human behaviour. They can influence how people relate to others, handle stress, resolve conflicts, and maintain personal and professional relationships. Previous studies had shown that emotionally intelligent individuals are better in managing relationships and also in maintaining a balanced mental state (Mayer, Salovey, & Caruso, 2004).

Emotional regulation refers to the processes by which individuals monitor, evaluate, and modify their emotional reactions to achieve desirable outcomes (Gross, 1998). Two major

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Early Life Experiences and Emotional Regulation Among Young Adults: A Correlational Study

strategies that people use to regulate emotions are, emotional expression, it is the outward display of emotions whereas, cognitive reappraisal, it involves changing the way one thinks about a situation to alter its emotional impact (Gross & Thompson, 2007). These two processes are important for maintaining mental health and overall functioning of an individual. Dysregulation of emotions has been linked with several issues like it can lead to anxiety, depression, and personality disorders etc. (Aldao, Nolen-Hoeksema, & Schweizer, 2010).

Early life events can significantly impact that how individuals later in life will regulate their emotions. These growing experiences can lead to the development of emotional patterns, resilience, and coping mechanisms that also remains in adulthood. Various studies had shown that adverse early life events can have a significant impact on individual's emotional regulation strategies, it often led to maladaptive behaviours and increased vulnerability to emotional distress. For instance, in a qualitative study by (Mathur et.al 2002) reported that early life adversity is associated with emotional dysregulation in adults across several cultures. Early life experiences, such as maternal separation, abuse, neglect, and social deprivation can lead to alterations in coping style, emotional regulation, and behavioural regulation (Sánchez et al., 2001). Unvalued early life event involves feeling ignored, unloved, or emotionally neglected during childhood, these feelings can often lead to persistent feelings of worthlessness and low self-esteem (Hammen, 2005). In submissive early life events, a child consistently feels dominated, controlled, or powerless, it happens when the is child is being raised in authoritarian family environments. Individuals with such experiences may struggle to assert their needs and also have difficulty in managing emotional conflicts (Gilbert, 2000). Threatening early life events involves experiences like exposure to abuse, violence, or other frightening experiences these events can increase anxiety levels and trigger maladaptive regulation strategies like avoidance, hypervigilance, or emotional numbing. Individuals who have these types of experiences often display heightened arousal and difficulty processing or expressing their emotions effectively (Kessler, 1997). Together, these different early life experiences shape the emotional foundation upon which young adults develop their regulation strategies. Individuals are more likely to develop adaptive strategies when they had supportive and emotionally attuned early environments, they develop strategies like emotional awareness, expression, and cognitive reappraisal. Whereas individuals with negative early life experiences often require additional support and intervention to reshape their emotional responses.

The ability to regulate emotions have a significant impact on various areas of life. In the context of interpersonal relationships, emotionally regulated individuals have empathy, and are better in communication and conflict resolution (John & Gross, 2004), whereas in occupational functioning, effective emotional regulation is associated with improved job performance, resilience to workplace stress, and leadership abilities (Brotheridge & Lee, 2003). Effective emotion regulation is also a core protective factor against depression, anxiety, and emotional burnout (Campbell-Sills & Barlow, 2007). In educational settings, good emotional regulation leads to high motivation, concentration, and academic performance, especially in high-stress academic environments (Pekrun, Goetz, Titz, & Perry, 2002). The ability to manage one's emotion is an important aspect for social development. (Burkholder et.al, 2015), inability to regulate it can lead to increase in inattention and hyperactive behaviours (Martel, Nigga, & Von Eye, 2009).

Rationale of the Study

The rationale behind studying this area is that in today's world, young adults especially those who are in higher education faces lot of emotional struggles. They face pressure of meeting

