GENDER DIFFERENCE IN EARLY MALADAPTIVE SCHEMAS

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ABSTRACT

In early adulthood, one of the most important need for individual is known to be intimacy. Cognitive theories emphasizes that negative experiences in childhood are internalized as internal working models which contain enduring and resistant negative beliefs about the self, the environment, and other people. These internal working models are called as early maladaptive schemas. Studies suggest that entering a serious relationship or remaining single depends on individuals' early maladaptive schemas. Thus, the purpose of the current study is to investigate the influence of gender on university students' early maladaptive schemas. Participants of this study were composed of 247 Ufuk University students. Participants were selected by purposive sampling method. The Young Schema Questionnaire-Short Form (YSQ-S) (Young & Brown, 1994) and demographic information form was used to gather data. One-way analysis of variance was used to analyze the data. The findings of the study indicated that significant gender difference on three of the early maladaptive schemas which are emotional deprivation, social isolation and defectiveness.

Key Words:cognitive schemas,internal working model, early maladaptive schemas, gender role

BİLİŞSEL ŞEMALARDA CİNSİYET FARKI

ÖZ

Erken yetişkinlik döneminde en önemli ihtiyaç yakın ilişki kurma olarak bilinmektedir. Bilişsel teoriler çcukluk dönemindeki yaşantıların içselleştirildiğini ve bunların kişinin kendisi, çevresi ve etrafındaki insanlar hakkındaki inançlarını içeren dirençli ve dayanıklı içsel çalışan modelleri oluşturduğunu vurgulamıştır. Bu içsel çalışan modeller erken dönem uyumsuz şema olarak adlandırılmıştır. Çalışmalar ciddi bir ilişkiye girmenin veya tek kalmanın erken dönem uyumsuz şemalara ve cinsiyete bağlı olduğunu ortaya koymuştur. Bu çalışmanın amacı, cinsiyetin üniversite öğrencilerinin erken dönem uyumsuz şemalarına etkisini incelemektir. Bu çalışmanın örneklem grubunu 247 Ufuk Üniversitesi öğrencisinden oluşmaktadır. Katılımcılar amaçlı örnekleme yöntemiyle seçilmiştir. Bilgiler, Young Şema Ölçeği-Kısa Form (YSQ-S) (Young & Brown, 1994) ve demografik bilgi formuyla toplanmıştır.Elde edilen verilere, tek yönlü varyans analizi uygulanmıştır. Bulgular, cinsiyetin üç erken dönem uyumsuz şemayı etkilediğini göstemiştir, bu şemalar duyusal yoksunluk, sosyal izolasyon ve kusurluluktur. Bunun dışında kız öğrencilerin erkek öğrencilerden daha fazla uyumsuz şemaya sahip olduğu bulunmuştur.

Anahtar Kelimler: bilişsel şemalar, içsel çalışan model, erken dönem uyumsuz şemalar, cinsiyet rolü

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1. INTRODUCTION

In the period of early adulthood period, individuals seek intimacy and try to find mutually satisfying relationships in marriage and making friends. In the period of young adulthood, individuals want to be productive and want to produce something that contributes to the betterment of society (Erikson, 1950). Arnstein (1984) stressed that university students face many developmental changes including physical and sexual maturity, self-esteem, setting goals for future life and career choice. Thus while coping with academic and social demands, students also have to struggle with physiological and psychological changes that are natural parts of their development. Cognitive theory affirms that individuals forms their relationship patterns with others or parents not only by replicating their relationship with their parents but also with the opinions about oneself and others which individual formed in relation to their childhood interactions. Cognitive theory extensively studies cognitive schemas; one of the basic premises of this theory is that negative basic beliefs about the self, about others and about the world, underlie the development and maintenance of emotional disorders (Beck, 1976). Pattern of repeated interaction with significant other and environment in childhood is likely to have an effect on child perception of self and others. Theories, which work on the effect of child's interactions with his or her primary caregivers and their further impacts, emphasize that negative experiences in childhood are internalized as internal working models which contain enduring and resistant negative beliefs about the self, the environment, and other people (Beck, 1976 ;Bowlby, 1982; Young, Klosko, &Weishaar, 2003), maintenance of emotional disorders (Beck, 1967). Beck (1976) theorized that an individual's emotions and behaviors are shaped and conducted by cognitive schemas.

