



Develop a Structural Equation Model of Anxiety Attachment based on Emotional Abuse, Emotional Regulation and Emotional Memory

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Abstract

The aim of this study was to investigate the effect of emotional harassment and emotion regulation and emotion memory simultaneously on the anxiety attachment variable, as well as to mediate emotion regulation and emotion memory in the relationship between emotional harassment and anxiety attachment. The research method was correlation of structural equations. The statistical population of the study included all students studying in the second semester of Bu Ali Sina University in 1399, which was selected as a cluster using the Cochran's formula of 350 people. Data collection tools were Gross and John Emotion Regulation Questionnaire (2004), Collins and Reed Adult Attachment Style Questionnaire, Rachman Event Processing Questionnaire (2000) and Yar Mohammadi Emotional Harassment Questionnaire (2010) and were distributed through virtual networks. Data analysis method was used using statistical tests of correlation coefficient and regression and to check the fit of the data with the conceptual model, the statistical method of structural equations SEM was used and for data analysis from SPSS24 software, 24AMOS was used. Findings showed that the proposed Sakhnari model has a good fit that all three variables can simultaneously affect anxiety attachment. According to the results obtained from the structural equation model of the research, this model can be used to prevent anxiety attachment due to the simultaneous effectiveness of three variables and also by strengthening emotion regulation strategies and emotional memory to reduce the effects of anxiety attachment.

Keywords: *Anxiety attachment, Emotional abuse, Emotion regulation, Emotional memory*

Introduction

Humans are born with strong survival instincts. One of the strongest human instincts is attachment Which is based on the inability of the child to survive and its complete dependence on an adult for upbringing and protection. People come up with different strategies to achieve this goal, depending on the emotional state and the type of care they need as children (Catlett, 2015). Methods of emotional response or non-response in humans are limited; And are organized in two dimensions, safe and unsafe; The insecure dimension includes three aspects: anxiety, avoidance, and ambivalence. People with insecure attachments If the attachment system is over-activated, it can lead to exaggerated behaviors to avoid the danger or threat of separation and loss and if the attachment system is very weak, it leads to the formation of avoidant behaviors, suppression of emotions and attachment needs (Johnson and Whiffen, 2003). Balbi believes that secure attachment harmonizes the parent-child relationship and, in turn, facilitates the child's socialization and facilitates the development of consciousness, emotional self-regulation, and self-control (Holmes, 1993).

Insecure attachment is associated with high levels of anxiety, leading to personal self-representations (negative value) (Mikuliner and Shaver, 2012). In fact, in these people, according to attachment experiences, expectations, needs, feelings, and social behaviors are formed according to a specific pattern (Mikuliner and Shaver, 2016). Attachment is one of the main and most extensive research topics and its effect on adulthood in interpersonal interactions and the formation of behavioral disorders is significant (Nedliski and Steele, 2009).

Attachment style is presented in a way that is used to regulate threat assessment, stress response and recovery; However, the underlying mechanisms in this interaction are not well understood (Diamond, 2001); But anxious attachment is associated with negative experiences, excessive awareness of potential threats, avoidance of joining others, and worrying about the availability and accountability of others; At the same time, it devalues intimacy and attachment (Biflco, Moran, Ball and Lillie, 2002; Carr, Colthurst, Coyle and Ellitt, 2013). Anxiety attachment is characterized by a fear of rejection and an excessive desire to be approved by others (Hazen and Shaver, 1987). People with anxious attachment style seek companionship with others (Saferstein, Nemieyr and Hagans, 2005). People with anxiety attachments are often conflicted in terms of social status and relationships with friends and relatives, and therefore have less satisfaction than those around them and themselves (Welch and Hauser, 2010). But people with anxiety attachment are called

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hyperactive because they are looking for an emotional relationship in which there is love and security (Micolnester & Shaver, 2016). For this reason, these people establish good emotional relationships with people who are securely attached because safe people reduce their fear and anxiety (Manid, Scott, Guardi, & Bulletin, 2019).

Attachment specifically targets thoughts, feelings, relationships, behaviors, and interpersonal exchanges (Gall, Raiser, & Sir, 2018). The prevalence of attachment worldwide is such that about 56% of the world's population has secure attachment. About 20% of attachments are anxious. 23% of avoidant attachments and the remaining 1% are a rare combination of anxiety and avoidance (Skinzo and Alfonso, 2016).

Anxiety attachment is influenced by the indicators of emotional distress (Gaskin-Wasson, 2017), emotional regulation (Nielsen et al., 2019) and emotional memory (Bryant and Chan, 2017).

