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ARAŞTIRMA

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Investigation of the Relationship between Early Maladaptive Schemas and Academic Expectations Stress among High School Students

Lise Öğrencilerinde Erken Dönem Uyumsuz Şemalar ile Akademik Beklentilere İlişkin Stres Arasındaki İlişkinin İncelenmesi

Lokman Koçak 

Abstract. The purpose of this study is to investigation the relationship between early maladaptive schemas and academic expectations stress. The study was conducted with survey method, the study group consists of 369 high school students (269 females and 108 males) aged between 14, 15 and 16 years. The participants were administered Early Maladaptive Schema Questionnaires Set for Children and Adolescents between the ages of 10-16 and Academic Expectations Stress Inventory. Correlation and regression analyzes were used to examine the relationships between the variables. As a result of the study, it was found that there was a statistically positive and significant relationship between all early maladaptive schemas except for insufficient self-control and academic expectations stress. In addition, the regression analysis showed that academic expectations stress was significantly predicted by emotional deprivation, failure, enmeshment/undeveloped self, vulnerability, insufficient self-control, pessimism and punitiveness schemas in high school students. According to the research findings, early maladaptive schemas can be regarded as an important risk factor for academic expectations stress in high school students.

Keywords. Early maladaptive schemas, academic expectations stress, adolescence.

Öz. Bu çalışmanın amacı lise öğrencilerinde erken dönem uyumsuz şemalar ile akademik beklentilere ilişkin stres arasındaki ilişkiyi incelemektir. İlişkisel tarama modeliyle yürütülen çalışmada, çalışma grubu 14, 15 ve 16 yaş grubunda yer alan (261 kız ve 108 erkek) 369 lise öğrencisinden oluşmaktadır. Katılımcılara 10-16 Yaş Çocuk ve Ergenler için Erken Dönem Uyumsuz Şema Ölçekler Takımı (ÇEŞÖT) ve Akademik Beklentilere İlişkin Stres Envanteri uygulanmıştır. Değişkenler arasındaki ilişkileri incelemek için korelasyon ve regresyon analizleri kullanılmıştır. Araştırma sonucunda, yetersiz özdenetim dışındaki tüm erken dönem uyumsuz şemalar ile akademik beklentilere ilişkin stres arasında istatistiksel olarak pozitif yönlü ve anlamlı ilişki olduğu tespit edilmiştir. Regresyon analizi sonucunda ise sadece duygusal yoksunluk, başarısızlık, yapışıklık/gelişmemiş benlik, dayanıksızlık, yetersiz özdenetim, karamsarlık ve cezalandırıcılık erken dönem uyumsuz şemalarının lise öğrencilerinin akademik beklentilere ilişkin stres düzeylerini anlamlı düzeyde yordadığı bulgusuna ulaşılmıştır. Araştırmada elde edilen bulgular doğrultusunda, lise öğrencilerinde erken dönem uyumsuz şemaların akademik beklentilere ilişkin stres için önemli bir risk faktörü olduğu söylenebilir.

Anahtar Kelimeler. Erken dönem uyumsuz şemalar, akademik beklentilere ilişkin stres, ergenlik.

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INTRODUCTION

Students enroll in secondary education institutions after a long examination period and a painful school selection stage find themselves in a new race without getting enough rest. This period, in which university entrance is perceived as the ultimate goal, surfaces with high expectations of academic success (Calp, 2013). On the one hand, students try to complete many developmental tasks such as accepting their body image of adolescence, establishing close relationships with peers, separation from parents, making career plans, and gaining identity (Loose, Graaf & Zarbock, 2018; Steinberg, 2007). On the other hand, they strive to be successful in their lessons and to meet their expectations. In addition to evaluating the school environment as a stress factor for students, the difficulties that high school students who start a new level will experience in adapting to this new academic and social environment turn the school into an even more stressful environment for students (Agolla & Ongori, 2009; Mori, 2000). In this period, families and teachers provide all kinds of support to students and they aim to motivate them to be successful. This support can affect the students' academic success positively (Yıldırım & Ergene, 2003). However, along with the competitive environment, this excessive interest and support can turn into a source of stress (Kelecioğlu & Bilge, 2009). In addition to factors such as excessive course load, relationships with teachers, and the number of students at school, parents who pressurize students directly about academic success can also trigger stress in students (Li & Zhang, 2008; Wilks, 2008). The fear of failing to meet the expectations both personally and expectations of important role models negatively affect students' self-esteem and prepare the ground for failure even if they have abilities (Subaşı, 2000). This situation damages adolescents' perceptions of competence and causes some psychological problems such as academic stress (Seçer & Gençdoğan, 2012), school burnout (Koçak & Seçer, 2018), depression and anxiety (Bulut Serin & Topses, 2017). It is also stated that there is a negative relationship between academic stress and self-esteem and that academic stress negatively affects students' self-confidence (Kim, 2003; Nikitha, Jose & Valsaraj, 2014). In this respect, it is considered as a need to investigate the determinants of academic stress, which is important for the psychological health of students. It can be claimed that one of the important determinants of high school students' academic expectations stress is early maladaptive schemas which are considered as independent variables in

