

The Relationship between Young's Maladaptive Schemas and Prejudice among the Students

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ABSTRACT: The purpose of this study was to investigate the relationship between Young's maladaptive schemas and prejudice among students. The research method is descriptive based on a correlation type. The statistical population of this study contains all students of Golestan University of Science and Research and Gorgan University of Natural Resources in 2014-2015, including 350 subjects. Using the Cochran formula, 350 people were selected as sample. Simple random sampling was used for choosing the method. Young's maladaptive schema questionnaire and prejudice questionnaire were used to collect data. Multivariate regression was used to analyze the data. Findings showed that the relationship between the components of early schemas and prejudice was significant. The predictor variable regression coefficients show that the components of the early schemas can somewhat predict significantly the prejudice variance.

Keywords: Excitements, Judgment, Experience

INTRODUCTION

Man has strived to express his states, emotions, excitements and inner feelings through different words and expressions from a long time ago. People who are affected by their schemas interpret new information in a way that suggests that these distortions originate from their schemas. Instead of introducing new information in a way that they do not confirm their schemas and distortions, they ignore new evidence, and as a result, their schemas remain intact. Young et al (2003) argue that the schemas arise due to the lack of basic emotional needs of childhood, and they act as proofs or confirmation of childhood experiences. For this reason, negative schemas lead to symptoms such as anxiety or depression in people with problematic childhood experiences. In contrast to the early maladaptive schemas that impose a negative view of life events, the optimistic view causes positive emotions and improves the quality of coping with stress in a person. Young et al (2003) have stated that those with positive schemas are less likely to develop illness because they experience more positive emotions and when faced with problems, they have the best ability to deal with pressures. For two decades, the term schemas and therapeutic schema has been in psychology. Schemas arise in response to biological and environmental backgrounds. Schemas are created in response to the early relationship between the child and the family members. Young (1999) referred to the concept of early maladaptive schemas in childhood for the first time. The content of these schemas relates to the person's identity relationships with others, which are created and developed during childhood and are linked and woven

throughout the life of a person in a vast and complex way. The early maladaptive schemas are a collection of the early ineffective experiences with others in the immediate environment of the child.

Prejudice, terms of prejudice, discrimination, and even format impressions are sometimes used in daily conversations and in the media in the same sense, but in fact each one refers to a specific concept. Thus, the texts of social psychology are examined distinctly. Social psychology has provided several definitions for prejudice, which we refer to several examples: "prejudice is liking or disliking people due to their membership in a social group that usually refers to a more negative bias" (Mohseni et al., 2005). Prejudice is a special attitude towards the members of social groups that are created merely for their membership in those groups and it is usually negative. Prejudice is early judgment, a special thought or feeling about an issue that usually comes before collecting and reviewing the necessary information and based on inadequate or even imaginary evidence. Prejudice is a general concept, but in social psychology texts, in most cases, only negative prejudices are investigated in relation to the members of social groups, and less is referred to other cases of prejudice, while prejudice may be for individuals, objects, and even places. In addition, prejudice may be positive. Prejudice is often viewed as an attitude towards the social group and its characteristics. Attitudes act as a mental plan. Mental plans are cognitive frameworks that organize the interpretation and recall of information. For this reason, individuals who have a prejudice for some groups tend to process information about these groups in a different way. They pay more attention to coordinate their views and remember them carefully. One of the other characteristics of attitude, feelings and emotions relates to the subject of attitude. People with a prejudice have usually negative emotions and feelings towards the members of the social group. Therefore, the purpose of the study was to investigate the relationship between Young's maladaptive schemas and prejudice among the students.

METHODOLOGY

The research method is descriptive based on a correlation type. The statistical population of this study contains all male and female students of Golestan University of Science and Research and Gorgan University of Natural Resources in 2014, including 350 subjects. Using the Cochran formula, 350 people were randomly selected as sample. In the implementation stage, the way of responding to the tests was described for the participants in detail after providing a preliminary description of the measurement tool and the purpose of the test. Regarding ethical considerations, they were assured that the information received be used only in this research and that any abuse be reserved after obtaining consent from individuals and providing necessary information. The following questionnaires were used to measure the variables of the research.