Emotional abuse is one of the factors affecting anxiety attachment (Gaskin-Wasson, 2017). People who have a history of emotional abuse or abuse as a child by caregivers are more likely to experience a certain adult attachment style; These individuals have great difficulty in self-efficacy, trust in others, and understanding of parental behavior, and also lead to insecure attachment in adulthood (Riggs, 2010).

Adults who have experienced emotional trauma as children usually experience high levels of anxiety attachment, exhibiting conflicting attachment behaviors that manifest with high levels of anxiety and avoidance attachment (Riggs, 2010).

In this regard, emotional negligence can be called as one of the causes of emotional harassment; Emotional neglect includes situations in which the child's emotional needs are ignored or when caregivers or people to whom the child is attached fail to create a loving, emotionally supportive environment in which children are generally accepted, the situation creates inappropriate patterns of emotional harassment. Provides (Hibbard, Barlow and Macmilan, 2012).

Experiencing emotional abuse in children has far-reaching effects on the mental health of adulthood. Emotional abuse leads to decreased peer relationships, delayed learning of complex languages, cognitive deficits, emotional disorder, low self-esteem (Nahgon et al., 2013), and increased suicidal ideation (Chen, Tiorana, Marcus, & Miller, 2016).

A study by Gaskin-Wasson (2017) concluded that emotional abuse does not have a direct effect on frustration in adulthood, but depending on the type of attachment can form frustration in adulthood so that any amount of level The more emotional harassment a person experiences, the higher the level of anxious

attachment.

Emotional abuse in general, boys are more likely to experience physical abuse, while girls are more likely to experience sexual and emotional abuse (Perino, Langbardi, & Wisnani, 2018). In addition, boys experience abusive conditions at significantly earlier ages than girls, and emotionally and physically abused children at significantly older ages occur for children not raised by biological parents (Kamak and Hongo, 2017). According to the World Health Organization, child abuse has become a major global public health problem. The World Health Organization recently estimated that approximately 40 million children aged 4 to 5 years in the world suffer from child abuse and neglect and are in need of health and social care. The family is the center of suffering and crises such as marital strife, child abuse, runaway children, and marital violence, and these crises prevent the family from functioning on its basic function, namely emotional bonding and respect for rights. Members Act (McDonald, 2019).

Emotional regulation is one of the factors affecting anxiety attachment (Nielsen et al., 2019). Balbi Theory of Attachment (1980) states that emotion regulation benefits from a two-way relationship in such a way that emotional cues and responses can be regulated using methods that reduce anxiety (Calkins and Hill; 2007). Attachment and emotion regulation are inextricably linked, so that more capacity to manage and regulate emotion is one of the reasons why children with secure attachment behave better than their peers and have fewer behavioral problems (Parrigon, Kerns, Abtahi and Kohen; 2015).

People with anxiety attachment express countless negative emotions, but when their families are available, they suppress their negative emotions more (Winetrheld; 2016). Emotional regulation disorder is generally defined as the inability to control, intensity, and schedule emotions (Dvir, Ford, Hill and Frazier; 2014). In this regard, attachment orientations can explain individual differences in emotion regulation; In fact, attachment security leads to the development and use of healthier emotion regulation strategies (Overall and Simpson; 2015). Emotion regulation strategies that include status selection and response adjustment; Able to target different emotion regulation processes (Gross; 2013). Emotion regulation is a process for adjusting, experiencing emotions individually, and experiencing motivational states in the situation and how it behaves (Eisenerbag, Huffer, Solick, & Spinner, 2014). It is noteworthy that in mental disorders such as anxiety, depression, and emotional instability, emotion regulation is typically impaired (Atisia, 2014).

Emotional regulation disorders are more common in adults with a history of childhood emotional distress (Burns, Jackson, & Harunig, 2010). People who have experienced emotional abuse are characterized as useless, imperfect, and vulnerable, and experience depression and anxiety are common (Campbell, Cohan,

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& Sitbenb, 2006). It is noteworthy that psychological distress can be caused directly by emotional abuse or through mechanisms related to emotional harassment, including reduced social support and feelings of worthlessness (Kandel, 2002).

In a study conducted by Nielsen et al. (2019) in a study of 76 people in a psychiatric clinic for 6 months, they evaluated the effect of cognitive therapy in people with anxiety disorders on emotional regulation variables and attachment style. They concluded that there is a positive correlation between the variables of emotional regulation and anxiety attachment style in anxious personality individuals, while there is a negative correlation between attention control and cognitive regulation.