this research. There might be a relationship between anxiety that includes negative thoughts, evaluations, and intrinsic conversations about the individual himself, such as failure, incompetence (Zeidner & Mathews, 2005) and early maladaptive schemas expressed as the individual's strong lifetime beliefs in himself and his relationships (Young, Klosko & Weishaar, 2003). In other words, early maladaptive schemas of individuals may play a role in the formation of academic expectation stress.

The schema approach suggests that there are universal basic needs that must be met in the early years of life for the individual to lead a spiritually healthy and harmonious life. These basic needs are expressed as secure attachment, autonomy, competence and identity perception, freedom, spontaneity and game, and realistic limits (Young & Klosko, 2011). As a result of not meeting the basic needs or preventing them in an abusive way, strong thought patterns/beliefs called schema are formed. Having negative experiences and being exposed to ill-treatment in the early years are also effective in the formation of the schemas (Young et al., 2003). It is stated that the temperament structure is a determining factor in the formation of schemas and under the same conditions and situations different schemas can be formed by different temperaments styles (Young & Klosko, 2011). The schemas, which are assumed to develop as a result of early experiences with attachment figures (Soygüt, Karaoşmanođlu & akır, 2009) and called “Early maladaptive schemas”, are thought to be the basis of most chronic Axis-I disorders (Young, 1999; K m rc  & G r, 2016). Early maladaptive schemas are expressed as common and comprehensive cognitive themes that arise as a result of interaction with the early environment and that are shaped by memories, physical stimuli, emotions and cognitions, and from the individual's self and relationships (Young et al., 2003). Early maladaptive schemas, which are solid, destructive, and difficult to change, are expressed as self-repeating and survival patterns (Young & Lindemann, 1992, cited in  z mc , 2016). Although the schemas are painful for the individual, they also provide the individual with a sense of consistency and control because they seem relaxing and familiar (Rafaeli, Bernstein & Young, 2010; Young et al., 2003). From this aspect, it can be said that the schemas have a functional role in the early years of a child's life to adapt to the family environment and the immediate environment. For example, a child who is subjected to abuse by adult can develop a belief that he

has a defect in himself. Thus, acceptance and adaptation of the painful event can be facilitated. Although early maladaptive schemas seem to be adaptive in childhood, they turn into a faulty, dysfunctional, and restrictive structure over time and they eventually harm the individual's self-perception and relationships with others (Farrel, Reiss & Shaw, 2015).

According to the content areas, five schema areas and 18 early period maladaptive schemas were determined. While schema areas are expressed as *disconnection and rejection*, *impaired autonomy and performance*, *impaired limits; other-directedness* and *over vigilance and inhibition* (Young et al., 2003). There are schemas of *abandonment*, *mistrust/abuse*, *emotional deprivation*, *defectiveness* and *social isolation* in the area of disconnection and rejection which are shaped in line with beliefs that basic needs such as security, love, and belonging will not be met by other people. Impaired autonomy and performance schema area, which includes *dependence/incompetence*, *vulnerability*, *enmeshment/undeveloped self* and *failure* schemas are related to individuals' ability to gain independence from their parents' figures. Impaired limits area is a schema area where individuals have difficulties in setting internal borders, respecting other people's rights, being open to cooperation, and achieving long-term goals. It is also where *entitlement/grandiosity* and *insufficient self-control/self-discipline* schemas are included. There is another area of the schema in the field of other-directedness, which includes schemas of *subjugation*, *approval seeking/recognition-seeking* and *self-sacrifice*, with an excessive focus on the needs, desires and feelings of other people to be loved and have acceptance and to avoid possible negative reactions. The over vigilance and inhibition schema area, which is characterized by the suppression of emotions, impulses, and preferences of individuals by oneself, includes schemas of *subjugation*, *unrelenting standards/hypercriticalness*, *pessimism* and *punitiveness* (Farrel et al., 2015; Young et al., 2003). The schematic fields and schemas were obtained as the result of studies conducted by Soygüt et al. (2009) with adults. In this research conducted with adolescents, the schema areas, and schemas obtained after the research conducted by Güner (2013) with children and adolescents were taken into consideration.

It is stated that early maladaptive schemas affect the way individuals feel, think, behave and the way how they relate with the outside world (Young & Klosko, 1994, cited in Üzümcü, 2016). In other words, it can be said that individuals make sense of their lives and relationships in line with the schemas they have.

