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Prediction of Love Trauma Syndrome Based on Cognitive Emotion Regulation and Early Maladaptive Schemas in Students with Emotional Breakup Experiences

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A B S T R A C T

Objective: The present study aimed to predict Love Trauma Syndrome based on cognitive emotion regulation and early maladaptive schemas in students with emotional breakup experiences.

Methods and Materials: This research is considered applied in terms of its goal and descriptive-correlational in terms of methodology. The statistical population included all students from Islamic Azad Universities in Tehran. To select the research sample, 206 individuals who scored above the mean on the Love Trauma Syndrome Questionnaire were chosen through convenience sampling. The research instruments included the Love Trauma Inventory (LTI) (Ross, 1999), the Cognitive Emotion Regulation Questionnaire (CERQ) (Garnefski et al., 2001), and the Young Schema Questionnaire–Short Form (YSQ-SF) (Young, 1994). The data were analyzed using Pearson correlation and simultaneous multiple regression analysis.

Findings: The findings showed a significant negative relationship between cognitive emotion regulation and Love Trauma Syndrome (P<0.01) and a significant positive relationship between early maladaptive schemas and Love Trauma Syndrome (P<0.01). Additionally, cognitive emotion regulation and early maladaptive schemas predicted 53% of the variance in Love Trauma Syndrome (P<0.01).

Conclusion: Based on these findings, it can be concluded that since forming relationships during young adulthood is considered a significant life decision, focusing on cognitive emotion regulation and early maladaptive schemas, and providing education centered on these factors, can enhance interpersonal and emotional relationships.

Keywords: *Cognitive Emotion Regulation, Early Maladaptive Schemas, Love Trauma Syndrome.*

1. Introduction

One of the most challenging issues individuals may face throughout their lives is the experience of emotional breakup, which is often accompanied by various negative consequences and can even lead to the development of Love Trauma Syndrome (Carter et al., 2018). This syndrome, introduced by Ross (1999), leads to personal stagnation in social, occupational, and academic functioning, and refers to an unresolved fear of emotional failure, presenting a set of symptoms such as sleep disorders, worry, anger, conflict, distress, concentration problems, and hopelessness about the future (del Palacio-González et al., 2017). Love Trauma Syndrome has four main symptoms: arousal, avoidance, intrusive recollection, and emotional numbness. Various factors can influence the experience and development of Love Trauma Syndrome, including cognitive emotion regulation and early maladaptive schemas (Mesbahi et al., 2019; Yousefi et al., 2023).

Studies show that effective emotional coping can reduce the damage caused by loss; however, most individuals who experience emotional breakup struggle with coping with the emotions resulting from the separation (Mosayebi Dorche et al., 2022). According to Gross's (2007) model, emotional regulation includes adaptive strategies (positive reappraisal, positive refocusing, refocusing on planning, and putting into perspective) and maladaptive strategies (self-blame, other-blame, acceptance, catastrophizing, and rumination) that are employed to increase, maintain, or decrease the emotional, behavioral, and cognitive components of an emotional response (Daniel et al., 2019). Relationships generate a vast pattern of emotions (Le Vigouroux et al., 2023), making emotion regulation a crucial need in romantic relationships (Etemadnia et al., 2023). Since love trauma is a subjective experience specific to each individual, personal differences in reactions to emotional breakup stem from cognitive interpretations of the situation, which lead to different emotional responses (Mesbahi et al., 2019). In positive reappraisal, an individual views the emotional event in a way that reduces its intensity, and in positive refocusing, they focus on its positive aspects rather than the negative ones, with the experience of a breakup sometimes presenting an opportunity to find inner strength and meaning in life (Yousefi et al., 2023). Therefore, it can be hypothesized that cognitive emotion regulation affects individuals' Love Trauma Syndrome (Marchi et al., 2023; Yousefi et al., 2023). On the other hand, early maladaptive schemas play a significant role in dysfunction, as these schemas create conditions that facilitate the use of maladaptive emotional regulation strategies (Huang et al., 2023).