Another factor influencing anxiety attachment is emotional memory (Bryant and Chan, 2017). In the field of emotional memory, more attention has been paid to individual differences in people with anxiety attachment (Kaplan and Zadok, 2016). There is evidence that adults with anxiety attachment often have difficulty experiencing and recalling emotional information that is responsible for long-term memory (Adelstein et al., 2005).

Emotional memory is defined as enhanced memory for emotional stimuli, which usually decreases despite previous information (Christianson, 1992). Emotional memory capacity is an important cognitive function characterized by an advanced event memory for events associated with an emotional emotion. People are more likely to recall events that are emotionally negative (Bowen et al., 2018; Cooper, Kinsinger, & Reggie, 2019). In other words, people are more likely to recall events that provoke emotions (Beton et al., 2018).

Emotional memories form the basis of human performance. Emotional memory is often compatible, but if a person has an anxious attachment and is in a stressful or threatening environment, emotional memory becomes incompatible. The most common form of emotional memory-related mental disorders is the excessive accumulation of memories of fear of learning, maladaptive memory, leading to anxiety and trauma-related disorders (Wes et al., 2016). The prevalence of memory disorders worldwide is as follows: In 2006, 26.6 million people worldwide had these disorders, and it is estimated that by 2050, one in 85 people will have memory disorders (Crowder, Qiti, Goodrit and Sketch, 2017).

In a study conducted by Higrity and Seifert (2010), 79 participants were undergraduate and graduate students. The experiment was designed to recall childhood memories. In this experiment, the emotional value (positive / negative) and the intensity of each memory were determined, the memories in which the caregivers were present. Avoiding Attachment Related to Remembering Negative memories are more

relevant to caregivers. Adjustment strategies used by individuals show that differences in how they recall information about the past are associated with high attachment anxiety and avoidance of high attachment.

Anxiety attachment has a dependent variable role in the present study; Anxiety attachment is affected by three indicators of emotional regulation (Asnaei, Tyler, Mikan, Brun and Zang, 2020), emotional harassment (Salukangas et al., 2020) and emotional memory (Tom, Crigippo and Harrow, 2020). In previous research, the relationship between anxiety attachment and each of these three variables has been studied, but a study that simultaneously examined the relationship between anxiety attachment and these three variables was not found by the researcher; For these reasons, this study attempts to examine the fit of the structural model of anxiety attachment based on emotional harassment, emotional regulation and emotional memory with the data. In other words, the main issue in this study is the appropriateness of the proposed model related to the direct effect of emotional regulation and emotional memory and the indirect effect of emotional harassment on anxious attachment to data?.