Early Life Experiences and Emotional Regulation Among Young Adults: A Correlational Study

deadlines, doing good in exams, and handling competition. And along with studies they also have to manage other domains of life like friendships, relationships, family expectations, and planning for their future etc. These together creates a lot of stress and emotional problems. In India, many students are not supported to express their feelings or talk about their mental health with a counsellor or psychologist. Instead, they are told to talk with their elders or experienced people in the family or friends. While this advice can be helpful but it is not always helpful for to students deal with their emotional issues. And due to this many young people keep their feelings to themselves. In such circumstances, when young adults' students are able to effectively regulate their emotions, they tend to experience good academic outcomes. When young students stay calm and focused, they perform better in exams, complete assignments on time, and maintains a constant motivation throughout their academic life. This leads to a successful educational experience. In contrast, students who face difficulties in managing their emotions are not able to concentrate, meet academic expectations, and are also not able to maintain consistency, which ultimately results in frustration, helplessness, and even dropping out. Moreover, unmanaged emotional stress can also lead to serious mental health concerns, including suicides among students. Studies suggests that that high levels of stress and anxiety increases the risk of suicidal thoughts and behaviours in young adults. A study published in the Indian Journal of Psychiatry (2022) found that emotional distress is a major contributing factor in students' suicide. Supporting this, The Times of India (27, Feb, 2024) reported a sudden rise in suicide cases among students due to academic pressure and poor emotion managing strategies and demands to take action regarding this. Similarly, Indian Today (28, Nov, 2024) highlighted the rising rates of anxiety, depression and many stress-related disorders in students due to in difficulty in facing challenges like academic pressure and increase in societal expectations. The Hindu (16, March, 2024) highlighted the need of innovative strategies and resources in educational settings to promote students' well-being.

Hence, the current study will explore that how the early life experiences affect an individual to regulate their emotions and make the to opt for a particular emotional regulation strategy, as the ways which we use to regulate our emotions have a significant impact on our various areas of life. By exploring this, the study aims to contribute to enhance the emotional wellbeing of individuals through developing particular practices aimed at improving emotional regulation strategies for adults with certain early life events.

REVIEW OF LITERATURE

Previous empirical studies had shown a significant association between early life experiences and the development of emotional regulation strategies. Research suggests that early life experiences play a major role in how individuals manage their emotions across various domains of life. For instance, a study conducted by Shah et al. (2021) found that adverse childhood experiences can significantly affects one's emotional regulation and interpersonal functioning in adulthood. Similarly, a study by Gross and John (2003) in the academic context, suggests that people are more likely to adopt adaptive emotion regulation strategies when they are provided with supportive early environments which leads to better academic performance and reduced stress levels. Hulsheger et al. (2013) conducted a study in workplace settings and found that early experiences of emotional suppression can lead to emotional exhaustion and poor emotion regulation in professional life. The role of early life experiences in personal life have also been studied by Aldao, Nolen-Hoeksema, and Schweizer (2010), they found that maladaptive emotional regulation strategies which from negative early experiences are associated with higher levels of emotional distress and poor psychological functioning. Moreover, studies on personality development by Rothbart and Bates (2006) had shown that

Early Life Experiences and Emotional Regulation Among Young Adults: A Correlational Study

early life temperament and environmental factors play a major role in the formation of emotional regulation patterns leading to stable personality traits. A systematic review by Matchett et al. (2020) shows a link between emotion regulation strategies and early social experiences in which social participation during childhood and adolescence played a major key role. Additionally, various studies have highlighted that how early life experiences can affect some broader psychological constructs. For instance, an empirical study by Zhang et al. (2023) emphasized the importance of early experiences in shaping one's emotional intensity and resilience. Similarly, Patel and Sinha (2024) found that these early emotional and environmental experiences can significantly affect one's long-term mental health and overall well-being.

However, despite the abundance of studies in this area, the existing literature lacks focus on how different types of early life experiences can specifically influence the adoption of particular emotional regulation strategies. In simpler words, that how an individual with a certain type of early life experiences will adopt a particular emotional regulation strategy. Although a study by Zhang et al. (2023) found that the intensity of emotional experiences in early life can significantly affect that which emotional regulation strategy is adopted, but didn't show that how distinct types of early life experiences lead will influence an individual to prefer a particular an emotional regulation strategy over others. Another study by Shah et al., (2021) on childhood trauma and abuse, have shown the impact of severe early life adversity on emotion regulation but the primarily focuses on the clinical or trauma-affected population. These studies do not show that how some usual but psychologically impactful experiences in childhood like controlling parenting styles, neglect by parents or peers, or highly (punishing, chastising, disciplinary, corrective etc) environments can influence the emotional regulation in the general population.