Considering the time students spend at school, it can be expected that the schemas owned will affect school-related processes. It is thought that the schemas that are shaped by the parents' attitudes, the social environment, and hereditary characteristics they are exposed to. They can affect the meaning students attach to school and exams as well as influencing their reactions. It is also envisaged that the schemas that students have may influence the methods of interpreting their expectations and the way they cope with difficulties. It is stated that schemas make individuals more susceptible to mental problems. Thus, they play a key role in the formation of depression and anxiety disorders (Harris & Curtin, 2002; Yıldız, 2017; Young, 1999). Besides, schemas are associated with several anxiety disorders such as social appearance anxiety (Scissors & Steel, 2018) social phobia (Eldoğan & Barışkın, 2014), panic disorder (Yancar Demir & Soygüt, 2014) and OCD (Kim, Lee & Lee, 2014). In the literature, it is striking to witness that there are a limited number of studies investigating early maladaptive schemas of adolescent individuals (Gökçe, Önal Sönmez, Yusufoglu, Yulaf & Adak, 2017; Güner, 2013; Richardson, 2005; Sarıtaş & Gençöz, 2011). Therefore, investigating the effects of early maladaptive schemas on adolescents may respond to this need in the literature. In this respect, this research aims to examine the relationship between early maladaptive schemas and academic expectations stress among high school students.

METHOD

In the research, a survey method was used. In the survey method, it is possible to estimate the situation in one variable by determining the state in another variable. This model provides information about the interaction and quantity between two or more variables (Karasar, 2006).

Study Group

The study group consists of 369 students (261 females and 108 males) who are at the age of 14, 15 and 16 and study at secondary education institutions affiliated to the Ministry of National Education in Kocaeli province in the 2017-2018 academic year. An appropriate sampling method was used in the research and data were collected by the researcher. After the students were

informed about the research, data collection tools were applied to the voluntary students.

Ethical Statement

The author declare that they have carried out the research within the framework of the Helsinki Declaration and with the participation of volunteer students.

Data Collection Tools

Academic Expectations Stress Inventory: The scale was developed by Ang & Huan (2006) and it was applied to Turkish culture by Kelecioğlu & Bilge (2009). The scale consists of 9 items and the first 5 items on the scale measure the expectations of the family and the teacher while the last 4 items measure the expectations of the individual. In this 5-point Likert type measurement tool, participants are given the options of "Always, mostly, sometimes, very rare and never". The correlation value of the scale is .45, as found to be moderate among factor loads, demonstrates that the scores obtained from the dimensions of the scale can be summed and the stress score related to academic expectations can be calculated. Cronbach Alpha internal consistency of the scale was measured as .81 and test-retest reliability was .66.

Early Maladaptive Schema Questionnaires Set for Children and Adolescents between the Ages of 10-16: The scale, which is a 5-point Likert type measurement tool, was developed by Güner (2013). The set consists of five separate scales, 97 items, and 15 sub-dimensions. After evaluating and interpreting the validity and reliability analysis, it was stated that the scale is valid and reliable. While there are schemas of abandonment, mistrust/abuse, emotional deprivation and defectiveness in the area of disconnection and rejection, the impaired autonomy and performance area consist of schemas of failure, dependence/incompetence, enmeshment/undeveloped self, and vulnerability. Entitlement/grandiosity and insufficient self-control/self-discipline schemas are within the area of impaired limits. In the field of other-directedness, there are schemas of subjugation, self-disapproval and approval seeking/recognition-seeking. Finally, there are pessimism and punitiveness schemas in the area of over vigilance and inhibition.

