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THE MODERATING ROLE OF GENDER IN RELATIONSHIP BETWEEN EARLY MALADAPTIVE SCHEMAS AND SUBJECTIVE WELL-BEING

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ABSTRACT
The aim ofcurrent research was to investigate the moderating role of gender in relationship between early maladaptive schemas and psychological well-being. 467students of Azad University of Qazvin (268 male) were selectedthrough the multistage cluster sampling method, and responded to early maladaptive schemas questionnaires (Young, 1993), and psychological wellbeing questionnaire (Keyes et al, 2002). The results showed that, maladaptive schemas were respectively 13 and 14.9 percent of the variance in positive affect, 20.5, 18% in satisfaction of life were and 18.6, 36.5% explained negative emotion. Maladaptive schemas had a significant contribution to the field of cuts and rejection. The results of the comparison of gender were significant in the relationship between maladaptive schemas and negative affection in women was almost twice that of men. The results showed that there was a significant negative relationship between the maladaptive schemas, positive and negative affection and life satisfaction.

KEYWORDS: Gender, Early maladaptive Schemas, subjective well-being

INTRODUCTION

Subjective well-being the scientific term for how to assess a person's life. According to this, researchers are trying to examine and investigate the assessment of people's lives on a global judgment of life based on emotional feelings about what is happening to them (Diener, 2000). In other words, subjective well-being is a sense of hierarchy that consists of two components: cognitive and emotional, life satisfaction components: cognitive aspects and components of positive affect and the absence of negative emotions: it is the emotional aspect (Roysamb, 2006). In general, good emotional health is defined as positive effect on the presence or absence of negative emotions (like sadness, feeling of being guilt, fear, etc.) (Vitterso, 2001). The emotional component as the meaning of enjoyment is (the balance between pleasant and unpleasant emotions) (Watson and Clark, 1948; quoting from Lamers *et al*., 2012). While components of cognitive life satisfaction are the individual assessment of the various aspects of your life, it is described as a reflection of the balance between personal aspirations and the current situation (Nasseri and Jookar, 2009; quoting from Hosseini *et al*., 2012). An important feature of mental health that healthy people should actually have it is a sense of well-being or satisfaction and happiness (karaminoori *et al*., 2002). Over the years, the importance and benefits of happiness has been around a lot of researches. According to Eid and Larsen (2008), happiness is not the only purpose of life but it is used to facilitate the means to achieve other goals and outcomes desired behavior. Happy people see the world a safer place, having a sense of cooperation and helping others and processing information in ways that lead to greater happiness (Cohen and Herbert, 1996; quoting from Egan *et al.*, 2014).

Durayappah (2011) based on the results of studies in subjective well-being; subjective well-being predictors are divided into two categories: internal and external factors that led to the emergence of the two approaches. Up approach - lower (inner traits - processes) and low approach - Top (outer - position) and the approach down – up is considered happiness due to demographic and situation factors. Andrews and Withey (1976; quoting from Durayappah, 2011), the study showed that demographic factors (age, gender, income, education, race, marital status) are explained small amount of variance by the subjective well-being. While research in the field of high - low indicates that the temperament and personality factors can explain subjective well-being. Temperament reflects the understanding and assessment of the individual's emotional state (Prof and Ozmete, 2011).

Child emotional mood in painful childhood events leads to the formation of the schemas. Early maladaptive schemas, as a cognitive phenomenon, are considered one of the most important variables to account for subjective well-being in recent years by researchers (Kachadourian et al., 2004). Perhaps one of the main reasons for the attention of the schema is that schemes are formed early in life, and influence person all along his life (Young et al., 1999; quoting

fromThimm, 2011). In other words, schemas are like persistent features, enduring beliefs that people have about themselves, others and the environment and they originate from not satisfying basic needs, especially the emotional needs of a child (Rennre et al., 2012; Zhang and He, 2010, Petrocelli*et al*., 2001) and as cognitive infrastructures lead to irrational beliefs (Thimm, 2010; Beck, 1976; quoting from Sava, 2009). These beliefs overshadowed the attitudes, interpretations, perceptions and feelings (Thimm, 2010; Beck, 1976; Alis, 1994; quoting from Sava, 2009, and Maltby and Day, 2004) and particularly reduce the level of well-being (social welfare) (Anmuth, 2011, Halvorson *et al*., 2009).