Thus, the review of literature shows that there is still work needed on this topic, as the current literature does not provide a clear direction of relationship between different types of early life experiences and emotional regulation strategies.

This leaves 2 research questions which the present study intends to seek answers:

- **R1:** Is there any association between various early life experiences and different emotional regulation strategies?
- **R2:** How individuals with certain type of early life experiences will be influenced to adopt a particular emotional regulation strategy in later life?

Variables & Operational Definitions

Predictor Variables - Early life experiences

- **Early unvalued experiences** - It involves feeling of being ignored or unappreciated by significant figures in early life.
- **Early submissiveness experiences** - It arise from being controlled or silenced in early life which leads to difficulty in asserting oneself and chronic compliance.
- **Early threatening experiences** - It involves being exposed to danger or fear which leads to chronic anxiety and emotional distress.

Criterion Variables - Emotional regulation strategies

- **Cognitive reappraisal** - It is a strategy in which people change their thinking about a situation to alter its emotional impact. It helps in reducing negative feelings by reframing its meaning.

Early Life Experiences and Emotional Regulation Among Young Adults: A Correlational Study

- **Expressive suppression** - It is the act of hiding or holding back emotional expressions, especially in social situations. It does not reduce the emotion itself, only its outward expression.

Aim, Objectives & Hypotheses

Aim: To study the correlation between different early life experiences and various emotional regulation strategies among young adults.

Objectives:

- To study the correlation between early unvalued feeling and regulation of emotions.
- To study the correlation between early submissiveness feeling and the regulation of emotions.
- To study the correlation between early threatening feeling and the regulation of emotions.

Hypotheses

- **H1-** There will be a significant correlation between early unvalued feeling and reappraising the emotions cognitively
- **H2-** There will be a significant correlation between early unvalued feeling and suppressing the emotions expressively.
- **H3-** There will be a significant correlation between early submissiveness feeling and reappraising the emotions cognitively.
- **H4-** There will be a significant correlation between early submissiveness feeling and suppressing the emotions expressively.
- **H5-** There will be a significant correlation between early threatened feeling and reappraising the emotions cognitively.
- **H6-** There will be a significant correlation between early threatened feeling and suppressing the emotions expressively.

METHODOLOGY

The present study aimed at assessing the association between different early life experiences (Unvalued, Threatened & Submissiveness) and two emotional regulation strategies (Cognitive reappraisal & Expressive suppression).

Research Method

A quantitative study was conducted, in which a correlational analysis was done to examine the relationship between various early life experiences (Unvalued, submissive & threatened) and different emotional regulation strategies (Cognitive reappraisal & expressive suppression) in young adults.

Sample

The study involves a sample of 118 participants, out of which 59 are males and 59 are females. The participants were recruited through convenience sampling method. The participants were taken from the different colleges of Delhi NCR.

- Inclusion criteria – young adults (either in college or completed basic education or in job) between 18 to 25 years of age were included in the study. The participants should have basic knowledge of English and belongs from Indian culture background.
- Exclusion criteria – young adults who were suffering from either physical or mental illness & also not meeting the inclusion criteria were excluded from the study.

Data Collection

A survey method was used for collecting the data. The questionnaires were filled either virtually by Google Forms which were sent via email or physically by providing the hard copies of questionnaires to the participants and asked them to fill.

Instruments

Two instruments were used in the current study:

- 1. Early Life Events Scale (ELES):** The early life event scale was developed by Gilbert et al, (2003). It is a 15-items scale which is used to measure the emotional memories of an individual, which is linked to recall of feeling of being unvalued, being threatened or being subordinated. The response measure of the scale consists of a Likert type scale where participants are required to rate that how frequently and how true the statements in questionnaire are related to their early life experiences (ranging from 1 = completely untrue to 5 = Very true). The ELES can be used as a single construct or as three separate scale (Unvalued, Threatening, Submissiveness). The Cronbach's alpha of ELES is found to be (.92) and for three separate subscale's the Cronbach's alpha are, Threatening (.89), Submissiveness (.85) & Unvalued (.71) Gilbert et al, (2003).
- 2. Emotional Regulation Questionnaire (ERQ):** The Emotion Regulation Questionnaire (ERQ) was developed by Gross and John in 2003. It is a 10-item scale which that measures how people are able manage their emotions in two major ways that are cognitive reappraisal and expressive suppression. In ERQ each item is rated on a 7-point Likert type scale which ranges from 1 (strongly disagree) to 7 (strongly agree). Here the scores for Cognitive reappraisal and Expressive suppression are calculated separately. The ERQ had shown good validity, for example the Suppression scale had shown a strong correlation of .53 ($p < .001$) with how peers rated a person's emotional control, whereas, reappraisal scale had shown a smaller but still meaningful correlation of .24 ($p < .05$). The Test-retest reliability across 3 months for both the scale was (.69) and separately (.79) for Reappraisal and (.73) for Suppression.

