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Impact of Emotional Suppression and Lack of Communication on Coping Styles and Moral Development in Adolescents

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ABSTRACT

This study examined the impact of emotional suppression and non-communication on coping strategies and moral development among teenagers. Emotional suppression and non-communication were independent variables, and coping strategies and moral development were dependent variables. Correlational research with non-probability purposive sampling was utilized for teenager adolescents ($N=200$, $n=100$ boys, $n=100$ girls) were included. Gender, socio-economic status, and age were also considered as demographic variables. Four standardized instruments were administered: the Emotional Regulation Questionnaire (Gross & John, 2003), communicative competence scale (Wiemann, 1977), coping scale (Hamby et al., 2013), and moral foundations questionnaire-2 (Atari et al., 2023). SPSS was utilized in data analysis, including t -tests, correlation, and regression analysis. Findings indicated that emotional suppression has a significant impact on coping strategies as well as on moral development and its interaction with communication patterns. The study concludes with the established limitations, practical implications, and future research recommendations.

INTRODUCTION

Adolescence is a pivotal stage marked by significant emotional and cognitive transformations, serving as a foundation for the development of coping strategies and moral reasoning. Emotional suppression, defined as the conscious inhibition of emotional expression, alongside a lack of communication within social and familial contexts, can profoundly affect adolescents' coping mechanisms and moral growth. Research has shown that environments lacking open communication may foster moral ambiguity, while supportive communication encourages the development of moral reasoning and sound judgment (Smetana, Campione-Barr, & Metzger, 2006). Understanding the interplay between emotional suppression, communication barriers, coping styles, and moral development is

crucial for comprehending adolescent adjustment and well-being. Individuals who habitually suppress their emotions are more likely to adopt maladaptive coping mechanisms such as denial or avoidance, which can exacerbate stress and negatively impact mental health (Gross & John, 2003).

Emotional suppression is characterized by its effortful nature and the fact that it does not alter the perception of affect, as it occurs after emotional experiences have already been generated (Gross & Levenson, 1997; Gross, 1998; Harris, 2001). This suppression is associated with a range of negative outcomes, including maladaptive physiological responses (Gross & Levenson, 1997; Hagemann et al., 2006), impaired memory processing (Richards & Gross, 2000; Dunn et al., 2009), and increased risk for psychopathology (John & Gross, 2004; Haga et al., 2007; Moore et al., 2008). The social consequences of emotional suppression are equally significant, leading to decreased social satisfaction, reduced access to social support, and weakened relationships (Amirkhan et al., 1995; Von Dras & Siegler, 1997; Srivastava et al., 2009). Over time, persistent suppression can erode social ties, particularly during adolescence when peer relationships become central for companionship, support, and guidance (English et al., 2012; Hendry et al., 1993). The early adolescent years often see a shift from parental closeness to increased peer orientation, especially when parental authority is perceived as restrictive, which can heighten feelings of loneliness (Fulgini & Eccles, 1993; De Róiste, 2000).

Coping is an essential daily process, enabling individuals to manage stressful situations and maintain mental, physical, and social well-being (Wheaton, 1985). The coping process involves two stages: appraisal, where an individual assesses a stressor and their ability to manage it, and the subsequent adoption of coping strategies (Lazarus, 1966). Problem-focused coping is an action-oriented approach aimed at addressing the source of stress directly, involving skills such as information gathering, conflict resolution, planning, and decision-making (Lazarus & Folkman, 1984). The effectiveness of coping strategies is closely linked to the emotional and communicative environment in which adolescents are situated.

Family background and environment play a substantial role in the development of moral identity during adolescence. Research highlights that parenting style and the home environment directly influence the formation of moral identity, with family factors being especially significant during this developmental stage (Hart, Atkins & Ford, 1999). Moral development involves internalizing ethical norms and constructing a personal value system (Kohlberg, 1984). Emotional suppression and communication difficulties can hinder this process by limiting adolescents' exposure to diverse perspectives and ethical discussions within their social circles (Killen & Smetana, 2015).