Substantial evidences have been supported the role of negative affection and low positive affection as the reason for depression and anxiety (Brown et al., 1998; Watson and Clark, 1995; quoting from Burns et al., 2011). Frederickson (2002), believes that negative emotions such as anxiety or anger is the reason that the mind produce only limited immune response to the issues that cause negative emotions, while positive emotion is the reason that the mind is opened for stimulus and this issue, in turn, create opportunities for greater attention to the environment and thus increases creativity and will lead to happiness. Many studies have emphasized on the importance of the demographic variables on the role of gender in order to explain the difference in stress experienced (Matud, 2004). Also, studies have shown that gender differences in students′ perception have an effect on stress and their reactions to stress-causing factors. Some researchers have shown that women in comparison to men report more about stress-causing experiences (McDonough and Walters, 2001). According to other researchers, women compared with men evaluated threatening events with more stress and are more susceptible to stress the "role function" (Petask, Smith and Zanas, 1992, quoting from Matud, 2004). On the other hand, the results of Anasori′ researches (2008) and Danesh (2011) showed that there is not a meaningful difference between happiness and the overall level of physical and mental health and its components based on gender and age in male and female students. Also, theresults of a study bySahraei *et al*′ (2011) showed that there is a negative correlation between life satisfaction and early maladaptive schemas. In addition, the results indicate that there is a significant difference between early maladaptive schemas (mistrust / abuse, failure, vulnerability to harm or illness, uncompromising standards / blame extremist) in both groups of girls and boys.

According to the mentioned evidences, this study is examined to moderate role of gender in the relationship between early maladaptive schemas and subjective well-being. Therefore, the following research questions: Is gender as a moderator in the relationship between early maladaptive schemas and subjective well-being? Is the relationship between early maladaptive schemas and subjective well-being significant? What percentage of variance early maladaptive schemas has explained by the subjective well-being?

MATERIALS AND METHODS

The research method is descriptive- correlation and the statistical society were all bachelor (BA) university students of Azad university of Qazvin. The sample size includes 467 people (268 males and 199 females) who were selected through the multistage cluster sampling method.
The average age of the girls in this study was 21.93 with the standard deviation of 2/59 and the average age of the boys was 22.39 with a standard deviation of 3.11.

Tools

A) Early Maladaptive Schema Questionnaire

This questionnaire was created by Young (1993). The short form of this questionnaire has 75 items. This Inventory is self-reported type that is based on the model of Young et al. (2003) schemes are measured in five areas, includes: 1- the scope of cuts and rejection (emotional deprivation, abandonment / instability, mistrust / abuse, social isolation, defectiveness / shame) 2- The field of self-regulation and dysfunction (dependence / incompetence, failure, vulnerability to harm or illness, self-not developed/ involved) 3-The area of disturbed limitations (insufficient self-discipline, eligibility / large Secretary) 4-The area of other-oriented (self-sacrifice, obedience, accepting money / attention) 5-Vigilant (negativity / pessimism, emotional inhibition, unrelenting standards / blame extreme, punishment). Cronbach's alpha reliability of the questionnaire in Rafeey and colleagues (2011) was .96 and was .80 for all subscales .Reliability of this questionnaire in present study based on Cronbach's alpha coefficient was .94.

B) Subjective Well-being Questionnaire

This questionnaire was provided by Keyes et al (2002), and, the obtained scores point to the subjective well-being in positive affection scale, negative affection scale, and general life satisfaction (Keyes et al., 2002). The component of

general life satisfaction by a single-item scale, and positive and negative components are assessed by help of the 6 positive and negative items, respectively. In the questionnaire, participants should rate their satisfaction with life in general on a scale of 10 degrees from zero (worst possible) to 10 (best possible). In the positive affection scale, participants must use 6 markers such as "Cheerful "," In good spirits "and so on, and indicate their status on a scale of 5 degrees from never (1) to full-time (5). In the negative affection scale, participants in the past 30 days must use 6 markers such as "I was so sad that nothing could bring me well," "nervous," "restless or fidgety" and so on, and indicate their status on a scale of 5 degree from never (1) to full-time (5). Negative affection items are scored reversely. Thus, higher positive scores on this scale indicate less negative emotional experience, and in the positive affection items, higher scores indicate more positive emotional experience. To make each scale, scores are added together. Shokri et al (2007) reported the validity of positive affection, and the absence of negative affection of the scale using Cronbach's alpha coefficient 0.81 and 0.83, respectively.

RESULTS

The sample consisted of 467 students (268 males= 57.4% and 199 females= 42.6%) 432 of them were single = 92.7.5 percent (178 girls and 254 boys) and 35 of them were married = 7.5 percent (21 female and 14 male). 360 of them = 77.1 percent (147 girls and 213 boys) were enrolled in the technical fields and 107 of them = 22.9 percent (52 female and 55 male) were enrolled in the humanities. The average age of girls were 21.93, the average age of boys were 22.39. To compare the standardized regression coefficients in genders, the proposed method Paternoster and Bram (1998) and a Z score is calculated by the following formula:

$$Z = \frac{b_1 - b_2}{\sqrt{SEb_1{}^2 + SEb_2{}^2}}$$

Table1 - The matrix of correlations between variables according to both genders

	Boy			Girl		
	Positive affection	Negative affection	Satisfaction	Positive affection	Negative affection	Satisfaction
Disconnection and rejection	-.333	-.418	-.452	-.360	-.589	-.397
Impaired Autonomy and performance	-.253	-.303	-.303	-.265	-.383	.275
Other Directedness	-.134	-.240	-.274	-.151	-.307	-.241
Over vigilance	-0/198	-0/255	-0/231	-0/179	-.278	-.20
Impaired Limits	-.212	-.259	-.204	-.154	-0/257	-0/289

The results in Table 1 indicate that there is a significant negative relationship satisfaction between the two groups of boys and girls with dysfunctional schema separation and positive and negative affection.