Procedure

Self-reporting questionnaires were filled out by the young adults (18-25 years of age) who were residing in Delhi NCR. The questionnaire was in English and were filled as per the convenience of the participants after having their consent. Along with the questionnaires, a short text message about the description of the test and inclusion criteria, demographic sheet and informed consent were also included in the survey form. The participants were chosen using convenient sampling method. Data was collected either physically (by providing hardcopy of questionnaires to the participants) or virtually (by emailing google form to the participants). The entire administration was conducted about in one month. Total 118 participants were participated in the study out of which 59 were males and 59 were females. After the data was collected, it was analysed by using SPSS statistical software.

Statistical Analysis

The data was analysed using Statistical Package for Social Sciences IBM SPSS 2.0. The scores of both the questionnaires were obtained by following the steps provided by the respective authors of both the questionnaires and then the descriptive analysis of the scores was done. After this, Pearsons Moment Correlation was used to determine the relationship between various early life events and different emotional regulation strategies which is the aim of the present study.

RESULTS AND INTERPRETATIONS

The following section presents the analysis of the data obtained from the participants which includes the descriptive and inferential statistical analysis of data represented in the following tables.

Table 1: Descriptive statistics of the obtained data

Variables	Mean	STD. Deviation	N
Unvalued life events	7.42	2.67	118
Submissiveness life events	16.16	4.63	118
Threatening life events	14.56	5.59	118
Cognitive reappraisal (CR)	29.47	5.57	118
Expressive suppression (ES)	17.56	4.84	118

The above table represents the descriptive statistics of the data obtained from the participants. The sample size (N) is 118, among which the mean scores for Unvalued, Submissiveness and Threatening life events are 7.42, 16.16 and 14.56 respectively. This means that among 118 samples, Submissiveness life events are more commonly reported than Threatening and Unvalued life events. For emotional regulation strategies, the mean scores for Cognitive reappraisal and Expressive suppression are 29.47 and 17.56 respectively, which means that the cognitive reappraisal is more commonly used emotional regulation strategy in 118 samples.

Table 2: Correlation between different early life events and cognitive reappraisal strategy of emotional regulation

Variables	r- values	P- values
Early unvalued life events	- 0.253	0.01
Early submissiveness life events	- 0.022	NS*
Early threatening life events	0.076	NS*

NOTE: NS * denotes Non-significant

The above table represents the correlation between different early life experiences (Unvalued, Threatened & Submissiveness) and Cognitive reappraisal strategy of emotional regulation. As per the table, Unvalued life events have shown significant negative relationship with Cognitive reappraisal ($r = -0.253$, $P = 0.01$), this means that the individuals who had more unvalued experiences in their early life tend to use cognitive reappraisal less in managing their emotions. Whereas Submissive and Threatening life events have no meaningful relationship (Non-significant) with Cognitive reappraisal.

Table 3: Correlation between different early life events and expressive suppression strategy of emotional regulation

Variables	r- values	P- values
Early unvalued life events	0.040	NS*
Early submissiveness life events	0.259	0.01
Early threatening life events	0.226	0.05

NOTE: NS * denotes Non-significant

The above table represents the correlation between different early life experiences (Unvalued, Threatened & Submissiveness) and Expressive suppression strategy of emotional regulation. As per the table, Submissive life events have shown significant positive relationship with

Early Life Experiences and Emotional Regulation Among Young Adults: A Correlational Study

Expressive suppression ($r = 0.259, P = 0.01$), this means that the individuals with higher early submissiveness experiences tend to expressively suppress their emotions. Threatening life events have also shown significant positive relationship with Expressive suppression ($r = 0.226, P = 0.05$), this means that the individuals with higher early threatening experiences also tend to use expressive suppression more. However, Unvalued life events have no meaningful relationship (Non-significant) with Expressive suppression.