Emotion regulation, including emotional suppression, is implicated in the development and maintenance of anxiety and mood disorders (Hofmann et al., 2012; Heimberg et al., 2014). The process model of emotion regulation (Gross, 1998) outlines a sequence of actions: situation selection, situation modification, attentional deployment, cognitive change, and response modulation that individuals use to manage their emotional experiences. Emotional suppression, a response-focused strategy, typically occurs after an emotion has been fully generated and is aimed at controlling outward emotional expression rather than internal experience (Gross, 2014). Frequent use of emotional suppression is linked to poorer memory for social information and greater distraction during conversations (Richards & Gross, 2000). It is widely regarded as a maladaptive emotion regulation strategy due to its negative impact on emotional experience, social functioning, and overall well-being (Butler et al., 2003).

The social consequences of emotional suppression are also evident. Less sharing of both positive and negative emotions, as well as increased discomfort in intimate relationships,

are associated with higher levels of emotional suppression. Individuals who use emotional suppression more frequently report feeling less close to their friends and receiving less social and emotional support (Gross & John, 2003). Conversation partners of emotional suppression users also report feeling less rapport and less interest in further interactions (Butler et al., 2003). Emotional suppression is linked to feelings of inauthenticity, as individuals' internal states may not align with their external expressions (Gross & John, 2003). Long-term use of suppression is associated with lower life satisfaction, self-esteem, and well-being (Gross & John, 2003; Haga et al., 2009; Moore, Zoellner, & Mollenholt, 2008; Hu et al., 2014; Brewer et al., 2016).

Communication, as the foundation of healthy interpersonal relationships, is critical for adolescent development. The quality of communication directly impacts the quality of relationships, which in turn influences individuals' self-perception and emotional well-being (Erozkan, 2013). Effective communication within families and peer groups is essential for adolescents' emotional and social development (Hale, 2011). Ineffective communication can limit emotional expression and understanding, impeding adolescents' ability to navigate social and emotional challenges. Cross-cultural studies reveal that parent-adolescent communication quality varies, with Western parents often emphasizing open dialogue, while parents in some Eastern cultures may prioritize instrumental support over emotional openness (Li et al., 2015; Zhang & Wills, 2016; Wu & Chao, 2011). In cultures where parental authority and obedience are emphasized, adolescents may be less likely to express differing viewpoints, potentially increasing their risk for depression if parents remain unaware of their struggles (Wu et al., 2002; Liu et al., 2005; Chuang & Su, 2009; Keijsers et al., 2009; Pantaleao & Ohannessian, 2019).

Open and healthy communication is essential for successful parent-adolescent relationships and overall family functioning (Younis & Smollar, 1985; Collins, 1990; Gecas & Seff, 1990; Sroufe, 1991; Noller, 1994). Adolescents from families with strong communication skills are better able to define their identities and develop the empathy needed to balance independence and connection (Clark & Shields, 1997; Barnes Olson, 1985; Grotevant & Cooper, 1985).

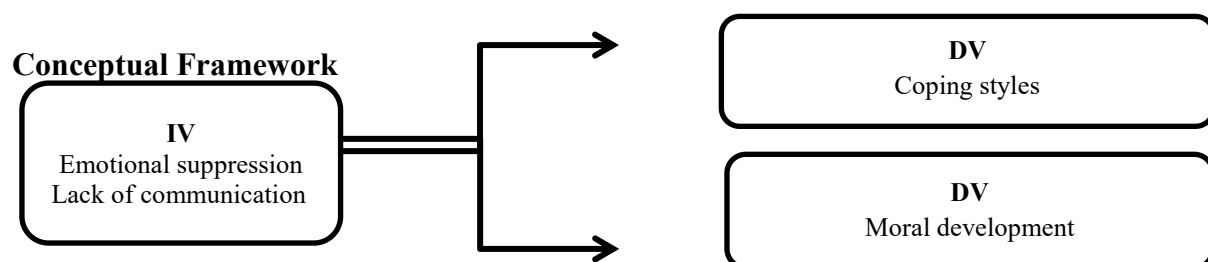


Fig 01. Figure shows the impact of emotional suppression and lack of communication on coping style and moral development in adolescents.