Process and Data Analysis

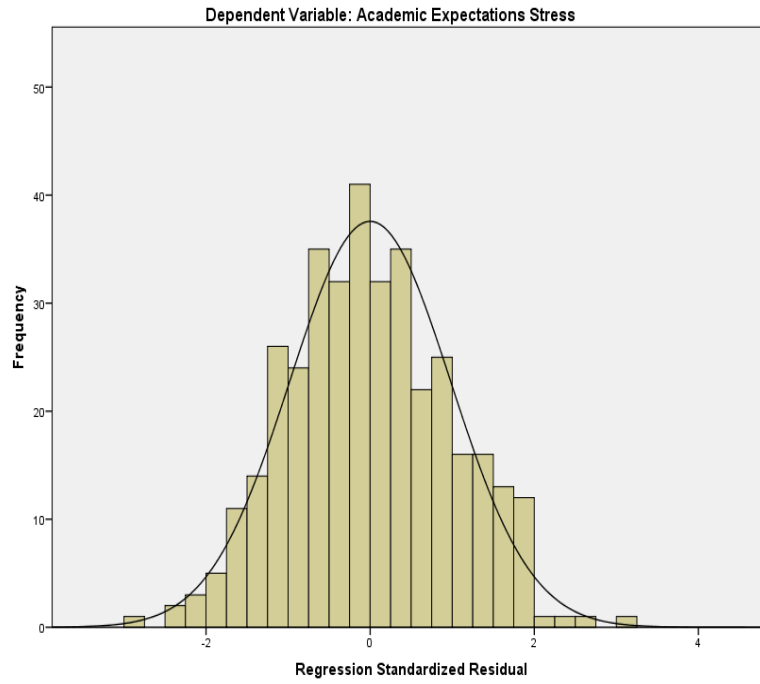
After the data collection tools were applied to 383 participants identified as samples, the scale forms answered by the participants were checked in general and it was determined that there was no wrong or incomplete marking on the forms. The data set transferred to the computer environment was reviewed within the scope of extreme values and the set of 14 participants was excluded from the data set because they had extreme values. To determine whether the distribution is suitable for parametric tests, the Kolmogorov-Smirnov test was first performed, and it was found that the necessary criteria were not met ($p = .00$). This is expressed as a situation frequently encountered in large samples (Pallant, 2017). Later, skewness-kurtosis values and histogram graphs were examined together (Seçer, 2013) and it was determined that the distribution was at normal levels. At the last stage, 369 of the data collected from 383 participants were evaluated. Regions of regression analysis were revised to determine whether there are multiple connection problems. In the findings obtained, Tolerance values of all variables were found to be greater than .10, and VIF values less than 10. These results show that the data set is normal and there are no multiple connection problems in the data set. Finally, it can be said that the value of Durbin-Watson is 1.17 and is between 1 and 3, which is the criterion number, and the data set is also suitable for regression analysis in this sense. The results of regression analysis assumptions are shown in Table 1. Statistical analyzes were made through SPSS 22.00 package program.

Table 1. Statistics Regarding Regression Analysis Assumptions

Variable	Skewness	Kurtosis	Tolerans	VIF	Durbin Watson
A. Expectations Stress	-.11	-.33	–	–	
Defectiveness	.39	-.06	.48	2.06	
Mistrust/Abuse	.22	-.72	.41	2.42	
Emotional Deprivation	.77	-.11	.42	2.37	
Abandonment	.54	.17	.56	1.78	
Failure	.54	-.19	.44	2.26	
Dependence	.43	-.61	.49	2.00	
Enmeshment	.10	-.45	.81	1.22	
Vulnerability	-.15	-.89	.61	1.62	1.17

Entitlement	.37	-.21	.54	1.85
Insufficient self-control	-.14	-.66	.58	1.72
Self-disapproval	.78	.35	.49	2.04
Subjugation	.86	.96	.68	1.45
Approval-seeking	.56	-.13	.70	1.42
Pessimism	-.04	-.63	.51	1.93
Punitiveness	.33	-.28	.66	1.51

Figure 1. Standard Distribution Graph Created for Standardized Dependent Variable Academic Expectations Stress



FINDINGS

Pearson Moments Product Correlation Analysis and Multiple Linear Regression Analysis were used to examine the relationships between early maladaptive schemas and academic expectations stress, and the findings are shown in Table-2 and Table-3.

As a result of the correlation analysis, a positive and significant relationship was found between defectiveness ($r = .23$), mistrust/abuse ($r = .32$), emotional deprivation ($r = .15$), abandonment ($r = .32$), failure ($r = .35$), dependence/incompetence ($r = .32$), enmeshment/undeveloped self ($r = .25$), vulnerability ($r = .42$), entitlement/grandiosity ($r = .12$), self-disapproval ($r = .22$), subjugation ($r = .23$), approval seeking/recognition-seeking ($r = .29$), pessimism ($r = .34$) and punitiveness ($r = .33$) and academic expectations stress (.01). It was determined that there is no significant relationship between *insufficient self-control/self-discipline* and academic expectations stress ($r = .03$, $p > .05$).

Table 3. Statistics Regarding Regression Analysis

	Variable	B	Standart Error	β	t	p
Academic Expectations Stress	Constant	15.23	1.74		8.72	.00
	Defectiveness	-.13	.13	-.06	-.98	.32
	Mistrust/Abuse	.15	.09	.11	1.67	.95
	Emotional Deprivation	-.13	.06	-.14	-3.10	.03*
	Abandonment	.10	.12	.05	.84	.39
	Failure	.24	.08	.20	3.03	.00**
	Dependence	-.01	.08	-.01	-.21	.83
	Enmeshment	.30	.11	.13	2.71	.00**
	Vulnerability	.37	.11	.18	3.28	.00**
	Entitlement	.00	.03	.00	.03	.96
	Insufficient self-control	-.17	.08	-.12	-2.07	.03*
	Self-disapproval	-.02	.12	-.01	-.16	.86
	Subjugation	.03	.07	.02	.42	.67
	Approval-seeking	.18	.10	.09	1.77	.07
	Pessimism	.13	.05	.15	2.51	.01**
	Punitiveness	.23	.09	.12	2.35	.01**