The concept of 'schemata' was firstly used by Bartlett (1932) to explain how individuals understand the world by organizing information with a mental structure. Psychologists like Piaget, Bandura, Watson, Freud and Beck (Stein, 1992) have also utilized the schema to understand and explain the influence of environment on individuals' thoughts and behaviors. Beck (1976) theorized that an individual's emotions and behaviors are shaped and conducted by cognitive schemas. Beck (1964) defined the schemas, or core beliefs, as deeper levels of beliefs about the self that are global, rigid and over generalized.

Beck (1967, p. 283) described the cognitive schema as ". . . a cognitive structure for screening, coding, and evaluating the stimuli that impinge on the organism . . ." Integrating the work of Beck (1976) and Bowlby (1988); Young (1990) revised the definition of cognitive schemas and provided a definition for Early Maladaptive Schemas (EMS) as ". . . extremely stable and enduring themes that develop during childhood and are elaborated upon throughout an individual's lifetime" (p. 9). Thus, while accepting the organizational and informational processing function of schemas, Young also highlighted the thematic content and early onset of cognitive schemas.

Recently, Young, Klosko and Wieshaar (2003) added that in addition to memories and cognitions, EMS contains emotions and bodily sensations as well; and they made the current definition of EMS as "a broad, pervasive theme or pattern, comprised of memories, emotions, cognitions, and bodily sensations, regarding oneself and one's relationships with others, developed during childhood or adolescence, elaborated throughout one's lifetime and dysfunctional to a significant degree" (Young et al., 2003, p. 7). In the cognitive literature, schemas have been conceptualized as organized representations of an individual's relational experiences with primary caregiver or environment that influence current perceptions, thinking, and behavior (Young,Klosko&Weishaar 2003).

Young and his colleagues (2003) have proposed a model which indicates the reasons of psychopathology as early maladaptive schemas. They claimed that early traumatic childhood experiences, which result in unmet core emotional needs, are basic structures in formation of early maladaptive schemas. Moreover, they also claimed that extremely stable and long lasting schemas that start to develop during childhood and continue to develop throughout the individual's life are significantly dysfunctional and serve to process subsequent experiences (Young, 1999). Young et al. defined EMSs as a EMS are "extremely stable and enduring themes, comprised of memories, emotions, cognitions, and bodily sensations regarding oneself and one's relationship with others, that develop during childhood and are elaborated on throughout the individual's lifetime, and that are dysfunctional to a significant degree" (Young et al. 2003, 7).

Young et al. (2003) identified 18 different EMSs which separate into four maladaptive schema domains: disconnection, impaired autonomy, impaired limits, and exaggerated standards. Abandonment instability; perception of others as instability or unreliability. Mistrust/abuse; suspense that others will hurt or take advantage.Emotional deprivation; expectation that emotional support will not be met by others. Defectiveness /shame; the feeling that one is defective, or unlovable.Social isolation/alienation; having sense of isolated from the rest of the world. Dependence/incompetence; belief that one is unable to accomplish any duty without help of others. Vulnerability to harm or illness; catastrophizing about something bad will take place and one will be unable to prevent it. Enmeshment / undeveloped self; excessive emotional devotion to significant others. Insufficient self-control / self-discipline; avoiding from forming personal goals and pursue activities that help to reach those goals. Subjugation; feeling of an urge to be controlled by others. Self-sacrifice; sacrificing own pleasure to give priority to others' needs. Approval-seeking / recognition-seeking; excessive sensibility to be approved, recognize by others. Negativity / pessimism; a strong belief that their lives will go sour. seen only negative side of life rather than seeing positive sides. Emotional inhibition; inhibition of spontaneous actions and impulses. Unrelenting standards / hypercriticalness; strong desire to achieve perfection in behaviors and accomplishing tasks. Punitiveness; this schemas is characterized by all of the failures need to be punished (Young et al., 2003).

For early maladaptive schema literature, gender was also found to have significant effect on formation of early maladaptive schemas. Shainheirand Wright (2012) asserted a claim that socialization practices that prescribe different roles for men and women can be a stage in internalization of schemas. Stereotypes about men emphasize traits of autonomy and efficacy, whereas stereotypes about women stress on social relations (Prinstein&Aikins, 2004). Abele and Wojciszke (2007) emphasized that male role promote self-interest, self-assertion, and self-protection and place less emphasis on relationships with others while female role foster community and other-interest, with less of a focus on agency and self-development. In a study which conducted with 228 adolescents from both clinical and nonclinical, researchers investigated gender differences in mean cognitive schema vulnerability scores of boys and girls. They found that adolescent girls tend to score higher on several maladaptive cognitive schemas which are also highly correlated with depressive symptoms compared to adolescent boys. (Brenning, et. al., 2012).