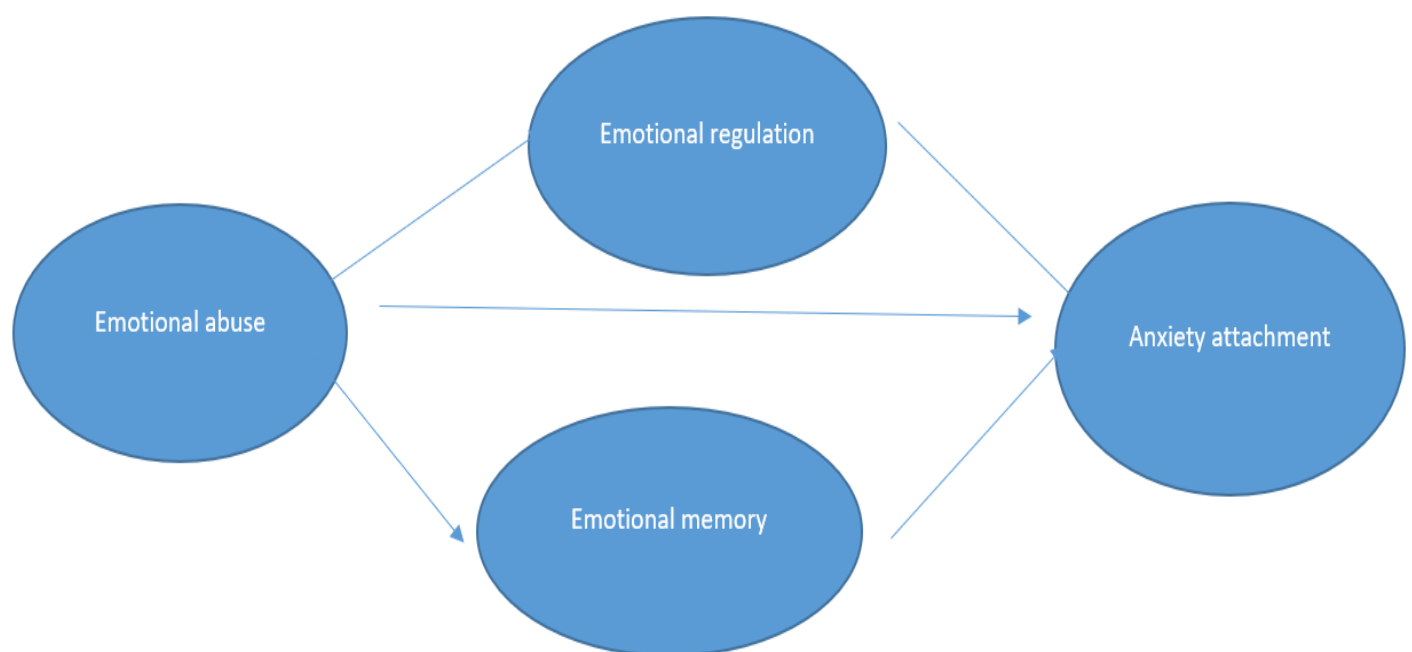


Figure 1 Conceptual model

In Figure 1, emotional distress is considered as an independent variable, anxiety attachment as a dependent variable, emotional regulation, and emotional memory as a mediating variable. In the following, the research evidence related to each of the routes drawn in Figure 1 is examined.

Method

Procedure:

In scientific research, it is very important to choose a method that is appropriate to the nature of the research, because a specific method is suitable for each research. Therefore, extreme care must be taken in choosing the research method. The present research is fundamental in terms of purpose and is of the type of quantitative research and correlation of the type of structural equations. Anxiety attachment is considered as a dependent variable, emotional regulation, emotional memory as a mediating variable.

The statistical population of the study includes all undergraduate, graduate and doctoral students studying in the second semester of Bu Ali Sina University in 2020. In this design, samples will be selected for multi-stage random cluster sampling. And from all the students Schools will be randomly sampled. Thus, among the faculties of Bu Ali Sina University, which is 11 faculties Randomly from the fields of study of each of the faculties that were selected in the first stage, 2 fields of study were randomly selected and from Among the students studying in each of the selected fields, he will randomly select two entrance courses and will do sampling. Took. Considering that the number of undergraduate and cadastral students at Bu Ali Sina University is about 12,000; Using the Cochran's sample volume formula Will be determined, of which 384 people will be selected as a sample.

Participants:

A total of 350 participants (162 males, 182 females) from Bu Ali Sina university participated on Sep 10, 2020. Ages ranged from 19 to 58 ($M = 38.16$, $SD = 11.90$). Of all participants who reported, the highest number of participants in men was 23.7% of the bachelor's degree and among women 26% of the bachelor's degree and the lowest percentage of participants in the doctoral program of men and women was 11%.

Measures:**Gross and John Emotion Regulation Questionnaire (2004)**

This questionnaire consists of 10 questions and its purpose is to measure emotion regulation strategies by Gross and John. This questionnaire has two components of repression (2, 4, 6, 9) and re-evaluation (1, 3, 5, 7, 8, 10). Participants respond on a 7-point Likert scale from strongly disagree (with a score of 1) to strongly agree (with a score of 7). Based on this method of analysis, add the number of scores obtained and then judge based on the table below. Add your scores from the above 10 phrases together. The minimum possible score will be 10 and the maximum will be 70. Score between 10 and 27 is The level of emotion regulation is weak and Score between 27 and 40 is The level of emotion regulation is moderate and Score above 40 is The level of emotion regulation is strong. In Gross and John's research, the internal correlation for reassessment was 0.79 and repression was 0.73. Kariman and Wingerhots reported an internal correlation of 0.83 for reassessment and 0.79 for repression. In Iran, Hosseini has reported a Cronbach's alpha coefficient of 0.79 for reassessment, and this questionnaire is capable of measuring individuals aged 18 to 40 years. (Gross and John; 2003).

Collins and Reed Adult Attachment Style Questionnaire:

This scale includes self-assessment of relationship building skills and self-descriptive approach to the formation of attachment relationships to close attachment figures and consists of 18 data by marking on a 5-point scale (Likert type) from; It does not correspond to my characteristics in any way. 5 is completely consistent with my characteristics. It is formed and measured. According to the instructions of the questionnaire, 6 items related to each subscale are identified. Depending on which circle the subject has marked on each sentence in the answer sheet, his score will be determined for each subscale. For options 1 to 5 Scores 0 to 4 are considered, respectively. Questions 1, 6, 8, 13, 12, and 17 measure secure attachment. Questions 5, 2, 16, 14, 7, 18 assess avoidance attachment, and finally questions 3, 4, 9, 10, 11, and 15 measure anxiety attachment.