Rationale

This study explores the impact of emotional suppression and lack of communication on coping styles and moral development among adolescents is grounded in the recognition of the crucial role emotions play in human development. Adolescence is a critical period marked by rapid physical, cognitive, and emotional changes and understanding how emotional suppression and lack of communication influence coping mechanisms and moral development during this stage. This knowledge can guide the development of interventions and support systems that promote the well-being and positive growth of adolescents. The study of the impact of emotional suppression and lack of communication on coping styles and moral development among adolescents is grounded in the recognition of the crucial role

emotions play in human development. Adolescence is a critical period marked by rapid physical, cognitive, and emotional changes. Understanding how emotional suppression and communication patterns influence coping mechanisms and moral development during this stage is essential.

Objectives

- Aim of this study is to investigate the impact of emotional suppression on lack of communication in adolescents.
- The aim of this study is to examine the impact of emotional suppression on coping styles among adolescents.
- This study to examine the impact of emotional suppression on moral development among adolescents.
- To investigate the impact of lack of communication on coping styles in adolescents.
- Examine the impact of lack of communication on moral development among adolescents.
- Aim to investigate the impact of emotional suppression and lack of communication on coping styles and moral development among adolescents.
- Aim to investigate the impact of emotional suppression in adolescents.

Hypotheses

- There will be a negative relationship between emotional suppression and coping styles in adolescents.
- There will be a positive relationship between emotional suppression and moral development in adolescents.
- There will be a negative relationship between the moral development and coping styles in adolescents.
- There will be a negative relationship between the lack of communication and coping styles in adolescents.
- There will be a negative relationship between the lack of communication and moral development in adolescents.
- There will be a positive relationship between the emotional suppression and lack of communication in adolescents.
- Emotional suppression and lack of communication will predict the effect on coping styles in adolescents.
- There will be gender differences on emotional suppression, lack of communication, coping styles and moral development in adolescents.

LITERATURE REVIEW

Adolescence is a developmental stage marked by heightened emotional reactivity, identity exploration, and growing social complexity. Therefore, adolescents' emotional regulation and communication within their social worlds can have a potent impact on their psychological adaptation, coping, and moral integration. Affect suppression and communication are two interconnected psychosocial processes of special significance during this time. Emotional suppression, voluntary down-regulation of outward expression of emotion (Gross & John, 2003), is a commonly used but commonly maladaptive emotion regulation strategy. In the process model of emotion regulation, suppression is a response-focused process that occurs subsequent to the generation of emotional responses and is less effective than are antecedent-focused processes like cognitive reappraisal (Gross, 1998). This propensity can compromise emotional processing, undermine social functioning, and increase internal distress (John & Gross, 2004). In adolescence, as peer relationships become increasingly central to one's life, emotional suppression use leads to declines in emotional intimacy, increased feelings of inauthenticity, and lower interpersonal relationship satisfaction (Srivastava et al., 2009; Gross & John, 2003). Suppressed emotional expression

also disrupts memory (Richards & Gross, 2000) and cognitive processing (Dunn et al., 2009), further compromising the skills of adolescents to perform competent moral reasoning and social problem-solving.

Communication specifically, among family members—is an integral building block of adolescent development. Studies indicate that warm, open, and mutual communication enables identity development, emotional validation, and moral reasoning (Koerner & Fitzpatrick, 2002a; Smetana et al., 2006). Authoritarian, rigid, or emotionally disengaged communication, by contrast, can suppress adolescent expression and impede the formation of coping resources and moral values (Hale, 2011).

The Family Communication Patterns Theory proposes two most significant orientations—conversation and conformity patterning family communication climates (Koerner & Fitzpatrick, 2002a). Youth who grow up in high conversation-oriented families exhibit improved emotion regulation, are more open to discussing personal issues, and become higher in social competence (Weinzapfel & Schrod, 2022). On the other hand, highly conformity-oriented families might stress obedience and emotional restraint, making teens internalize distress or adopt unhealthy coping strategies such as avoidance or emotional numbing (Shimkowski, 2016). Cross-cultural findings further highlight the association between communication patterns and psychological well-being. In collectivist societies, in which parental control and repression of emotions are typically emphasized, youth can find it difficult to reveal emotional issues, with resultant higher risks for depression and lower social support perceived (Wu et al., 2002; Li et al., 2015). Communication impairments can interfere with coping and moral judgment by providing fewer opportunities for ethical talk and affective learning within the family. Coping involves the cognitive and behavioral activities people use to deal with stress (Lazarus & Folkman, 1984).