In the study of Shainheir& Wright (2012), the relationship of gender with early maladaptive schema domains was studied. The results of their study indicated that gender moderated the relationships between childhood emotional maltreatment and the impaired autonomy and impaired limits schema domains. Another study about gender difference in early maladaptive schemas was conducted with 226 female and 628 male patients diagnosed with alcohol dependence only. In this clinic population women scored higher than men on 14 of the 18 early maladaptive schemas, although the most common schemas for men and women were similar (Shorey, Anderson & Stuart, 2012). Cámara and Calvete was examined the role of early maladaptive schemas as moderators of the impact of stressful events on anxiety and depression in university students. They found that some schemas were moderated by gender. In the same study it was also highlighted that significant results in association of dependence and anxiety was only found for men; on the other hand the perceived instability of significant others and greater anxiety was showed significant results only for women.

Studies which examine gender difference between each early maladaptive schemas showed that men and women did indeed differ on a number of early maladaptive schemas, that the presence of early maladaptive schemas was high, and that there are particular schemas that female scores higher than males. In study of Shorey, Anderson and Stuart (2012), it was presented that women scored significantly higher than men on 14 of the 18 schemas. These 14 schemas included emotional deprivation, abandonment, mistrust/abuse, social isolation, defectiveness, failure, dependence, vulnerability, enmeshment, insufficient self-control, subjugation, self-sacrifice, approval seeking, and negativity/pessimism. Moreover in the same study it was emphasised that men did not score significantly higher than women on any of the early maladaptive schemas. In another study about gender difference, it was found that females were significantly higher on schemas of self-sacrifice, enmeshment, failure, abandonment, and defectiveness (Wellburn et al.,2002).

In the study of Muris (2006) which assessed the relationship between EMSs and the perceptions of parental rearing behaviors, big five personality factors and psychopathological symptoms in a sample of 173 non-clinical adolescents aged between 12 and 15. Researcher found significant difference in EMS scores between male and female group, however in the follow up study only social isolation schema was showed significantly higher score for males compared to females. The two studies given a high quality rating can be shown as another evidence of gender difference in EMS, which are undertaken by Calvete and Orue (Calvete, 2008; Calvete & Orue, 2012) exclusively measured the EMS Entitlement/Grandiosity and Mistrust abuse in community samples. In the 6 months longitudinal study of Calvete (2008), which examines the the role of grandiosity and justification of violence cognitive schemas as predictors of adolescents' antisocial behavior with 974 Spanish adolescents (457 girls and 517 boys), it was found that male students have higher Entitlement / Grandiosity schema scores compared to females. In the study of Calvete and Orue 2012, similar findings was found, higher Entitlement/Grandiosity schema scores were present in community males compared to females.

In another gender difference study that examined whether men and women differed in their early maladaptive schemas, it was reported that women scored significantly higher than men on 14 of the 18 early maladaptive schemas assessed. Moreover, in the same study it was informed that both women and men endorsed having a number of early maladaptive schemas. They also found that for women, the four schemas rated most often as high/very high were self-sacrifice, unrelenting standards, insufficient self-control, and punitiveness. Thus researchers concluded that men and women identify with similar early maladaptive schemas, although women are more likely to rate insufficient self-control and self-sacrifice as problems than men. Similar findings can be seen in the study of Gongora, Grinhauz and Hernandez (2009) which compared EMS in eating disorders by gender with sample of 553 individual whose age ranged between 13 and 18. They found that females (age ranged 16-18) has more early maladaptive schemas than males (age ranged 13-15).

In the schema literature, early maladaptive schemas were seen as core of many psychological problems. A review of EMS literature has proven that studies conducted in this field did not assess or control the role of gender, which can be seen as a cause of concern. Therefore, this study aimed to determine the influence of gender on each early maladaptive schemas. To date, attention has been paid to the gender difference in early maladaptive schemas, however there is quite few study which examines gender difference for each early maladaptive schemas separately, especially for Turkish population. Hence, this study is a revision for gender difference in early maladaptive schemas and it is aimed to enhance schema literature and to add knowledge about the direct relationship between gender and each early maladaptive schemas with the current study.