DISCUSSION

The aim of present study was to assess the relationship between different early life experiences and various emotional regulation strategies among young adults between 18-25 years of age ($N=118$). Data was collected using a survey method in which scores on the two questionnaires (Early life event scale & Emotional regulation questionnaire) were obtained. Then the scores were gone through descriptive and inferential statistical analysis and in the following section attempts were done to explain the obtained results.

Relationship between different emotional regulation strategies and cognitive reappraisal strategy of emotional regulation

The table 2 from the results and interpretation section suggest that the hypothesis 1 was accepted. It states that there will be a significant relationship between early unvalued experiences and the use of cognitive reappraisal as an emotional regulation strategy. And the results shows that there is a significant negative relationship between the two. This means that if a person has an experience when he or she had encountered a situation in which he or she was not given enough value he deserved then he would not try to rationalize the situation with cognitively driven statements or thinking. This finding is consistent with previous research by Ford, Mauss, Troy, Smolen, Hankin, and John (2014), they found that people with lower perceived parental support in childhood are less likely to use cognitive strategies to manage their emotions. Similarly, a study by Kim and Cicchetti (2010) found that the early emotional maltreatment can lead reduced adaptive emotion regulation strategies including cognitive reappraisal.

Whereas, the findings from the results and interpretation section (table 2) suggests that the hypothesis 3 & 5 were rejected. Hypothesis 3 states that there will be a significant relationship between early submissive experiences and the use of cognitive reappraisal as an emotional regulation strategy. However, the present study found no significant relationship between the two. This means that if a person had submissive or self-silencing experiences in his/her early life would not engage in reframing his/her emotions cognitively. This lines with a prior study by Gratz and Roemer (2004) they found that the individuals who were made to suppress their own needs or consistently submitted to others in early relationships often lacks the cognitive flexibility which is necessary for reappraisal. Furthermore, a meta-analysis by Aldao, Nolen-Hoeksema, and Schweizer (2010), suggests that cognitive reappraisal is less likely to be used by people who comes from a background of submissive interpersonal styles, as a result their emotional coping techniques tends to be more passive. Now hypothesis 5 states that there will be significant correlation between early threatened feeling and reappraising the emotions cognitively. But the current study found no significant relationship between the two. This means that if a person had threatening or fearful early life events such as abuse, violence, or other intense stressors, it does not reliably predict that whether person will adopt cognitive reappraisal strategy to manage his/her negative emotions. On the other hand, various moderating influences like personality, resilience, social support, or current cognitive flexibility of the individual play a larger role in determining reappraisal use. The finding is consistent with a study by Mao y et.al (2023), the study examined childhood maltreatment

Early Life Experiences and Emotional Regulation Among Young Adults: A Correlational Study

and found that maltreatment predicted inefficient reappraisal enactment (neural activation differences), and but also found that there is no direct behavioural reduction in the individual's use of reappraisal strategies in their day-to-day life. In simpler words exposure to early trauma did not directly link with lower reappraisal use.

Relationship between different early life events and expressive suppression strategy of emotional regulation

The table 3 from the results and interpretation section suggest that the hypothesis 2 was rejected. It states that there will be a significant relationship between early unvalued experiences and the use of expressive suppression strategy of emotional regulation. However, the present study found no significant relationship between the two. This implies that if a person has an experience when he or she had encountered a situation in which his or her emotions were not given enough value, does not mean that the person has a greater tendency to suppress his/her emotional expression. This means that the factors which are beyond one's internal emotional self-worth like individual coping styles, social context, or cultural norms are more likely to influence the suppression of emotions. However, in naturalistic settings emotional suppression and unvalued feelings can operate autonomously as people may feel unvalued but they can still express their emotions or vice versa (Peters et al., 2020).

The findings from table 3 of the results and interpretation section suggest that the hypothesis 4 was accepted. Hypothesis 4 states that there will be a significant correlation between early submissive feeling and suppressing the emotions expressively. And the results shows that there is a significant positive relationship between the two. This means that people who have been nurtured in a controlling environment earlier develops a tendency to suppress their emotional expressions. This suggest that early social roles that emphasizes low status or deference can lead to the development of suppression as an emotion regulation strategy. Related explanation for this can be drawn from a study on social power dynamics by Johnson et al. (2017). Johnson suggests individual with low social power are more likely to use expressive suppression to manage their emotions.