Post-event processing questionnaire (Rachman et al., 2000):

The questionnaire consists of 13 questions that ask about post-event processing "over the past few months" and how a person views their image when recalling social status. This scale showed good internal stability ($\alpha = 0.85$). Subjects according to the visual analogy scoring system, from the numbers 0 to 100 which are ranked in ten intervals (0, 10, 20, 30, and 100), each question is assigned scores.. Question ten is scored on a nominal scale (1 = self-view or internal view, 2 = observer view or external view) and reported separately; Therefore, the maximum score is 1200 and the minimum score is zero. A high score indicates maximum involvement in post-event processing. Questions 5 and 9 are scored in reverse. This scale has content validity. Research has shown the one-factor structure (Rachman et al., 2000; McAvoy and Kingsp, 2006) for this questionnaire. Rachman et al. (2000) showed a significant correlation ($r = 0.40$) between the score of the post-event processing questionnaire and SPAI. Also, in the study of group differentiation validity, the mean PEPQ score was significantly different between the two groups with high and low social anxiety. Psychometric properties of the main form of this questionnaire have not been studied in Iran. Basaknejad et al. (2011) In examining the psychometric properties of the revised version of the Post-Event Processing Questionnaire, Cronbach's alpha reliability was 0.79 and the criterion validity was obtained through the correlation of this instrument with the Penn State Concern Questionnaire of 0.49. Ability to assess people who are literate up to the age of 60.

Emotional abuse Questionnaire

Emotional abuse Questionnaire developed by Yarmohammadi and Taslimi in (1399). This questionnaire measures emotional distress on a 5-point Likert scale. The Emotional Abuse Questionnaire consists of 6 subscales (97 questions): 1- subscale of psychological-emotional abuse (from questions 1-52), 2- subscale of emotional-sexual abuse (from questions 53-59), 3- subscale Physical neglect abuse (from questions 60-65), 4- subscale of medical neglect abuse (from question 66-74), 5- subscale of academic neglect abuse (from questions 75-83), 6- subscale of physical abuse (from question 84-97). In Yarmohammadi Taslimi (2016), the reliability of the Emotional Abuse Questionnaire was 0.97, the reliability of the Psycho-Emotional Abuse Scale was 0.92, the reliability of the Sexual Emotional Abuse Scale was 0.83, the reliability of the Physical Neglect Scale was 0.81, and the Reliability of the Medical Neglect Scale was 0.85. The reliability of the Academic Neglect Scale was 0.89 and the reliability of the Physical Abuse Scale was 0.93.

Analyze Data

Descriptive statistics and inferential statistics will be used to analyze the data; In descriptive statistics, central indicators such as mean and fashion, and dispersion indicators will use variance and amplitude of changes. In inferential statistics, in order to answer the research hypotheses, the statistical tests of correlation coefficient, regression and to examine the fit of the data with the conceptual model, the statistical method of structural equations SEM will be used. Spss24, 24AMOS and R software will be used for data analysis.

Collect information

Gather information through library studies for research background and library visits, as well as through Internet sites, liaison with specialists in the field of anxiety attachment to use their experiences and expertise, and access to the latest in the field. Anxiety attachment and students of Bu Ali Sina University will be assisted in completing the research questionnaires. After the sample group is selected, each member of the sample group will be encouraged to complete the research questionnaires; To conduct the research, after introducing the purpose of the research to the clients and obtaining their satisfaction, for those who have agreed to participate in the research, a guide to answering the questionnaires will be read and if necessary, an explanation about the questionnaires will be provided.

Result

Descriptive Data

As can be seen in the table below, 350 participants participated in the present study, of which 162 (46.3%) were male and 188 (53.7%) were female. In most men, 83 (51.2%) have a bachelor's degree with the highest frequency and 16 (9.9%) have a doctor's degree with the lowest frequency among men; Also, among women, 91 (48.4%) have a bachelor's degree with the highest frequency and 20 (10.6%) have a doctorate with the lowest frequency among men. A total of 174 people (49.7%) have bachelor's degrees, 77 people (22%) have master's degrees, 63 people (18%) have postgraduate studies and 36 people (10.3%) have doctoral degrees.