2. METHOD

2.1 Overall Model

In the study, causal-comparative research design will be utilized to examine the role of gender on early maladaptive schema for all sub-schemas. In sampling procedure, the purposive sampling method will be used in order to gather data from Ufuk University students. The selection criteria for being participant were determined in two standards. First criteria were to be grown in Turkey, having Turkish parents who also grown up in Turkey. Second criteria was never received any psychological help until now. In data analysis one-way ANOVA was used as it allows to determine the influence of independent variable (gender) on the dependent variables (early maladaptive schemas; emotional maladaptive schemas as follows; emotional deprivation, failure, pessimism, social isolation, emotional inhibition, approval seeking, enmeshment/dependency, entitlement/insufficient self-control, self-sacrifice, abandonment, puntiveness, defectiveness, vulnerability to harm and unrelenting standards.). Before conducting the one-way ANOVA analysis, sufficient assumptions checks was done.

2.2Participants

The participant of the study is composed of 247 Ufuk University undergraduate students. Because the study sapling procedure, to apply purposive sampling method, all participants was expected to answer two question which were; ‘‘have you ever received psychological help’’ and ‘‘did you grow up in Turkey and are your parents Turkish’’ according to these two question participants were selected. To participate to the study, students was expected to have grown up in Turkey and raised by Turkish parents. Moreover, student who are eligible for the current study are expected not to have received any psychological help before. After selection procedure of the current study sample, participant was composed of 131 female and 116 male studenst whose age range from 18 to 25.

2.3 Instruments

Socio-demographic Information Form: The form will include demographic questions about age and gender.

Young Schema Questionnaire-Sort Version Three (YSQ-S3): The long form of Young Schema Questionnaire version three was developed by Young (2005) which includes a 232-inventory questions that intend to measure the 18 schemas. Questions range from life experiences, such as, “Most of the time, I haven’t had someone to nurture me, share him/herself with me, or care deeply about everything that happens to me,” to present actions for particular situations, such as, “Often I allow myself to carry through on impulses and express emotions that get me into trouble or hurt other people,” (Young, 2005). The short form of the Young Schema Questionnaire, third

edition was also developed by Young (2006) and called the YSQ-S3. The 90-item scale, short form of the original scale, measures 18 early maladaptive schemas (EMS) which are abandonment, mistrust/abuse, emotional deprivation, dependency, vulnerability to harm, enmeshment, defectiveness/shame, social undesirability, failure, subjugation, emotional inhibition, self-scarifies, unrelenting standards, entitlement, insufficient self control, social isolation, approval seeking and negativity/pessimism. The 90-item YSQ is 6-point Likert type scale (from 1 = never or almost never, to 6 = all of the time).Higher subscale scores are indicate more dysfunctional schemas. The validity and reliability studies of shot form was done both with clinical and non-clinical population. Internal consistency coefficients of the Young schema questionnaire indicated range between .83 and .96 and the test-retest reliability ranged from .50 to .82 (Schmidt et al., 1995). Total scores on the YSQ-S3 can range from 0 to 540. Item mean scores are calculated for each of the 18 domains with higher scores indicating a more dysfunctional level of that schema domain (Oei & Baranoff, 2007). Total scores on each of the 18 subscales can range from 0 to 30. The YSQ-S3 has internal consistency reported at .92 (Oei & Baranoff, 2007). With regard to the validity of the YSQ-S3, Oei and Baranoff (2007) found that there was a positive correlation between the YSQ-LF and the Beck Depression Inventory (r = .59), indicating good predictive ability.