Table 2. Statistics Regarding Correlations Analysis

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1.Academic Expectations Stress	—															
2.Defectiveness	.40**	—														
3.Mistrust/Abuse	.44**	.50**	—													
4.Emotional Deprivation	.40**	.50**	.53**	—												
5.Abandonment	.45**	.46**	.65**	.56**	—											
6.Failure	.45**	.37**	.52**	.46**	.62**	—										
7.Dependence	.39**	.38**	.53**	.60**	.46**	.41**	—									
8.Enmeshment	.50**	.40**	.63**	.44**	.63**	.60**	.46**	—								
9.Vulnerability	.16**	.21**	.33**	.31**	.24**	.18**	.26**	.32**	—							
10.Entitlement	.27**	.40**	.36**	.53**	.45**	.32**	.39**	.38**	.27**	—						
11.Insufficient self-control	.08	.16**	.19**	.28**	.15**	.03	.24**	.13*	.32**	.19**	—					
12.Self-disapproval	.06	.15**	.22**	.33**	.13*	.14**	.31**	.17**	.35**	.24**	.38**	—				
13.Subjugation	.30**	.20**	.35**	.40**	.23**	.274**	.44**	.30**	.42**	.18**	.45**	.49**	—			
14.Approval-seeking	.30**	.29**	.51**	.49**	.45**	.40**	.57**	.46**	.38**	.34**	.19**	.31**	.37**	—		
15.Pessimism	.09	.18**	.24**	.34**	.19**	.21**	.29**	.20**	.43**	.24**	.34**	.40**	.51**	.34**	—	
16.Punitiveness	29.44	8.29	8.44	15.23	9.26	11.63	10.82	15.83	14.73	11.39	8.93	22.75	18.92	11.77	20.35	—
Mean	9.21	3.73	3.43	5.56	3.51	4.38	4.24	5.35	4.63	4.53	3.57	6.13	5.45	4.96	5.59	2.22
Standard Deviation	6.68	3.15	4.99	7.07	3.08	5.52	5.03	2.86	3.24	10.15	4.67	3.37	4.66	3.34	7.49	3.68

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

As a result of the regression analysis conducted in the study, it is seen that early maladaptive schemas explain 29% of the total variance in academic expectations stress ($R = .56$, $R^2 = .29$, $F = 10.983$, $p < .01$). Considering the predictive variables one by one and examining the values of β and t , the emotional deprivation ($\beta = -.142$, $t = -2.104$), failure ($\beta = .201$, $t = 3.031$), enmeshment/undeveloped self ($\beta = .132$, $t = 2.711$), vulnerability ($\beta = .184$, $t = 3.287$), insufficient self-control/self-discipline ($\beta = -.120$, $t = -2.075$), pessimism ($\beta = .54$, $t = 2.510$) and punitiveness ($\beta = .127$, $t = 2.356$) were determined to be significant predictors of academic expectations stress.

DISCUSSION, CONCLUSION AND SUGGESTIONS

In the study, it was declared that there were positive and significant relationships between early maladaptive schemas and academic expectations stress. Among 15 schemas, it was found that there was no significant relationship between insufficient self-control/self-discipline, which is included in the impaired limits schema area, and academic expectations stress. Individuals with insufficient self-control/self-discipline that emerge with the lack of self-discipline-related internal boundaries may prefer instant gratification to future gains and may have problems with impulse limitation. Also, individuals may find it difficult to comply with long-term plans and to work for it (Young et al., 2003). Accordingly, individuals with insufficient self-control/self-discipline can be expected to disrupt their duties and responsibilities at school, not to spend enough time and energy on the lessons, and as a result, they can be expected to experience academic failure. However, according to the aforementioned schema, individuals may show behaviors such as insensitivity about failure and they might not feel responsible for it. Therefore, there may not be a significant relationship found between aforementioned and academic expectations stress in the study. When the related literature is analyzed, no research finding investigating the relationship between early maladaptive schemas and academic expectation stress was found in high school students. In the research conducted by Atlı Özbaş, Sayın and Coşar (2012) with the students preparing for the university entrance exam, it was found that there was a significant relationship between state and continuity anxiety and early maladaptive schemas. According to the research in question, it was emphasized that active maladaptive schemas may cause thought errors and increase anxiety during the university transition period.