		Education				total	
		Associate Degree	bachelor	Masters	P.hd		
Gender	Man	Number	25	83	38	16	162
		Percentage in gender	%15/4	%51/2	%23/5	%9/9	%100
		Percent of total	%1/7	%23/7	%10/9	%4/6	%46/3
	Female	Number	38	91	39	20	188
		Percentage in gender	%20/2	%48/4	%20/7	%10/6	%100
		Percent of total	%10/9	%26/0	%11/1	%5/7	%53/7
Total	Number	63	174	77	36	350	
	Percentage in gender	%18/0	%49/7	%22/0	%10/3	%100	
	Percent of total	%18/0	%49/7	%22/0	%10/3	%100	

As can be seen in the following table, all the adaptive fit indices of the developed model have taken the necessary criteria and this indicates that the model is approved. The RMSEA index is less than 0.05 and equal to 0.021 and is appropriate. Therefore, in general, according to all indicators, the model has a good fit.

Measurement model fit indices

Independence model	Saturated model	Default model		Fit Indices
0/000	1/000	./933	CFI	Comparativ
0/000		0/945	TLI	
0/000	0/000	0/614	PRATIO	Parsimonious
0/000		0/021	RMSEA	
254/856	0/156	135/321	X2	Absolute
0/000		0/052	P-Value	

The table below shows the regression coefficients for each of the relevant variables, so that in this table the value of regression coefficients, critical ratio, error and their significance are shown.

Mean and standard deviation

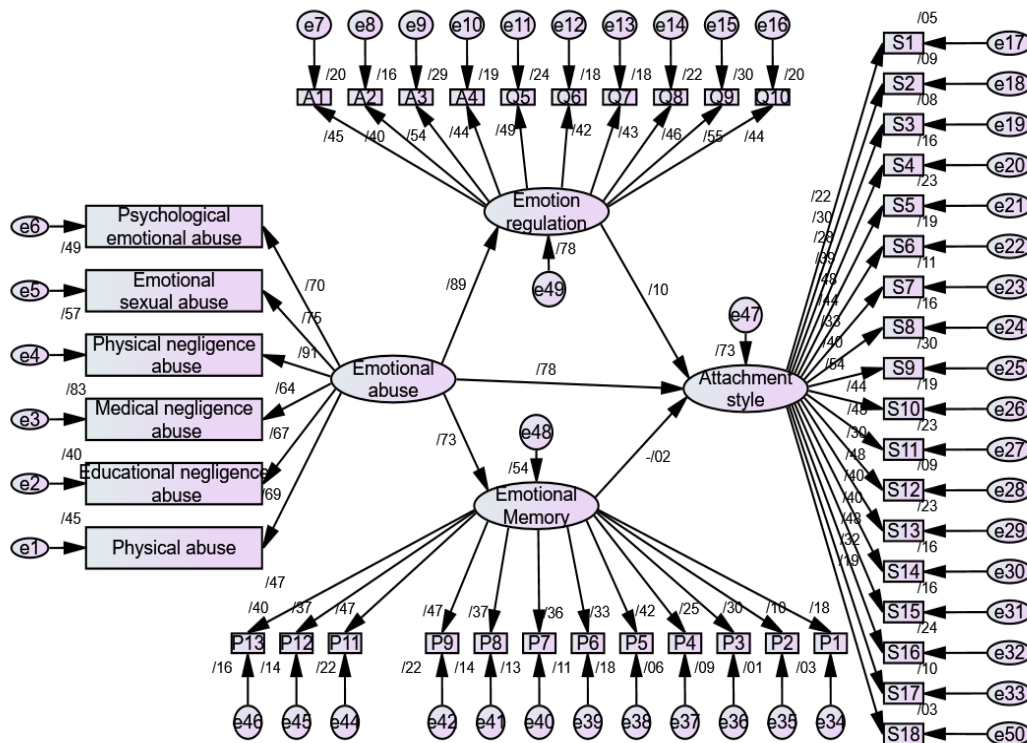
Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Emotion regulation	350	16.00	70.00	43.4771	12.37561
Anxiety attachment	350	48.00	90.00	72.8686	7.34885
Emotional abuse	350	275.00	481.00	391.5200	37.57092
Emotional Memory	350	770.00	1000.00	873.2053	40.69234
Valid N (listwise)	350				

As can be seen in the table above, the mean and standard deviation of the variables of emotion regulation, attachment style, emotional harassment, and post-event processing have been reported. According to the emotion regulation scoring method in which people who get a score above 70 have a high limit of the variable being measured and scores close to 40 have an average limit because in the present study the average in the emotion regulation variable was 43 so it can be inferred Our statistical community is moderate in terms of emotion regulation variables. In the attachment style variable, the average of the sample studied in the present study was approximately 73. According to the scoring method of the attachment style variable, in the present study, the attachment style of individuals is in the middle of explaining the scores; And in the variable of emotional harassment and the average was equal to 391, and also in the variable of post-event processing was an average of 873. The sample size has a high limit on the post-event processing variable.