In the present study, the Turkish version of 75-item short form of the original YSQ has been used to measure 14 maladaptive schemas. The Turkish adaptation of the YSQ-SF was made by Karaosmanoğlu, Soygüt, Tuncer, Derinöz, and Yeroham (2005). According to this study which was carried out with psychiatric patients, the internal consistency coefficients for the EMSs were found to be 0.78 for emotional deprivation, 0.80 for failure, 0.79 for pessimism, 0.78 for social isolation/mistrust, 0.72 for emotional inhibition, 0.74 for approval-seeking, 0.80 for enmeshment-dependence, 0.72 for entitlement/insufficient self-control, 0.74 for self-sacrifice, 0.73 for abandonment, 0.71 for punitiveness, 0.68 for defectiveness, 0.63 for vulnerability to harm, 0.70 for unrelenting standards, 0.81 for impaired autonomy, 0.76 for disconnection, 0.53 for other-directedness and no internal consistency for impaired limits. The test-retest reliability was found as be 0.71 for emotional deprivation, 0.70 for failure, 0.77 for pessimism, 0.77 for social isolation/mistrust, 0.78 for emotional inhibition, 0.72 for approval-seeking, 0.76 for enmeshment-dependence, 0.66 for entitlement/insufficient self-control, 0.82 for self-sacrifice, 0.72 for abandonment, 0.67 for punitiveness, 0.75 for defectiveness, 0.68 for vulnerability to harm, 0.82 for impaired autonomy, 0.83 for disconnection, 0.76 for unrelenting standards, 0.78 for other-directedness and 0.66 for for impaired limits. In the same study of Karaosman et al., (2005) concurrent validity of scale also computed. Correlations between the YSQ-SF3 subscales/domains and SCL-90-R were explored on in order to determine the concurrent validity. The findings indicated that the correlations between YSQ-SF3 subscales and the SCL-90-R depression subscale varied between $r = 0.34$ and $r = 0.64$ ($p < 0.01$). While significant correlations ($r= 0.13$-0.52 interval, $p < 0.01$) between the SCL-90-R anxiety subscale

and YSQ-SF3 subscales was also observed, the correlation of the subscales with interpersonal sensitivity varied between r= 0.15 and r = 0.58 ($p < 0.01$). The factorial structure of the Turkish form revealed 18 factors of which 14 were in an interpretable range. Accordingly, the factors were given as follows: Emotional deprivation, failure, pessimism, social isolation/mistrust, emotional inhibition, approval seeking, enmeshment /dependence, entitlement/insufficient self-control, self-sacrifice, abandonment, punitiveness, defectiveness, vulnerability to harm, and unrelenting standards. Therefore, in brief, the higher the score, the higher the presence and strength of each EMS. Scores for each individual EMS range from 5–30 and overall scores range from 75–450. Individual scores on the subscales of the YSQ also can be combined and averaged to create an overall average YSQ score ranging from 1–6.

2.4 Procedure

The collected data from 247 participants was analyzed in order to examine gender difference in early maladaptive schemas. In this study age was controlled in order to prevent impact of maturation. In order to answer the research question it is planned to conduct one-way ANOVA analysis because of having one dependent, one independent variables and one covariate (Tabachnick and Fidell, 2007). In analyzing the data, IBM SPSS package program, version 20 was utilized (IBM Corp, 2011).

3. Results

As mentioned above one-way ANOVA conducted in order to see whether there is significant difference between male and female students for each early maladaptive schema. Before interpreting the results the assumptions for one-way ANOVA were checked. It was assumed that the observations are statistically independent and the data is randomly sampled. Visual check of scatter plots to assess violations of linearity assumption and assumption was satisfied, the assumption of the homogeneity of regressions slopes is also satisfied.

Description of sample characteristics; the number of the participants is *N*=247 which is composed of 131 male and 116 female university student. Descriptive statistics for male students are as follows; emotional deprivation (M=7.13, SD=3.17), failure (M=12.22, SD=5.17), pessimism (M=12.34, SD=6.00), social isolation (M=15.51, SD=6.47), emotional inhibition (M=11.95, SD=5.77), approval seeking (M=21.27, SD=5.92), enmeshment/ dependency (M=16.05, SD=7.24), entitlement / insufficient self-control (M=24.84, SD=6.48), self-sacrifice (M=13.37, SD=3.98), abandonment (M=8.69, SD=3.73), puntiveness (M=21.24, SD=5.91), defectiveness (M=10.01, SD=4.53), vulnerability to harm (M=11.01, SD=4.38) and unrelenting standards (M=9.50, SD=3.95). Descriptive statistics for female students are as follow; emotional deprivation (M=9.16, SD=5.04), failure (M=11.79 , SD=5.47), pessimism (M=11.86, SD=5.73), social isolation (M=17.61, SD=7.38), emotional inhibition (M=12.78, SD=5.69), approval seeking (M=20.53, SD=6.29), enmeshment / dependency

(M=16.71, SD=7.19), entitlement / insufficient self-control (M=24.76, SD=6.21), self-sacrifice (M=13.45, SD=4.22), abandonment (M=8.94, SD=3.66), puntiveness (M=21.38, SD=5.57), defectiveness (M=11.41, SD=5.17), vulnerability to harm (M=10.91, SD=4.85) and unrelenting standards (M=9.93, SD=4.19). The sarpest differecnce between male and female students are seen in emotional deprivation, social isolation and defectiveness schemas. Descriptive statistics were presented in table 1. In the light of the descriptive analysis that is summarized in Table 1, it can be said that male students has more schemas than female students.