Two main coping styles in the literature problem-focused and emotion-focused predominate much of the current work. The selection and efficacy of coping mechanisms among adolescents are influenced by numerous individual and environmental factors, such as emotional regulation and communication quality (Compas et al., 2017). Suppression-managers manipulate emotions by avoiding or disengaging from them, a coping style which, while short-term palliating, is linked to long-term emotional suffering and social withdrawal (Connor-Smith et al., 2000). In contrast, open communication with peers and caregivers promotes maladaptive coping like reappraisal, seeking emotional support, and problem-solving (Tamres et al., 2002). Gender differences also exist, with females tending to use emotion-focused coping strategies and express emotions and males showing a tendency toward emotional suppression and disengagement (Nolen-Hoeksema & Aldao, 2011). This divergence might influence not just psychological adjustment but also interpersonal ethics and empathy.

Moral development refers to the establishment of ethical thinking, empathy, and internalized value systems, processes that are shaped deeply by emotional and social settings (Kohlberg, 1984; Killen & Smetana, 2015). Emotional regulation is key to this process; for instance, the capacity for the regulation of guilt and shame is associated with more prosocial behavior and less moral disengagement (Moore, 2015; Giulio et al., 2018). Suppression of such moral emotions may contribute to ethical decision-making challenges and elevated risk for antisocial behavior (Frick & Morris, 2004). Similarly, communication supports the exchange of moral norms, ethical conflicts, and emotional validation that is the foundation of moral development. Adolescents in communicatively rich contexts discuss justice, fairness, and empathy more often, promoting more advanced moral reasoning (Hart et al., 1999). Conversely, emotionally cold or authoritarian parenting styles may inhibit the opportunity for adolescents to exercise ethical discourse, thereby hindering the internalization of moral values (Clark & Shields, 1997)

Family Communication Patterns Theory emphasizes the importance of established communication norms within families, distinguishing between conversation orientation, which encourages open dialogue, and conformity orientation, which promotes uniformity in beliefs and values (Koerner & Fitzpatrick, 2002a). These patterns set expectations for emotional expression and suppression, influencing how individuals manage and communicate their emotions (Weinzapfel & Schrodt, 2022). Research indicates that the ability to repress emotions can mediate the relationship between perceived family communication patterns and coping behaviors such as substance use (Shimkowski, 2016). Effective emotion management enhances interpersonal functioning and communication skills, while difficulties in emotion regulation are linked to unhealthy communication and problematic social interactions (Gross & John, 2003; Pallini et al., 2018). Emotions are integral to the communication process, shaping both the content and context of messages through verbal and non-verbal channels (McMain et al., 2001; Hyden et al., 1994). Communication skills also play a crucial role in the development and application of coping strategies among adolescents. Traditional face-to-face and telephone communication provided earlier generations with opportunities to practice and refine social skills, learning from both successes and failures (Tilley, 2009). The increasing prevalence of technology-mediated communication has altered these dynamics, raising questions about the long-term effects on adolescents' social and emotional competencies (Subrahmanyam).

METHODS

Study was based on a correlational research design. The sample was used for data collecting data is (*N*=200). Data was collected from different private and government institutes like schools and college from city Bhakkar. Purposive sampling technique involve the process of selecting the research sample.

Instruments

Emotion Regulation Questionnaire (ERQ)

The ability of individuals to control their emotions through expressive suppression and cognitive reappraisal was assessed using a 10-item scale. Every question is answered by participants using a seven-point Likert scale, with 1 denoting strongly disagree and 7 denoting strongly agree. Items for reappraisal are 1, 3, 5, 7, 8, and 10, whereas items for suppression are 2, 4, 6, and 9. The two subscales' internal consistencies (Cronbach's alpha) are .81 for cognitive reappraisal and .73 for expressive suppression (Gross & John 2003).

Communicative Competence Scale

Wiemann (1977) created the Communicative Competence Scale (CCS). Subjects use the CCS to assess another person's communicative competence by responding to 36 items using Likert scales that range from strongly agree (5) to strongly disagree (1). Some researchers have adapted the other-report format to self-report and partner-report. These formats are available from the author. Wiemann (1977) reported a .96 coefficient alpha. . The 36-item self-report format version is also reliable a coefficient alpha value are between .85 and .91

Coping scale

Hamby, Grych and Banyard, 2013. The Likert scale consist of 13-item , consisting of items reflecting both appraisal and behavioral methods of coping. Internal consistencies (coefficient alphas) for the pilot and main samples are 0.88 and 0.91.