Regression Weights

P	C.R.	S.E.	Estimate	Standardized	
***	7/580	/008	/062	/891	Emotional abuse <--- Emotion regulation
/003	2/944	/007	/022	/739	Emotional abuse <--- Emotional memory
/005	/489	/095	/047	/083	Emotion regulation <--- Anxiety attachment
***	-/328	/132	-/043	-/033	Emotional memory <--- Anxiety attachment
0/004	2/908	0/011	0/032	0/81	Emotional abuse <--- Anxiety attachment

As can be seen in the table above, the relationship between emotional regulation and emotional harassment was significant and was significant at the level of less than 0.01; The relationship between post-event processing and emotional harassment was significant at 0.739 and at a level less than 0.01; The relationship between emotional regulation and attachment style was 0.083 and at a level less than 0.01 was significant; The relationship between attachment style and post-event processing is -0.33 and at a level less than 0.01 is significant.



Conclusion

The main hypothesis of the present study including the model of structural equations of anxiety attachment based on emotional harassment, emotional regulation and anxious emotional memory has a good fit. In order to evaluate the proposed model, the model of structural equation model was used. To determine the adequacy of the proposed model, several fit indices were performed, including: model fit, adaptive fit

indices, absolute fit and economical fit. The fit characteristics of the model indicated that the model has a good fit and good validity and reliability. The optimal fit of the original model can be examined in several ways; In this model, a significant relationship was reported between emotional harassment and emotional regulation. With the findings of Reston and McMillan (2020); Lizzie et al. (2020); McCall and Parameter (2020); Chander et al. (2020); Gaskin-Wason (2017), McClure and Parmenter (2020) and Border (2020) align.

This study also showed that emotional harassment and emotional memory have a significant relationship so that it is easier to remember the emotional problems of these people who were harmed in childhood. At the same time, there is a significant relationship between anxiety attachment and emotional memory, so that anxiously attached adults often have difficulty in experiencing and remembering emotional information that is responsible for long-term memory, and most emotional events associated with anxiety recall the findings of this study. This is consistent with the findings of Bryant and Chan (2017), Liu (2020), and Preston and McMillan (2020). They can affect each other, leading to disorders such as depression and acute anxiety, which are consistent with the research of Honges and Hobbes (2020).

Another finding of this study is that there is a significant relationship between emotional harassment and emotional regulation. The more intense the emotional harassment, the less the person will be able to control emotional situations, the results of which are consistent with the results of the studies of Bohar (2020) and Inskin et al. (2020) and at the same time there is a significant relationship between emotion regulation. And there is also anxiety attachment in such a way that the more intense the anxiety attachment, the more disturbed the emotional regulation. The findings of this study on emotional regulation and anxiety attachment are consistent with the findings of Nielsen et al. (2019).

Explaining the findings of the present study, it can be noted that the studies of Preston and McMillan (2020) between emotional harassment and emotional regulation showed that people who were emotionally abused during childhood have defects in regulating their emotions and most of their emotions They remember negatives and usually use emotional strategies to regulate emotion. In general, they found a direct relationship between Robin emotional harassment and emotional regulation, and the results of Lizi et al. People who have experienced emotional distress in traumatic situations can easily recall the state of emotional trauma, which contributes to emotional instability, and generally found a direct relationship between the two. There was a difference between emotional memory and anxiety attachment. It also showed that people with anxiety attachment have a good negative emotional memory, so that people in anxious

situations, which is a direct relationship between It has these two variables and the results of McCaller and Parameter (2020) research that was done between emotional regulation and anxiety attachment also showed that when the addict is anxious, he has difficulty in controlling and controlling emotions and the main reason for not having these controls is the addict. Or it is his severe anxiety that has created a direct relationship between this and the results of Chander et al. (2020) study that was done between emotional harassment and emotional attachment showed that people who suffer from emotional harassment at a young age They suffer from anxiety attachment, which indicates a direct relationship between the two variables.