In the study, it was found that early maladaptive schemas in high school students had positive predictive effects on academic expectations stress. The schemas of emotional deprivation, failure, enmeshment/undeveloped self, vulnerability, insufficient self-control/self-discipline, pessimism and punitiveness significantly predict academic expectations stress. The emotional deprivation schema in the disconnection and rejection schema area has beliefs that the person thinks that he/she will not be perceived as a special person by others, that he/she will not be accompanied in difficult times and his/her emotional needs will not be adequately met by other people (Young, Klosko & Weishaar, 2009). These beliefs can also be expressed as the person thinks that he/she cannot get enough attention, love, and support from his/her environment when he/she needs it. The high school students' adolescence and difficulties in secondary education may increase their support needs in this critical period. However, the student who has an emotional withdrawal schema may think that he/she will be ignored, will not get enough support, and will experience academic failure. For this reason, the emotional deprivation schema may predict academic expectations stress.

Failure, enmeshment/undeveloped self, and vulnerability schemas from the impaired autonomy and performance schema area are determined to be significant predictors of academic expectations stress. The individual with the schema of failure believes that he/she is insufficient in areas such as school, sports, and work that require success. Due to this perception of failure, the individual may tend to stay away from the areas in which he/she can be successful (Young et al., 2009). It can be expected that a high school student with a schema of failure will experience academic expectation stress as he/she feels inadequate and refrains from studying because the person believes that he/she will fail. Therefore, the schema of failure in the study may have predicted academic expectations stress. The enmeshment/undeveloped self-schema is expressed as an individual's attachment to one person or more than one person (usually one of the parents) with an overly emotional bond and who does not think of himself as an individual without that person (van Vreeswijk, Broarsen & Nadort, 2012; Young et al., 2009). A high school student who cannot achieve his emotional independence and needs the person(s) he/she is affiliated with may experience difficulties in academic achievement measurements where individual performances are evaluated. Academic expectations stress can occur in a student who does not believe that he will be able to overcome this difficult process and succeed alone. Therefore,

the enmeshment/undeveloped self-schema may have predicted stress academic expectations stress. The vulnerability schema is conveyed as an exaggerated and unrealistic belief that there is a possibility of encountering a disaster at any time (van Vreeswijk et al., 2012; Young et al., 2009). The individual with whom this schema is active cannot be comfortable and peaceful in his environment and cannot feel safe. A high school student with a vulnerability schema may experience academic expectations stress with the thoughts that he/she will encounter great problems and cannot achieve academic success in the secondary education process and especially in the exams. For this reason, the vulnerability schema may predict academic expectations stress.

Insufficient self-control/self-discipline schema from the impaired limits schema area is a significant predictor of academic expectations stress. According to the results of the correlation analysis, although there was no significant relationship between insufficient self-control/self-discipline schema and academic expectations stress, it was found that the insufficient self-control/self-discipline schema predicted academic expectations stress as a result of the regression analysis. This finding shows that some other diagrams may have a suppressive effect on the relationship between insufficient self-control/self-discipline schema and academic expectations stress.

The pessimism and punitiveness schemas from the over vigilance and inhibition schema area predict academic expectations stress. Pessimism schema (Young et al. 2003), which is expressed as belittling the positive aspects of life and focusing on the negative aspects and believing that everything will get worse, causes individuals to be anxious, indecisive, and complaining. A high school student with a pessimistic schema can make himself/herself ignore achievements, focus on his/her failures, and believe that he/she will always fail. In this case, high school students can be expected to experience academic expectation stress by focusing on academic failure along with the pessimism schema. For this reason, the pessimism schema may predict academic expectations stress. The punitiveness schema covers the belief that no mistake or failure is made unrequited. Individuals with this schema believe that all responsibilities must be fulfilled completely, including themselves - they can't tolerate the rules not being followed and take a strict attitude towards forgiving mistakes (Young & Klosko, 2011). This situation may put the student under pressure in the high school period when the probability of making mistakes is quite high. The pressure and punitiveness that the high school student will

acquit for himself/herself may lead to more mistakes. Problems in school duties and responsibilities, errors in written and essay exams can cause the student to develop academic expectation stress. Therefore, the punitiveness schema in the research may have predicted academic expectations stress.

In the related literature, no research finding testing the stress predictability of early maladaptive schema academic expectations stress in high school students was found. In this context, the fact that the research is the first study examining the relationship between these two concepts in high school students is important for contributing to the literature. In this study, it was found that early maladaptive schemas in high school students are significant determinants of academic expectations stress. In line with these results, it can be said that early maladaptive schemas will increase the stress level of adolescents regarding academic expectations and emotional deprivation, failure, enmeshment/undeveloped self, vulnerability, insufficient self-control/self-discipline, pessimism and punitiveness schemas will trigger the academic expectations stress of adolescents. Based on the results of the research, individual and group counseling sessions and psychoeducation programs focused on schema therapy can be applied to reduce academic expectations stress. Besides, as a result of the application of child and adolescent schema scale in this research, preventive applications can be applied to students with high emotional deprivation, failure, enmeshment/undeveloped self, vulnerability, insufficient self-control/self-discipline, pessimism and punitiveness schema scores. It is striking that there are a limited number of early maladaptive schema studies conducted with adolescent individuals in the literature. In the light of this information, future studies can be conducted to examine the relationships between variables that may be related to academic expectations stress (exam anxiety, school burnout, etc.) and early maladaptive schemas. To meet the need in the field and to determine the effects of early maladaptive schemas on adolescents, it is recommended to focus on these concepts in future research. In line with the finding that the insufficient self-control/self-discipline schema predicts academic expectations stress, although there is no significant relationship between academic expectations stress and insufficient self-control/self-discipline schema, using the scales in this study may be important to test this finding with adolescent individuals in the 10-16 age group. Besides, research studies can be conducted to discover which schemas have a repressive effect on the relationship between insufficient self-control/self-discipline schema and academic expectations stress.