Early maladaptive schemas arise from the failure to meet basic emotional needs during childhood and are divided into five broad domains corresponding to five developmental needs: secure attachment to others (including the need for safety, love, and acceptance), autonomy–identity, competence, freedom to express needs and unhealthy emotions, spontaneity, and play, and realistic limits and self-control (Young, 1999). Some schemas, especially those formed due to adverse childhood experiences, may form the core of personality disorders and contribute to milder cognitive dysfunction in many chronic disorders (Bishop et al., 2022; Vos et al., 2023). Since schemas lead to biased interpretations of events, these biases manifest in distorted attitudes, erroneous assumptions, and unrealistic expectations, making early maladaptive schemas deep, pervasive patterns that are severely dysfunctional and affect an individual's relationship with themselves or others (Farvardin et al., 2019). Beliefs and schemas stemming from these patterns serve as frameworks for processing information and determine individuals' emotional responses to life situations and interpersonal relationships (Taylor & Uchida, 2019). Negative schemas can influence individuals' evaluations of stressful situations, reducing their ability to cope with problems. In this regard, the presence of early maladaptive schemas seems to increase vulnerability to various psychological issues, potentially hindering relationship adaptation (Vos et al., 2023). Maladaptive schemas are ineffective and lead to dissatisfaction in relationships, creating the groundwork for emotional failure (Adıyaman & Eğinli, 2023; Araghi et al., 2020; Marchi et al., 2023; Paim & Falcke, 2018; Vos et al., 2023; Yousefi et al., 2023).

As romantic relationships are considered a challenging endeavor to achieve the main goals of life, their termination can be equally damaging and emotionally distressing. Coping with emotional breakup is associated with high levels of anxiety, depression, grief, physical symptoms, vulnerability, and negative emotions. The best way to prevent and address these issues is to identify the related factors (Yousefi et al., 2023). On the other hand, universities and higher education institutions can play a significant role in student mental health by offering educational classes and workshops focused on romantic relationships with the opposite sex, as well as identifying individuals who are vulnerable to emotional breakup, given the prevalence of these experiences among students and the direct connection

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between universities as public institutions and this demographic. The effectiveness of such programs depends on a clear understanding of the factors that influence students' experiences of emotional breakup. Based on a review of theoretical foundations and research literature, it is likely that cognitive emotion regulation and early maladaptive schemas are influential factors in students' Love Trauma Syndrome. Therefore, the present study aims to extend previous research by exploring this topic more deeply and precisely, seeking to answer the question: "Do cognitive emotion regulation and early maladaptive schemas play a role in predicting Love Trauma Syndrome in students with emotional breakup experiences?"

2. Methods and Materials

2.1. Study Design and Participants

The present study is applied in terms of its objective and descriptive-correlational in terms of data collection. The statistical population included undergraduate to doctoral students from Islamic Azad University branches in Tehran (Tehran Science and Research, South Tehran, East Tehran, North Tehran, West Tehran, and Central Tehran). The sample was selected using convenience sampling. To determine the sample size, Green's rule of thumb (104 + K) was used, where K is the number of predictor variables (Green, 1991). Considering the potential for incomplete questionnaires, 230 questionnaires were distributed initially. After excluding incomplete responses and participants who scored below 20 on the Love Trauma Inventory (Ross, 1999), 206 questionnaires were retained for analysis. Thus, the sample size in the current study was 206 participants. The inclusion criteria were: a minimum score of 20 (cut-off score) on Ross's Love Trauma Inventory (1999), at least two months since the onset of the emotional breakup experience, age range of 19 to 40 years, not being in a new romantic relationship, not undergoing treatment, and no substance abuse or drug misuse. The exclusion criterion was participants' unwillingness to continue. The research was conducted using Google Forms to administer the questionnaires, and the link was shared through online platforms. Participants were provided with detailed instructions on how to complete the study and were assured that their information would remain confidential, with no identifying information collected. Additionally, the consent form was embedded within the Google Forms questionnaire to ensure that participants gave informed consent.

2.2. Measures

2.2.1. Love Trauma

Love Trauma Inventory (LTI) was designed by Ross (1999) and consists of 10 items. The scoring method is based on a four-point Likert scale (ranging from 0 = "I never think about it" to 3 = "I think about it most of the time"). The minimum score on this questionnaire is 0, and the maximum score is 30. A score between 20 and 30 indicates severe love trauma syndrome, a score between 10 and 19 suggests moderate love trauma syndrome, and a score between 0 and 9 indicates manageable love trauma syndrome with minor effects. The cut-off score for the questionnaire was calculated as 20. In Ross's study, the internal consistency of the questionnaire, measured with a sample of 48 students, was 0.81 (Ross, 2007). In Iran, Dehghani et al. (2012) translated the tool into Persian and evaluated it in a student population, obtaining an internal reliability coefficient of 0.81 in a sample of 48 students. Moreover, in the study by Nasrimanesh et al. (2022), the reliability of the questionnaire was reported with a Cronbach's alpha of 0.80 (Etemadnia et al., 2023). In the current study, the reliability of the questionnaire was calculated with a Cronbach's alpha of 0.72.