Table 1: Descriptive Statistics for Gender and 14 Early Maladaptive Schemas

Early Maladaptive Schemas	Gender	*N*	*M*	*SD*
Emotional deprivation	male	131	7.13	3.17
	female	116	9.16	5.04
Failure	male	131	12.22	5.71
	female	116	11.79	5.47
Pessimism	male	131	12.34	6.00
	female	116	11.86	5.73
Social isolation	male	131	15.51	6.47
	female	116	17.61	7.38
Emotional inhibition	male	131	11.95	5.77
	female	116	12.78	5.69
Approval seeking	male	131	21.27	5.92
	female	116	20.53	6.29
Enmeshment/	male	131	16.05	7.24
Dependency	female	116	16.71	7.19
Entitlement/	male	131	24.84	6.48
Insufficient self control	female	116	24.76	6.21

Self-sacrifices	male	131	13.37	3.98
	female	116	13.45	4.22
Abandonment	male	131	8.69	3.73
	female	116	8.94	3.66
Puntiveness	male	131	21.24	5.91
	female	116	21.38	5.57
Defectiveness	male	131	10.01	4.53
	female	116	11.41	5.17
Vulnerability to harm	male	131	11.01	4.38
	female	116	10.91	4.85
Unrelenting standards	male	131	9.50	3.95
	female	116	9.93	4.19

Fourteen separate one-way analysis of variance (one-way ANOVA) was conducted for this study. The independent variable was gender. The dependent variables were emotional maladaptive schemas as follows; emotional deprivation, failure, pessimism, social isolation, emotional inhibition, approval seeking, enmeshment/dependency, entitlement/insufficient self-control, self-sacrifice, abandonment, puntiveness, defectiveness, vulnerability to harm and unrelenting standards. The one-way ANOVA result was found significant for emotional depreviation schemas F (1, 246) = 14.78, $p < .05$; social isolation schemas F (1, 246) = 5.68, $p < .05$; and defectiveness schema F (1, 246) = 5.19, $p < .05$. (See Table 2). When the mean scores was calculated it was presented that in all of the three schemas female students was scored higher than male students; male students were scored lower in emotional deprivation for (M=7.13), social isolation (M=15.51), and defectiveness (M=10.01) than female students emotional deprivation (M=9.16), social isolation (M=17.61) and defectiveness (M=11.41) schemas (See Table 1).

Table2. One-Way ANOVA Result for Gender and Early Maladaptive Schemas

		df	*SS*	*MS*	*F*	*p*
emotional deprivation	Between Groups	1	254.53	254.53	14.78	.00
	Within Groups	245	4220.68	17.23		
failure	Between Groups	1	11.28	11.28	.36	.55
	Within Groups	245	7675.62	31.33		
pessimism	Between Groups	1	13.81	13.81	.40	.53
	Within Groups	245	8467.01	34.56		
social isolation	Between Groups	1	271.47	271.47	5.68	.02
	Within Groups	245	11714.28	47.81		
emotional inhibition	Between Groups	1	42.41	42.41	1.29	.26
	Within Groups	245	8055.34	32.88		
approval seeking	Between Groups	1	33.03	33.03	.89	.35
	Within Groups	245	9112.51	37.19		
enmeshment/ dependency	Between Groups	1	26.89	26.89	.52	.47
	Within Groups	245	12747.76	52.03		
entitlement/ insufficient self control	Between Groups	1	.40	.40	.01	.92
	Within Groups	245	9896.88	40.40		
self-sacrifice	Between Groups	1	.41	.41	.03	.88
	Within Groups	245	4101.10	16.74		
abandonment	Between Groups	1	3.69	3.69	.27	.60
	Within Groups	245	3348.36	13.67		
puntiveness	Between Groups	1	1.25	1.25	.04	.85

	Within Groups	245	8102.97	33.07		
defectiveness	Between Groups	1	121.65	121.65	5.19	.02
	Within Groups	245	5745.13	23.45		
vulnerability to harm	Between Groups	1	.65	.65	.03	.86
	Within Groups	245	5200.95	21.23		
unrelenting standards	Between Groups	1	11.23	11.23	.68	.41
	Within Groups	245	4052.20	16.54		