One of the limitations of the study is that the study group of this research was selected from adolescents in the 14-16 age group studying in secondary education institutions affiliated with MoNE in a city center in the 2017-2018 academic year. Another limitation is that the research was carried out with survey method. While the research results provide information about the direction and amount of relationship between early maladaptive schemas and academic expectations stress, the study does not include a cause-effect relationship. Considering this information, research on larger samples of children and adolescents aged 10-16 from private schools and different provinces and regions may increase the generalizability of the findings obtained in this research. Also, early maladaptive schemas and research studies where stress concepts academic expectations stress will be tested experimentally are important for the generalizability of these research findings.

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Author Contributions / Yazar Katkıları

Lokman Koçak. Design, data collection, and writing of the manuscript.

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Genişletilmiş Türkçe Özet

Giriş: Yoğun sınav süreçleri sonucunda liselere yerleşen ergenlerin, yeterince dinlenmeden kendilerini yeni bir yarışın içinde bulması ve ergenlik döneminin lise yıllarına denk gelmesi, bu dönemi bireyler için daha zorlu bir zaman dilimine dönüştürebilir. Artan görev ve sorumluluklara kariyer planları, kimlik kazanma ve akranlarla yakın ilişkiler kurabilme gereksinimi eklenirken; bu süreçte üniversiteye girebilmenin en önemli ve nihai hedef olarak algılanması, yüksek akademik başarı beklentilerini de beraberinde getirmektedir. Yeni bir eğitim basamağına adım atan öğrencilerin, bu yeni akademik ve sosyal ortama uyum sağlama konusunda yaşayacağı güçlükler, kendi başına bir stres kaynağı olarak değerlendirilen okulu, öğrenciler için daha da stresli bir ortama dönüştürmektedir. Öğrencileri motive etmek ve onların başarılarını artırmak adına aile ve öğretmenlerin öğrencilere verdiği yoğun destek, öğrencilerin akademik başarısını olumlu yönde etkilemektedir. Ancak rekabetçi ortam nedeniyle öğrencilerin algıladığı bu desteğin bir stres kaynağına da dönüşebileceği belirtilmektedir. Öğrencilerin yaşadığı strese etki eden faktörler; yüksek kişisel beklentiler, sınav baskısı, aşırı ders yükü, düşük zihinsel yeterlilikler, ekonomik problemler, ebeveyn baskısı olarak ifade edilmektedir. Kendi beklentilerinin yanı sıra yakın çevresindeki rol modellerin de beklentilerini karşılayamama korkusu, öğrencilerin özgüvenini olumsuz yönde etkilemekte ve yetenekleri olsa dahi başarısız olmalarına zemin hazırlamaktadır. Lise öğrencilerinin akademik beklentilere ilişkin streslerinin önemli belirleyicilerinden biri, erken dönem uyumsuz şemalar olabilir. Şema yaklaşımına göre bireylerin ruhsal açıdan sağlıklı ve uyumlu bir yaşam sürdürebilmeleri için yaşamın erken yıllarında evrensel bazı temel ihtiyaçların karşılanması gerekir. Bu temel ihtiyaçlar; güvenli bağlanma, bağımsızlık, başarı ve bir kimlik hissi, özgürlük, kendiliğindenlik ve oyun ve gerçekçi sınırlar olarak ifade edilmektedir. Temel ihtiyaçların karşılanmaması ya da örseleyici şekilde engellenmesi, yine erken yıllarda yaşanan olumsuz yaşantılar ve maruz kalınan kötü muamele sonucunda şema adı verilen güçlü düşünce kalıpları/inançlar oluşmaktadır. Erken dönem uyumsuz şemalar; hatalı, işlev bozucu ve sınırlayıcıdır. İçerik alanlarına göre beş şema alanı ve 18 erken dönem uyumsuz şema belirlenmiştir. Alanyazın incelendiğinde erken dönem uyumsuz şemalar ile ergenlerin ele alındığı araştırmaların sınırlı sayıda olduğu göze çarpmaktadır. Bu nedenle erken dönem uyumsuz şemaların ergenler üzerindeki etkilerinin araştırılması alanyazındaki bu ihtiyaca cevap verebilir.