2.2.2. Cognitive Emotion Regulation

Cognitive Emotion Regulation Questionnaire (CERQ) was developed by Garnefski et al. (2001) and consists of 36 items. The subscales include: self-blame, acceptance, rumination, positive refocusing, refocus on planning, positive reappraisal, putting into perspective, catastrophizing, and other-blame. The scoring method is based on a four-point Likert scale (ranging from 1 = "Almost never" to 5 = "Almost always"). The score range for each subscale is between 4 and 20. In the study by Basharat and Bazazian (2014), the Kendall's coefficient of agreement for the subscales ranged from 0.81 to 0.92. Hasani's study (2010) reported that Cronbach's alpha for the subscales ranged from 0.76 to 0.92 (Besharat & Bazzazian, 2014; Hasani, 2010). In the current study, the reliability of the questionnaire was calculated with a Cronbach's alpha of 0.74.

2.2.3. Early Maladaptive Schemas

Young Schema Questionnaire-Short Form (YSQ-SF): This questionnaire was developed by Young (1994) to measure early maladaptive schemas. The short form of the

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questionnaire includes 75 items designed to measure 15 early maladaptive schemas based on the original form. These schemas include: emotional deprivation, abandonment, mistrust/abuse, social isolation, defectiveness/shame, failure, dependence/incompetence, vulnerability to harm or illness, enmeshment/entrapment, subjugation, self-sacrifice, emotional inhibition, unrelenting standards/hypercriticism, entitlement, and insufficient self-control/self-discipline. These schemas fall into five broader domains based on early developmental needs (disconnection and rejection, impaired autonomy and performance, other-directedness, and hypervigilance and inhibition). The scoring method is based on a six-point Likert scale (ranging from 1 = "Completely untrue" to 6 = "Completely true"). A high score on a particular subscale likely indicates the presence of a maladaptive schema in that individual. High scores suggest more maladaptive early cognitive structures (Young & Mayandi-Amarasinghe, 2010). In Young's study (1994), the reliability of the questionnaire was reported with a Cronbach's alpha of 0.96, and the correlation between the short and long forms was 0.70. In a study by Staniszewska and Popiel (2019), the correlation between the short and long forms was reported as 0.80, indicating good convergent validity. In the study by Shahamat et al. (2010), the validity of the questionnaire was calculated using a correlation with the Irrational Beliefs Test (IBT), yielding a correlation coefficient of 0.34. In the study by Pourhossein et al. (2023), the reliability of the subscales using Cronbach's alpha was reported to range from 0.82 to 0.93 (Pourhosein et al., 2023). In the current study, the values obtained for Cronbach's alpha and composite reliability were 0.88 and 0.72, respectively, indicating adequate reliability of the research variables.

2.3. Data analysis

The collected data were analyzed using Pearson correlation and simultaneous multiple regression with SPSS version 26.

3. Findings and Results

The age range of participants was between 19 and 40 years, with a mean age of 25.17 (SD = 7.24). Of the participants, 57% (118 individuals) were female, and 43% (88 individuals) were male. Additionally, 167 participants were undergraduate students, 31 were master's students, and 8 were doctoral students. Table 1 presents the descriptive statistics and correlation matrix of the research variables.