4. DISCUSSION AND RECOMMENDATION

4.1 Discussion

The research question of the present study was whether gender differences is an effective component of early maladaptive schemas. Significant difference was found between male and female students with regard three of the schemas which are emotional deprivation

social isolation and defectiveness. Furthermore, in total scored of each maladaptive schema female students get high scores than male students. Thus it can be concluded male and female students did differ on a number of early maladaptive schemas, that the presence of early maladaptive schemas was high for female students, and that there are particular schemas that may be highly relevant to female students. This difference indicates that female students have more early maladaptive schemas than male students. This finding is in line with previous studies which found that gender is an effective component for early maladaptive schemas (Brenning et. al., 2012; Shainheir& Wright, 2012). Moreover, in other studies is was affirmed that females have more early maladaptive schemas than males (Shorey, Anderson & Stuart, 2012; Shainheir& Wright, 2012).

The results showed that gender difference is effective for three early maladaptive schemas which are emotional depreviation , social isolation schemas and defectiveness schema. In three of the schemas male students have higher mean than female students. For emotional deprivation schema male students mean is 7.13, for female students its 9.16. For social isolation schema mean for male students is 15.51, for female students its 17.61 and for defectiveness schemas male students have mean of 10.01, while female students have 11.41 mean score. Thus it can be concluded that female students have significantly more early maladaptive schemas than male students. Becker and colleagues concluded in their study (2006) that females are more emotionally vulnerable

and express more types of negative emotions. The results of current study agree with Becker's study regarding the higher mean scores for female group in emotional deprivation and defectiveness subscales.

The difference in the early maladaptive schemas in terms of gender was attributed to the reflection of gender role differences (Brenning et. al., 2012; Shorey, Anderson & Stuart, 2012; Shainheir& Wright, 2012). Prinstein and Aikins (2004) claims that stereotypes about men emphasize traits of autonomy and efficacy, whereas stereotypes about women stress on social relations. Abele &Wojciszke (2007) emphasized that male role promote self-interest, self-assertion, and self-protection and place less emphasis on relationships with others while female role foster community and other-interest, with less of a focus on agency and self-development. Thus, it can be concluded that gender role which society attribute to male and female and also child rearing practices of the culture is one of the reason that responsible for the difference in number of maladaptive schemas. In addition, research has shown that women are often more likely to experience traumatic childhood experiences than men, such as childhood sexual abuse (Bolen & Scannapieco, 1999), and traumatic childhood experiences are theorized to be partially responsible for the development of early maladaptive schemas (Young et al., 2003). Thus, research is needed to determine the etiological factors that may be responsible for gender differences in early maladaptive schemas during adulthood.

4.2 Recommendation

This study was carried out with Ufuk University students; therefore, future studies can be conducted with different settings and age groups. Moreover, for comprehensive study two or more culture can be compared in terms of early maladaptive schemas to find out cultural difference in child rearing practices. Last but not least, Ufuk University is a private university in which students have parents with high socio-economical status, thus this study can be replicated with different socio-economic levels. The cross-sectional design precludes the determination of causality among variables, and thus, longitudinal designs are needed.

5. IMPLEMENTATIONS AND LIMITATIONS

5.1 Limitations

Several limitations of the current study should be noted. First, the sample was comprised of Ufuk university students which have fairly homogeneous backgrounds. Thus, the findings may not generalize to community or clinical samples. Moreover, the age range is very limited in undergraduate students; it ranges from 18 to 24, study can be done with wide range of age. Beside from internal validity threats causal comparative design brings limitation to study, because there will be no attempt to manipulate any of the independent variables, findings of the study could not definitely

be attributed to the independent variables in this study. Thus, further analyses that allow manipulation might be done.

5.2 Implementations

Despite these limitations, the study did promote greater understanding for gender difference in early maladaptive schemas which emotionally abusive and neglectful childhood experiences might impact adult functioning.

Investigating the relationship between various factors and early maladaptive schemas may allow researchers to develop better child rearing practices to prevent the formation of maladaptive schemas.

Furthermore, these maladaptive cognitive schemas link experienced life-stress to depression. As such, the study pointed to one an important factor that might at least partly explain gender differences in adolescent depression.

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