Moral Foundation Questionnaire-2 (MFQ-2)

Developed by Atari et al. (2023). The response option was provided from 1 (Does not describe me at all) to 5 (Describes me extremely well). Care measures items are 1, 7, 13, 19, 25 and 31, for Equality (2, 8, 14, 20, 26 and 32), Proportionality (3, 9, 15, 21, 27 and 33),

Loyalty (4, 10, 16, 22, 28, 34), Authority (5, 11, 17, 23, 29, 35) and Purity (6, 12, 18, 24, 30, 36). Coefficients alpha ranged between .73 and .95 (average coefficients alphas: Care = .90; Equality = .89; Proportionality = .83; Loyalty = .89; Authority = .86; and Purity = .82).

Demographics

A demographic form was designed to inquire some information from the participant before filling out of questionnaire that is some necessary information in the sheet which helps in gathering of data from participant it contains age of participant, education and socioeconomic status of participant. An inform consent was signed from each participant prior to data collection that was attached in each questionnaire before demographic sheet.

Ethical considerations

Nothing was done without permissions or informed consent and make sure that the information of respondent would remain secure. We also mention the permission letters from author and the respond was remaining aware of the significance of study and voluntary participation, informed consent, anonymity, confidentiality and give participants the right to remove from research also kept in consideration. This research deliberates these ethical principles and them practical implications when carrying out thesis research.

Procedure

Recruitment was by purposive sampling of secondary schools in the local community to give a representative sample of both sexes and a range of socioeconomic groups. Standardized self-report questionnaires were employed to quantify levels of emotional suppression, family communication patterns, preferred coping styles, and indices of moral development. Data were gathered in a classroom setting under the researcher's control to give consistency and minimize external variables. Informed consent was gained from all participants and from parents in the case of minors. Statistical software was utilized to analyze the data to look for correlations and interceding effects between variables, with particular regard to gender and age differences in coping and moral reasoning. This allowed a comprehensive exploration of how emotional suppression and communication deficits are connected with the coping styles and moral identity development of adolescents in terms of their family and social worlds.

Table 1

Frequency and percentage of participants (N=200)

Demographics		<i>f</i>	%
Age			
	12-15	80	40
	15-18	120	60
Gender			
	Male	100	50
	Female	100	50
Institute			
	Government	90	45
	Private	110	55
SES			
	Low	72	35
	Middle	100	50
	High	28	15

Table 1 illustrates the numbers of participants and their percentages by gender, age, institute and socio-economic status. Male participants ($n=100$, 50%) were comparable to female participants ($n=100$, 50%). Participants in the 12-15 age group were ($f=80$, 40%), while those in the 15-18 age group were ($f=120$, 60%). Participants from the government were

($f=90$, 45%), while those from the private sectors were ($f=110$, 55%). Participants from those were low socio-economic status ($f=72$, 35%), and from middle level were ($f=100$, 50%), while those from the high level were ($f=28$, 15%).

Table 2

Descriptive statistics, Alpha is the coefficient of reliability, range and skewness of all variables are present in this table.

Variables	Range					
	<i>M</i>	<i>SD</i>	<i>a</i>	Actual	Potential	Skewness
ES	49.91	7.49	.71	30-61	10-70	-.90
LC	98.55	13.95	.73	66-130	36-180	-.16
CS	31.76	6.00	.73	16-49	13-52	.34
MD	119.65	15.00	.72	86-167	36-180	.30

Table 2 describes the psychometric parameters of the study variables reliability coefficients of emotional suppression, lack of communication, coping styles and moral development are 0.71, 0.73, 0.73 and 0.72, respectively, according to the reliability analysis. Our skewness values for ES, LC, CS and MD lie between -3 and +3 which show that our data is normal.