Table 1

Descriptive Statistics and Correlation Matrix of the Research Variables

Variable	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	1															
2	-.34*	1														
3	.39*	-.36*	1													
4	-.32*	.34*	-.31*	1												
5	-.41*	.19*	-.33	.34*	1											
6	-.43*	.17*	.34	.27*	.33*	1										
7	-.40*	.25	-.41*	.33	.35*	.31*	1									
8	.48*	-.36*	.25*	-.21*	-.33	-.32	-.32*	1								
9	.45*	-.33	.25*	-.23	-.20*	-.22*	-.19*	.43*	1							
10	.35*	-.29*	.19	-.28*	-.30	-.31	-.32	.25*	.28*	1						
11	-.51*	.39*	.41*	.39*	.35*	.33*	.31*	-.34*	.32*	.36*	1					
12	.39*	-.19*	.34*	-.33*	-.41*	-.31*	-.31*	.32*	-.33*	-.43*	-.33*	1				
13	.33*	-.29	.45*	-.25*	-.34	-.24	-.14	.23*	.32*	.37*	-.40*	.38*	1			
14	.41*	-.36*	.26*	-.32*	-.38*	-.34*	-.33*	.31*	.23*	.32*	-.38*	.32*	.32*	1		
15	.37*	-.35*	.19	.29	-.33	-.32	-.22*	.32*	-.31*	.31*	-.35*	.36*	.29*	.27*	1	
16	.38*	-.33*	.25*	-.37*	-.24	-.28	-.28*	.22*	-.35*	.35*	-.39*	.35*	.38*	.23*	.34*	1
Mean	24.65	9.49	19.75	9.41	9.56	9.44	9.38	19.86	20.11	16.90	12.95	88.17	52.27	51.50	34.81	35.69
SD	1.61	3.24	3.43	3.33	3.25	3.28	3.37	3.07	3.42	2.25	7.60	31.01	21.04	16.39	11.24	12.32

1. Love Trauma Syndrome; 2. Acceptance; 3. Rumination; 4. Positive Refocusing; 5. Refocus on Planning; 6. Positive Reappraisal; 7. Perspective Taking; 8. Catastrophizing; 9. Blaming Others; 10. Self-Blame; 11. Overall Cognitive Emotion Regulation; 12. Disconnection & Rejection; 13. Impaired Autonomy & Performance; 14. Impaired Limits; 15. Other-Directedness; 16. Hypervigilance & Inhibition

*p < 0.01

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Based on the results in Table 1, the Pearson correlation coefficient between acceptance, positive refocusing, refocus on planning, positive reappraisal, and perspective-taking with Love Trauma Syndrome were found to be -.34, -.32, -.41, -.43, and -.40, respectively, indicating a significant negative relationship ($p < 0.01$). Additionally, the correlations between rumination, catastrophizing, blaming others, self-blame, disconnection and rejection, impaired autonomy and performance, impaired limits, other-directedness, and hypervigilance and inhibition with Love Trauma Syndrome were .39, .48, .45, .35, .39, .33, .41, .37, and .38, respectively, showing a significant positive relationship ($p < 0.01$). Table 1 also shows that the skewness and kurtosis values for all factors fall within the acceptable range of -2 to 2, indicating that the data distribution is normal.

To examine the role of cognitive emotion regulation and early maladaptive schemas in predicting Love Trauma Syndrome, multiple regression analysis was used. The variance inflation factor (VIF) for all independent variables was less than 10, indicating no multicollinearity (acceptance = 5.22, rumination = 6.30, positive refocusing = 4.33, refocus on planning = 5.35, positive reappraisal = 4.50, perspective-taking = 6.32, catastrophizing = 5.71, blaming others = 6.66, self-blame = 4.32, disconnection and rejection = 6.70, impaired autonomy and performance = 5.75, impaired limits = 6.52, other-directedness = 5.75, hypervigilance and inhibition = 6.39). The tolerance index for all independent variables was greater than zero and close to one, which is within the acceptable range (acceptance = 0.25, rumination = 0.33, positive refocusing = 0.36, refocus on planning = 0.41, positive reappraisal = 0.42, perspective-taking = 0.39, catastrophizing = 0.51, blaming others = 0.36, self-blame = 0.36, disconnection and rejection = 0.38, impaired autonomy and performance = 0.39, impaired limits = 0.42, other-directedness = 0.38, hypervigilance and inhibition = 0.41). The Durbin-Watson statistic was 1.82, which falls within the acceptable range of 1.5 to 2.5, confirming the assumption of independence of residuals.

Table 2

ANOVA Summary

Predictor Variables	Source of Variation	Sum of Squares	df	Mean Square	F	Significance Level
Cognitive Emotion Regulation and Early Maladaptive Schemas	Regression	11395.001	14	759.667	217.35	0.001
	Residual	849.287	191	3.481		
	Total	12244.288	205			

According to Table 2, the significance of the calculated F shows that Love Trauma Syndrome can be predicted by cognitive emotion regulation (acceptance, rumination, positive refocusing, refocus on planning, positive reappraisal, perspective-taking, catastrophizing, blaming others, self-blame) and early maladaptive schemas (disconnection and rejection, impaired autonomy and performance, impaired limits, other-directedness, hypervigilance, and inhibition). The regression model summary is reported in Table 3.