Similarly, hypothesis 6 was also accepted (see table 3), which states that there will be a significant correlation between early threatened feeling and suppressing the emotions expressively. And the current study founds a significant positive relationship between the two. This means that individuals who had experienced threatening events in their early life are more likely to adopt expressive suppression as a strategy to regulate their emotions. This is explained by theories that suggests in early life threat conditioning and exposure to danger can lead to voluntary inhibition of emotional display which can work as a protective or survival strategy. The finding is also supported by a longitudinal study on adolescents which suggests that exposure to threatening events in early age can lead to greater use expressive suppression and also increases the likelihood of depression (Cheng et al., 2022).

Overall, the present study suggests that emotional expression is more likely to use by people who have encountered threatening and submissive life events, than cognitive reappraisal because individuals nurtured in a control-imposed surrounding does not try to regulate their emotions cognitively because of controlled imposed atmosphere in the family instead they try to suppress emotions expressively, which help them to manage stress without any active participation. Whereas, people with unvalued life experiences are less likely to use cognitive reappraisal as well as expressive suppression, which means that they use emotional regulation strategies depending upon the situations they encounter either cognitive reappraisal or expressive suppression or maybe in certain situations they may use both strategies.

Early Life Experiences and Emotional Regulation Among Young Adults: A Correlational Study

Limitations

While the current study provides valuable insights into early life experiences and emotional regulation strategies, but there are certain limitations that should be acknowledged.

- The study did not have large sample size. Larger sample size is ideal for ensuring the generalizability.
- Another, limitation is that the study focuses on only young adults from 18 to 25 years of age. It didn't consider about adolescents or individuals after 25 years of age, that how their early life experiences can influence them to adopt a particular emotional regulation strategy.
- The study used only structured questionnaires to gather data. It didn't used qualitative measures like interviews where people can talk about their past experiences and how they manage their emotions in present times.
- Lastly, the study focuses on only negative early life experiences. It does not consider about positive experiences and how it could affect one's emotional regulation strategies in later life.

Implications

The present study highlights that how a particular type of early life experiences, either being unvalued, being subjected to submissive roles, or being threatened can significantly affects the emotional regulation strategies adopted by individuals in their later life. It can either cognitive reappraisal or expressive suppression.

- This study can help counsellors working with college students who are facing some kind of emotional or adjustment-related problems.
- Therapists can offer more personalized treatment, if they know about the individual's past emotional environment and the coping patterns they had adopted. This knowledge can guide the therapist that how to approach treatment by aligning it with individuals early emotional experiences, it involves planning and tailoring interventions and therapy based on the experiences the individual had. Whether he/she had unvalued, submissive, or threatening early life experiences.
- The insights from the current study can also help in shaping one's emotional nature and personality development over the period of time.
- The study can also help young adults in developing better strategies for managing their emotions and overall mental health.
- The study can also help in psycho-educating families or guardians, making them understand about the long-term impact of early emotional environments on their child and can guide them to develop an emotionally supportive environment for their child ways so that, the child can adopt a healthy emotional regulation strategy later in life.

CONCLUSION

The aim of the current study is to assess the association between early life events and emotional regulation strategies among young adults(n=118). Two standardized questionnaires (ELES AND ERQ) were used in the study. The obtained data was analysed through SPSS which showed a significant negative correlation between early unvalued experiences and cognitive reappraisal; this means that individuals who are emotionally unvalued are less likely to cognitively process their emotions. Whereas, a significant positive correlation was revealed between both submissive and threatening early life experiences and expressive suppression. This means that individuals from control imposed or feared background often suppress their emotions. Unvalued early life experiences had non-significant correlation with expressive suppression. Similarly, submissive and threatening early life events had non-significant relationship with cognitive reappraisal.

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Early Life Experiences and Emotional Regulation Among Young Adults: A Correlational Study

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Early Life Experiences and Emotional Regulation Among Young Adults: A Correlational Study

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Conflict of Interest

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