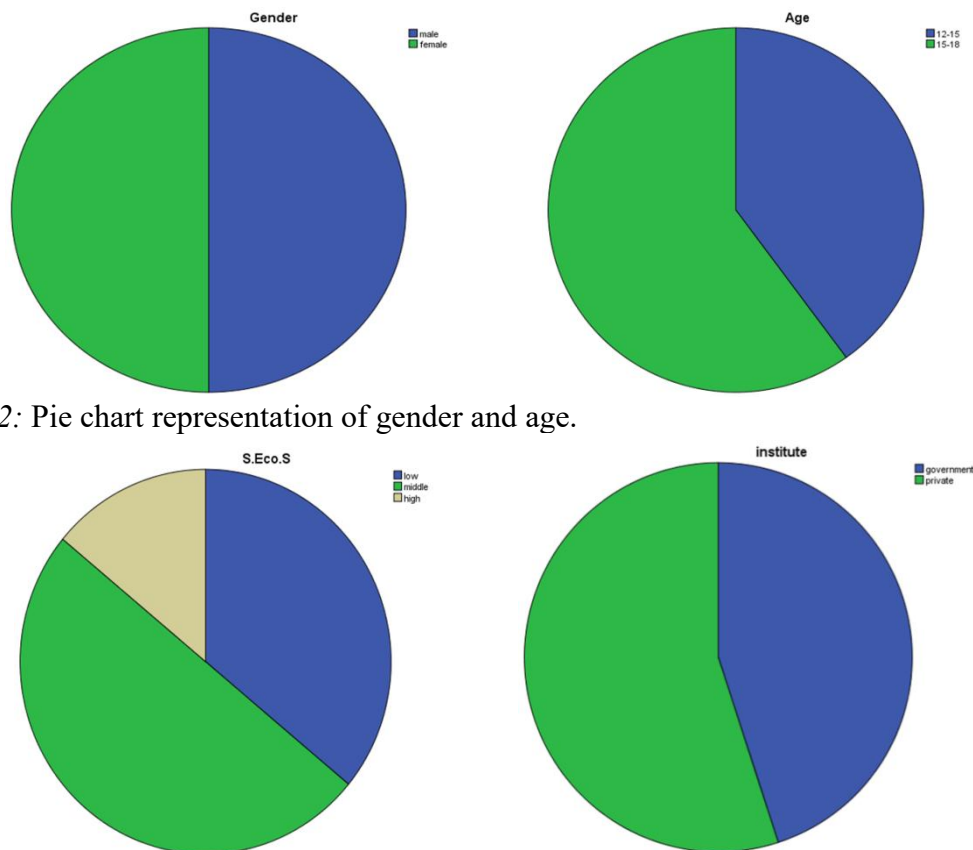


Fig 02: Pie chart representation of gender and age.

Fig 03: Pie chart representation of socio economic status and institutions.

Table 3

All study variables have Pearson correlation

Variables	1	2	3	4
ES	—	-.19**	-.03	.02
LC		—	-.14*	.14*
CS			—	.18**
MD				—

**** $p < 0.01$, * $p < 0.05$**

Pearson correlational analysis has been carried out to find the relationship between emotional suppression, lack of communication, coping styles and moral development. The results show that there has been significant negative relationship among emotional suppression and lack of communication ($r = -0.19^{**}$, $p < 0.01$), significant negative relationship lack of communication and coping styles ($r = -0.14^*$, $p < 0.05$), there has been significant positive relationship among lack of communication and moral development ($r = 0.14^*$, $p < 0.05$) and there has been significant positive relationship among coping styles and moral development ($r = 0.18^{**}$, $p < 0.01$). There has been no significant relationship among emotional suppression and lack of communication and emotional suppression and moral development.

Table 4

Mean, standard deviation and t-values for male and female on all study variables (N=200)

Variables	Male (n=100)		Female(n=100)		t(198)	P	95% CL		Cohens'd
	M	SD	M	SD			LL	UL	
ES	53.89	5.54	57.10	3.40	-4.93	.00	-4.49	-1.92	0.69
LC	99.79	14.31	103.84	6.44	-2.58	.01	-7.14	-.95	0.36
CS	32.94	6.33	30.58	5.43	2.82	.00	.71	4.00	0.40
MD	111.94	8.13	117.59	15.31	-3.25	.00	-9.07	-2.22	0.46

Table 4 shows that an independent samples *t*-test was conducted to test the hypothesis that whether the level of emotional suppression, lack of communication, coping styles and moral development between male and female adolescents differ significantly or not. The group statistics table show the slight difference of mean values for all study variables between male and female adolescents. Hence we conclude that the level of emotional suppression, lack of communication, coping styles and moral development between male and female adolescents are significant.