Table 3

Regression Model Summary

R	R^2	Adjusted R^2	SE
0.72	0.53	0.52	1.56

As shown in Table 3, cognitive emotion regulation (acceptance, rumination, positive refocusing, refocus on planning, positive reappraisal, perspective-taking, catastrophizing, blaming others, self-blame) and early maladaptive schemas (disconnection and rejection, impaired autonomy and performance, impaired limits, other-directedness, hypervigilance, and inhibition) were able to predict 53% of the variance in Love Trauma Syndrome ($p < 0.05$).

To determine which of the research variables were stronger predictors of Love Trauma Syndrome, a regression analysis was performed, and the results are reported in Table 4.

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Table 4

Regression Analysis Results for Predicting Love Trauma Syndrome Based on Cognitive Emotion Regulation and Early Maladaptive Schemas

Predictor Variables	B	SE	BETA	t	Sig
Constant	16.848	4.397		2.83	0.001
Acceptance	-0.51	0.11	-0.19	-3.51	0.001
Rumination	0.49	0.18	0.19	3.24	0.004
Positive Refocusing	-0.21	0.113	-0.16	-2.82	0.04
Refocus on Planning	-0.43	0.109	-0.17	-3.54	0.001
Positive Reappraisal	-0.51	0.112	-0.18	-3.59	0.001
Perspective-Taking	-0.15	0.12	-0.15	-2.41	0.006
Catastrophizing	0.42	0.27	0.20	3.14	0.001
Blaming Others	0.35	0.22	0.19	2.74	0.001
Self-Blame	0.32	0.25	0.18	2.22	0.002
Disconnection & Rejection	0.32	0.28	0.16	2.47	0.002
Impaired Autonomy & Performance	0.33	0.20	0.15	2.46	0.003
Impaired Limits	0.49	0.17	0.18	2.84	0.002
Other-Directedness	0.44	0.19	0.17	2.63	0.003
Hypervigilance & Inhibition	0.35	0.11	0.14	2.52	0.005

As shown in Table 4, beta coefficients were used to determine the contribution of each predictor variable in explaining the variance of the criterion variable (Love Trauma Syndrome). The results indicate that acceptance (-0.19), rumination (0.19), positive refocusing (-0.16), refocus on planning (-0.17), positive reappraisal (-0.18), perspective-taking (-0.15), catastrophizing (0.20), blaming others (0.19), self-blame (0.18), disconnection and rejection (0.16), impaired autonomy and performance (0.15), impaired limits (0.18), other-directedness (0.17), and hypervigilance and inhibition (0.14) significantly predicted Love Trauma Syndrome. Among these variables, catastrophizing had the strongest predictive role.

4. Discussion and Conclusion

The aim of this study was to predict Love Trauma Syndrome based on cognitive emotion regulation and early maladaptive schemas in students with emotional breakup experiences. The results indicated a significant negative relationship between cognitive emotion regulation and Love Trauma Syndrome. The findings of this study are consistent with the prior (Marchi et al., 2023; Yousefi et al., 2023).

In explaining these findings, it can be stated that in emotional relationships, Love Trauma Syndrome may manifest as a behavioral pattern characterized by negative emotions, fear, insecurity, and lack of trust in oneself and others. This pattern can have negative impacts on emotional relationships, leading to problems and conflicts. However, through the application of positive methods and changing behavioral patterns, emotional relationships can improve (Yousefi et al., 2023). In other words, acceptance of one's own and others' feelings and needs can reduce tension and conflicts in relationships and improve communication. Focusing on positive events and realities in relationships can enhance positive feelings and trust, thus improving relationships. Additionally, planning and having shared goals, along with proper time management, can contribute to better communication and relationships. Individuals who positively evaluate relationships and interactions with others can strengthen their self-confidence and trust in others, which leads to less tension in their relationships (Marchi et al., 2023). Moreover, having perspective-taking abilities and the capacity to understand and accept others' viewpoints can prevent conflicts and disagreements in relationships, reducing the likelihood of separation. Avoiding catastrophizing and focusing on solving relationship problems can also contribute to improved communication and relationships. Furthermore, avoiding excessive blame and criticism of oneself and others can foster a positive and supportive environment in relationships. Overall, negative and positive emotion regulation strategies can have a significant impact on emotional breakup symptoms. In general, using negative emotion regulation strategies can exacerbate emotional breakup symptoms, whereas employing positive strategies can prevent emotional breakup and improve emotional relationships.