Explaining the findings of other studies, people with anxiety attachment are usually conflicted in terms of social status and relationships with friends and others, and therefore have less satisfaction than those around them and self-control (Welch and Hauser, 2010). Specific attachment behaviors with predictable behaviors in attachment development is a transactional process. These behaviors change with age as methods that are partly determined by experience and partly by situational factors. Attachment behaviors regulate, interpret, and predict the form of attachment. In the context of environmental change and development, they consider this capacity to reflect and communicate past and future attachments (Credient et al., 2013). Attachment behaviors enable individuals to control new types of social interactions. These attachment behaviors continue to develop into adulthood and help to cope with friendship, marriage, and parenting (Lizendon et al., 2008). Given that emotion regulation has a positive relationship with recall of emotional events (Cow, Zhio, & Lakers, 2020). One of the most useful applications in emotional regulation is the emotional memory management program. Emotional memory management program is the awareness of the impact of emotional information stored in memory and the use of strategies to control and manage it. These strategies include attention control, cognitive reassessment, appropriate ways to cope with unread memories, mental reconstruction, and emotional memory management in relationships. This training program has had a positive effect on disorders such as anxiety (Ellis, 2006).

Explaining the main hypothesis of the research based on Balbi (1987) theory Anxiety attachment system is a basic emotional and behavioral system that is formed biologically and is necessary for the survival of the child. This system is activated as soon as the baby is born in relation to the loved ones. A baby with a young child wants to be with a loved one, especially his or her mother, when he or she is anxious. The baby or toddler expects to find safety, support, and health with his or her mother. This search for closeness can be manifested in the form of physical contact with the mother, and the child is always active in this interaction. Anxiety attachment developed during childhood continues into the later stages of life and affects a person's

life. However, in adulthood, in addition to the source of attachment, the attachment to the spouse and other people may replace the attachment to the mother. The evolution of these patterns is valuable in terms of adaptability. Because these behaviors cause children to be cared for and stay fresh. As a result, the interaction between mother and child creates a kind of emotional connection and attachment. In this way, all his experiences become the result of his whole life plan. When a child is not taken care of by his parents at an early age and his basic needs are not properly met, and sometimes when his needs are met by the aggression of a parent or caregiver, the child is verbally and verbally harmed. Or the parent of the child exhibits a dichotomous behavior. According to this behavior, they create an anxious attachment style, so that in the absence of a safe person, the child experiences anxiety, but if this problem is not solved at a young age, it will continue in adulthood. And it negatively affects their emotional, social and work relationships. In these people, due to high anxiety and getting approval from the dependent, people are successful in studying, but due to the lack of peace, the path they take is full of anxiety, fear and rejection. At the same time, these people usually cannot establish good relationships emotionally because they are looking for a safe person and harass the other party to reduce their anxiety. And in superficial friendships due to high anxiety and fear of Do not lose your friends, they are dual people and constantly experience mental rumination in their minds. In general, there is a positive correlation between these two variables.

Other findings of this study include the regulation of emotion in infancy by innate physiological response devices (Drieber and Rothbart, 2001). These devices are usually avoided as an approach to pleasant or unpleasant stimuli. During the trimester, babies can relax as they suck, and they can react reflexively and feel anxious. Between the ages of three and six months, basic motor function and attention mechanisms play a role in regulating emotions, allowing infants to more effectively approach or avoid emotional situations (Stiffer and Brangort, 1995). Infants may also be distracted for monitoring purposes and engage in help-seeking behaviors. They also appreciate the ability of their carers to provide them with supervisory support. For example, infants generally have difficulty regulating fear. As a result, they often find ways to express fear in ways that attract the care and attention of caregivers (Paul and Grolenick, 1995).

Emotional regulation has a positive and negative effect in adulthood. Positive and negative emotions affect the types of emotions a person feels as well as how they are expressed (Ashby et al., 1999). With adulthood, an ability to maintain both positive and low negative impact "faster" than adolescents increases. As people grow older, this response to life challenges seems to be "automatic." Therefore, as they age, their ability to regulate emotions and regulate emotions and respond to their emotions in healthy ways improves. In this

case, the anxious addict reports more emotionally disturbed negative emotions. At the same time, the less episodic memory becomes available over time, the greater the confidence in remembering past feelings in semantic memory. Long-term recollection of emotions was more in line with initial perceptions, indicating that long-term recollection of emotions is strongly influenced by current perceptions (Levin et al., 2009). In this case, when a person is in a state of anxiety, he recalls events according to emotional memory and activates negative emotions, and shows more anxiety and depression due to emotional harassment and anxiety attachment.

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