Table 5

Multiple linear regression showing the impact of emotional suppression and lack of communication on coping styles (N=200)

Outcome				
		95% CL		
Variables		Model B	LL	UL
(Constant)		45.82***	33.01	58.63
ES		-.09	-.28	.06
LC		-.14*	-.15	-.00
R ²	3%			
F	2.67			

Table 5 shows the multiple linear regression showing the impact of emotional suppression and lack of communication on coping styles. The ΔR^2 value of 0.03 indicates that 3% variance in the dependent variable can be accounted by the predictor with $F = 2.67$. The finding indicates that emotional suppression and lack of communication have negative effect on coping styles.

Table 6

Multi linear regression showing the impact of emotional suppression and lack of communication on moral development (N=200)

Outcome				
		95% CL		
Variables		Model B	LL	UL

(Constant)		80.38***	53.72	107.05
ES		.18**	.13	.84
LC		.06	-.08	.23
R ²	3%			
F	3.77*			

Table 6 shows the multiple linear regression showing the impact of emotional suppression and lack of communication on moral development. The ΔR^2 value of 0.03 indicates that 3% variance in the dependent variable can be accounted by the predictor with ($F= 3.77$, $p< 0.05$). The finding indicates that emotional suppression and lack of communication have positive significant effect on moral development.

DISCUSSION

These findings were interpreted against the backdrop of available literature. In general, the findings established consistent patterns against the literature. Suppression of emotions had a significant negative effect on people's coping tendency. This is consistent with available findings that coping and emotion regulation are interrelated processes wherein coping strategies tend to regulate distressing emotions (Compas et al., 2001, 2014). Coping strategies are employed to regulate emotional responses during stress and may be healthy or unhealthy depending on the emotional regulation capacity of an individual. Besides, the study found that emotional suppression can be positively associated with the theories of moral development. It is clear that effective management of negative emotions is significant in facilitating moral behavior, including empathy, guilt, and self-control (Cole et al., 2004; Moore, 2015). Emotional constructs such as self-efficacy and guilt and shame management are significant in ethical decision-making and moral behavior. Communication patterns were also found to have a significant influence on the coping capacity of the individual. Ineffective communication, especially in the home environment, was related to maladaptive coping and social difficulties. Effective communication, on the other hand, enables better emotional regulation and adaptive coping in conflict situations (Erozkan, 2013). Children who are exposed to negative or neglectful communication patterns tend to have social adaptation and stress management difficulties. In terms of gender, emotion suppression and coping also varied. Prior research confirms that women showed more emotion-focused coping and rated more emotional expressiveness, and men would employ avoidance or disengagement coping (Tamres et al., 2002; Hoeksema & Aldao, 2011). Gendered coping styles might influence global psychological well-being and flexibility, and social support structures as a positive or negative influence on the development of these habits. Overall, the study reaffirms the significance of emotional regulation, effective communication, and gender-based support structures for adaptive coping and psychological functioning. The interaction of the variables allows for understanding the explanation of individual differences in emotional and behavioral responses to stress.

Limitations

A limitation of the present research is that the research samples participants who are predominantly from a particular socioeconomic group, and findings may not be generalizable to teens from other groups. Most studies in the area use a cross-sectional study design, where data are obtained in a single point in time. Cross-sectional studies can be useful, but researchers cannot establish causality or whether effects occur in one direction. Longitudinal studies would be needed to overcome this by following participants over time and observing how suppression of emotions and communication influence coping style and moral development. This could be a significant limitation, as effects of suppression of emotions and communication on coping style and moral development can vary between and within different groups of cultures.

Recommendations

Additional research on the effects of suppression of emotions and non-communication on coping styles and moral development of adolescents. Investigate cultural differences in emotion experience and expression, communication styles, coping styles, and moral values in adolescents. Examine the effects of family dynamics, family communication styles, and coping mechanisms and moral values, on the influence of adolescents' emotional regulation and moral development. Investigate the effects of peer relationships and social networks on adolescents' coping styles and moral development.

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