Additionally, the results of this study showed a significant positive relationship between early maladaptive schemas and Love Trauma Syndrome. These findings are consistent with the prior research (Adıyaman & Eğinli, 2023; Araghi et

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al., 2020; Paim & Falcke, 2018; Vos et al., 2023; Yousefi et al., 2023).

In explaining these findings, it can be stated that students with an active abandonment schema believe that their relationships with important people in their lives are unstable and that they will be abandoned. This dysfunctional emotional and cognitive pattern forms the foundation of various psychological disorders such as depression, anxiety, and Love Trauma Syndrome (Yousefi et al., 2023). It appears that the more abandonment one experiences, the more intense the Love Trauma Syndrome becomes. When individuals have impaired autonomy and performance, they may experience Love Trauma Syndrome due to excessive dependence on emotional relationships and an inability to manage their emotions and relationships. Impaired autonomy can also lead to excessive dependence on others, resulting in insecurity and a need for approval and love from others. Consequently, impaired performance can negatively affect emotional relationships. Individuals with impaired performance may suffer from issues such as depression, anxiety, or difficulty managing their emotions, leading to increased tension in emotional relationships and a heightened need for love and approval (Araghi et al., 2020). Therefore, individuals with impaired autonomy and performance may resort to Love Trauma Syndrome as a way to fulfill their emotional and psychological needs.

Additionally, when individuals have an impaired limits schema, they may experience a lack of self-confidence, fear of abandonment, and fear of close relationships with others. These negative emotions can make it difficult for individuals to express love and affection honestly and openly, leading to difficulties in establishing close emotional relationships. The impaired limits schema may also cause individuals to seek constant reassurance in emotional relationships, resulting in an excessive need to control their relationships. This, in turn, leads to tension in emotional relationships and a heightened need for love and approval from others (Vos et al., 2023).

On the other hand, the presence of the other-directedness schema can lead to insecurity and a continuous need for approval. Such individuals may not express their feelings of love and affection openly due to their intense need for approval and attention, and they may be driven by their own needs in emotional relationships. Consequently, individuals with the other-directedness schema may experience Love Trauma Syndrome due to insecurity, fear of abandonment, and a strong need for approval from others. Additionally, individuals with the hypervigilance and inhibition schema may feel that their needs and desires are not important and do not warrant attention and approval from others. They may fear rejection or disapproval and may therefore suppress their emotions and needs, maintaining a guarded attitude. The hypervigilance and inhibition schema can cause individuals to avoid expressing their feelings and needs in emotional relationships and refrain from sharing their emotions with others. They may fear revealing their deep and genuine feelings in relationships and choose to withhold them (Adıyaman & Eğinli, 2023).

Thus, it can be concluded that there is a relationship between early maladaptive schemas and Love Trauma Syndrome in students who have experienced emotional breakups.

5. Limitations & Suggestions

Overall, the findings of this study demonstrate that there is a relationship between cognitive emotion regulation and early maladaptive schemas and Love Trauma Syndrome. However, this study has certain limitations that should be considered when interpreting and generalizing the results to other groups. Given that the research sample was limited to students from specific branches of the Islamic Azad University in Tehran and the sample size was small (206 individuals selected through convenience sampling), generalizing the findings to other populations should be done with caution. In this study, data were collected through self-report questionnaires, and it was not possible to control for factors such as education, income, and prior psychological issues.

In conclusion, based on the findings and a review of previous studies, it is necessary to conduct similar research, considering gender (male and female), to identify factors associated with Love Trauma Syndrome in vulnerable groups. Additionally, this study provides deeper insight into the relationship between cognitive emotion regulation and early maladaptive schemas with Love Trauma Syndrome in young adults, offering valuable perspectives for psychologists, counselors, and professionals working to reduce the impact of emotional relationship issues.

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Declaration of Interest

The authors of this article declared no conflict of interest.

Ethical Considerations

The study protocol adhered to the principles outlined in the Helsinki Declaration, which provides guidelines for ethical research involving human participants.

Transparency of Data

In accordance with the principles of transparency and open research, we declare that all data and materials used in this study are available upon request.

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Authors' Contributions

This article is derived from the first author's doctoral dissertation. All authors equally contributed to this article.

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