Young's maladaptive schema questionnaire

Early maladaptive schema questionnaire (short form) is a 75-item questionnaire developed by Young (1999) for evaluating fifteen early maladaptive schemas. The fifteen schemas are as follows: 1. Emotional deprivation, 2. Exclusion / Abandonment, 3. Distrust / Abuse, 4. Social isolation, 5. Deficiency / Shame, 6. Failure, 7. Dependence / Insufficiency, 8. Vulnerability towards harm or disease, 9. Preoccupation / Trapping, 10. Obedience, 11. Altruism, 12. Emotional deterrence, 13. Irregular criteria, 14. Destitution, and 15. Insolvency and inadequate self-discipline. Each item is graded by six options (from one: completely wrong with me; to six: it completely describes me). A high score in a certain subscale indicates more likely a non-conforming schema for that individual.

Ghazizadeh and Abbasian (2009) investigated a simultaneous validity of the questionnaire and the schema by studying the relationship between the schema test and the irrational belief test, which the correlation was 0.36 and it was significant.

Prejudice questionnaire: it includes researcher made questionnaire. Face validity of the questionnaire has been approved by the supervisor. The retest reliability of this questionnaire is $\alpha = 0.69$. The method of scoring in prejudice questionnaire is a five-point Likert scale. To get the score of each sub-scale, add all the terms together. The questions are direct and do not have a reverse question. The highest score is 40 and the lowest is zero, which means that the higher the score, the more the prejudice. Regression was used to analyze the data.

RESULTS

Regression was used to investigate the relationship between maladaptive schemas and prejudice.

Table 1. The characteristics of the regression test to predict prejudice based on early schemas.

Model	SS	df	MS	F	sig
Regression	2279.74	15	151.98	4.21	0.00
Remaining	11471.06	318	36.7		
Total	13750.8	333			

$R^2 = 0.16$

Table 2. Effect coefficients of the components of schemas in the regression equation.

Components	B	SEB	β	t	sig
Emotional deprivation	0.12	0.35	0.022	0.34	0.72
Exclusion / Abandonment	0.37	0.29	0.077	1.29	0.19
Distrust / Abuse	10.24	0.44	0.22	2.81	0.005
Social isolation	-0.38	0.45	-0.065	-0.84	0.39
Deficiency / Shame	-0.16	0.52	-0.025	-0.31	0.75
Failure	-0.058	0.48	-0.010	-0.12	0.90
Vulnerability	0.21	0.40	0.040	0.51	0.60
Preoccupation / Trapping	-0.39	0.41	-0.69	-0.95	0.34
Obedience	0.35	0.44	0.063	0.81	0.41
Altruism	0.000	0.29	0.000	-0.001	0.99
Emotional deterrence	-0.05	0.35	-0.01	-0.14	0.88
Irregular criteria	-0.22	0.33	-0.04	-0.66	0.50
Destitution	10.27	0.35	0.23	3.53	0.000
Insolvency and inadequate self-discipline	0.21	0.38	-0.03	0.5	0.57
Dependence / Insufficiency	0.27	0.5	0.04	0.55	0.57

In order to answer the relationship between the components of the early schemas and prejudice in the above tables, the results of variance analysis and regression statistical characteristics show that the observed F (2.38) is significant (P = 0.00) and 0.34 variance related to the prejudice are explained by the components of the early schemas ($R^2 = 0.34$). The predictor variable regression coefficients show that the components of the early schemas can partially determine significantly the variance of the prejudice. According to t statistic, the coefficient of influence of distress / abuse components (t = 2.81, p ≤ 0.005) and destitution (t = 3.53, p ≤ 0.00) rationally shows that these variables are included in the equation and they can predict the changes in the prejudice with confidence 0.95. Other components of the early schemas were not included in the regression equation (Table 2).

CONCLUSION

The purpose of the study was to investigate the relationship between Young's maladaptive schemas and prejudice among the students. The findings showed that the relationship between the components of the early schemas and prejudice was significant. The predictor variable regression coefficients show that the components of the early schemas can somewhat predict significantly the prejudice variance. The results of this study are consistent

with the results of Ibrahim et al (2012), Koulaei et al (2014). On explaining these findings, it can be said that those who get high scores in a pride destitution schema believe that they have a special privilege to others and understand more than others; therefore, they have a strong prejudice towards others and social groups with their speech humiliations. On the one hand, these prejudices in these people require justifying their behavior and avoiding being blamed, so that they strive to humiliate others by proving their pride and justify their behavior and convince themselves that they belong to a valued group. Also, these people are unpredictable due to distrust and instability, and for this reason, they are unable to receive affection and communication with others. Thus they strive to achieve social support by members of the group through prejudice of acts of other people and bad deeds. Considering the role of maladaptive schemas in decision making and judgment of individuals, it is suggested to be taught to students as one of the principles of mental health by psychologists and university specialists.

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