Yöntem: Araştırma ilişkisel tarama modelinde yürütülmüştür. Araştırmanın çalışma grubunu, Kocaeli il merkezindeki MEB'e bağlı ortaöğretim kurumlarında öğrenim görmekte olan ve 14, 15 ve 16 yaş grubunda yer alan 383 öğrenci oluşturmaktadır. Araştırmada uygun örnekleme yöntemi kullanılmış ve öğrencilere araştırma hakkında bilgilendirme yapıldıktan sonra gönüllü öğrenciler çalışma grubuna alınmıştır. Çalışma grubunda yer alan öğrencilere 10-16 Yaş Çocuk ve Ergenler için Erken Dönem

Uyumsuz Şema Ölçekler Takımı ve Akademik Beklentilere İlişkin Stres Envanteri uygulanmıştır. Veriler araştırmacı tarafından toplanmıştır. İstatistiksel işlemler için korelasyon ve regresyon analizleri kullanılmıştır.

Bulgular: Yapılan korelasyon analizi sonucunda erken dönem uyumsuz şemalardan kusurluluk, kuşkuçuluk/kötüye kullanma, duygusal yoksunluk, terk edilme/tutarsızlık, başarısızlık, bağımlılık/yetersizlik, yapışıklık/gelişmemiş benlik, dayanıksızlık, haklılık/büyüklenmecilik, kendini onaylamama, boyuneğicilik, onay arayıcılık, karamsarlık ve cezalandırıcılık ile akademik beklentilere ilişkin stres arasında pozitif yönlü ve anlamlı ilişki olduğu tespit edilmiştir. Bu bulgu, yalnızca yetersiz özdenetim şeması ile akademik beklentilere ilişkin stres arasında anlamlı ilişki olmadığını göstermektedir. Yapılan regresyon analizi sonucunda ise erken dönem uyumsuz şemaların akademik beklentilere ilişkin stresteki toplam varyansın % 29'unu açıkladığı görülmektedir. Yordayıcı değişkenler tek tek ele alındığında, duygusal yoksunluk, başarısızlık, yapışıklık/gelişmemiş benlik, dayanıksızlık, yetersiz özdenetim, karamsarlık ve cezalandırıcılık şemalarının akademik beklentilere ilişkin stresin anlamlı birer yordayıcısı olduğu tespit edilmiştir.

Tartışma ve Sonuç: Bu araştırmada, lise öğrencilerinde erken dönem uyumsuz şemaların akademik beklentilere ilişkin stres üzerinde anlamlı derecede belirleyici faktörler olduğu tespit edilmiştir. Bu sonuçlar doğrultusunda erken dönem uyumsuz şemaların, ergenlerin akademik beklentilere ilişkin stres düzeylerini artıracığı ve duygusal yoksunluk, başarısızlık, yapışıklık/gelişmemiş benlik, dayanıksızlık, yetersiz özdenetim, karamsarlık ve cezalandırıcılık şemalarının ergenlerin akademik beklentilere ilişkin streslerini tetikleyici bir etki oluşturacağı söylenebilir. Araştırma sonuçlarından hareketle akademik beklentilere ilişkin stresi azaltmaya yönelik şema terapi odaklı bireysel ve grupla psikolojik danışma oturumları ve psiko eğitim programları uygulanabilir. Ayrıca çocuk ve ergen şema ölçeği uygulanması sonucunda bu araştırmada akademik beklentilere ilişkin stresi anlamlı şekilde yordayan duygusal yoksunluk, başarısızlık, yapışıklık/gelişmemiş benlik, dayanıksızlık, yetersiz özdenetim, karamsarlık ve cezalandırıcılık şema puanları yüksek olan öğrencilere önleyici uygulamalar yapılabilir. Alanyazında ergen bireylerle ele alınan erken dönem uyumsuz şema araştırmalarının sınırlı sayıda olduğu göze çarpmaktadır. Bu bilgiler ışığında, akademik beklentilere ilişkin stresle ilişkili olabilecek değişkenlerle (sınav kaygısı, okul tükenmişliği vb.) erken dönem uyumsuz şemalar arasındaki ilişkilerin ele alınacağı araştırmalar yürütülebilir.

Ethical Statement

In the writing process of the work titled "**Investigation of the Relationship between Early Maladaptive Schemas and Academic Expectations Stress among High School Students**", the scientific, ethical and citation rules were followed, there was no falsification on the data collected, the "Turkish Psychological Counseling and Guidance Journal Editorial Board" had no responsibility for all ethical violations, and all the responsibility belongs to the authors. I undertake that it has not been sent to another academic publishing medium for evaluation.

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