Table 2- Forecasting positive affection according to maladaptive schemas in both genders

	Boy		Girl		
	R^2	β	R^2	β	Z
Disconnection and rejection	0/13	-.284	.149	-.397	-.68
Impaired Autonomy and performance		-.121		-.070	-.41
Other Directedness		.140		.174	-.26
Over vigilance		-.032		-.103	-.61
Impaired Limits		-.081		.025	-1.01

Table 2 shows that regression analysis results indicate that the two groups of boys and girls, dysfunctional schemas can affect respectively 13 and 14.9% of the variance. In both sexes scheme dysfunctional areas of cuts and rejection contributed significantly the variance in standards and other areas of significance in explaining the variance of positive affection (boys, P<.001, $F_{5 \text{ and } 262}$=7.84; girls , P<0.001 , $F_{5 \text{ and } 193}$=6.79). The results of the comparison showed that with regard to gender effect, there is no meaningful relationship between positive affection and maladaptive schemas.

Table 3- Forecasting negative affection according to maladaptive schemas in both genders

	Boy		Girl		
	R^2	β	R^2	β	Z
Disconnection and rejection	.186	-.342	.365	-.665	-2.94
Impaired Autonomy and performance		-.069		-.016	.71
Other Directedness		.035		.140	1.02
Over vigilance		-.032		-.119	-.92
Impaired Limits		-.087		.039	.51

Table 3 shows that the regression analysis results indicate that the two groups of boys and girls, dysfunctional schemas can thus explain 18.6and 36.5% of the variance of negative emotion. In both sexes scheme dysfunctional areas of cuts and rejection contributed significantly the variance in standards and other areas of significance in explaining the variance of negative affection (boys, P<.001, $F_{5 \text{ and } 262}$=11.56; girls , P<.001,$F_{5 \text{ and } 193}$=14.76). The comparison results showed that there is a meaningful relationship between negative affection and maladaptive schemas (P<.001).

Table 4- Forecasting satisfaction according to maladaptive schemas in both genders

	Boy		Girl		
	R^2	B	R^2	B	Z
Disconnection and rejection	0.205	-.423	.18	-.379	.73
Impaired Autonomy and performance		-.014		-.005	.15
Other Directedness		-.022		.048	.58
Over vigilance		-.006		.092	.86
Impaired Limits		-.011		-.183	-1.39

Table 5 shows that the results of regression analysis in both genders explain dysfunctional schemas can be respectively 20.5 and 18 percent of the variance in life satisfaction. In both sexes scheme dysfunctional areas of cuts and rejection contributed significantly to explain the variance in standards and other areas of significance in explaining the variance in satisfaction were (boys, P <.01,$F_{5\text{and } 362}$=13.52; girls, P <.01, $F_{5 \text{ and } 193}$=8.47). The results related to the comparison of gender effect showed that there is not a meaningful relationship between the effect of gender on the relationship between dysfunctional schemas and satisfaction.

DISCUSSION

This study was aimed to investigate the moderating role of gender in the relationship between early maladaptive schemas and subjective well-being. Accordingly, the analysis of the variables showed that there is a meaningful and negative relationship between early maladaptive schemas and subjective well-being in both girls and boys. This finding is in the same way of some other researches (Alipour and Taghiloo, 2015; dindelegan, 2014, Rennre *et al*, 2012; Burns *et al*, 2011). Simultaneous regression analysis results of this study showed that 14.9 percent of girls and 5 areas of early maladaptive schemas in the boys 13 percent of the variance components account for positive affect subjective well-being. Simultaneous regression analysis results of this study showed that variance components account for positive

affect subjective well-being. According to the results, there is not a significant relationship between the effect of gender on the relationship between dysfunctional schemas and positive affect. The findings of the survey (Danesh, 2011; Keshavarz *et al*., 2009; Anasori, 2008) showed a significant difference between happiness and the overall level of physical and mental health and its components based on gender and age, male and female students and these researches support this present study. Therefore, there is a negative relationship between 5 areas of early maladaptive schemas with positive affect subscale. Researchers have considered several factors in the negative relationship between subjective well-being (positive affect) and maladaptive schemes. One of the reasons that are considered by the researchers is their conceptual definitions. Positive affection means satisfaction, happiness and vitality (Keyes *et al*., 2002), while early maladaptive schemas is a term with negative emotions such as sadness and unpleasant, sadness, depression, anxiety and ... (Young et al., translated by Hamidpour & Anduz, 2013).

Data analysis showed that there is a meaningful relationship between early maladaptive schemas and components of negative affection of subjective well-being. This finding is consistent with these results (Dindelegan, 2014; Montazeri *et al*., 2013; Rennre *et al*., 2012; Burns *et al*., 2011; Wang et al., 2010; Shaw and Waller, 2000). Some researchers believe that people with negativism and pessimism schemas pay more attention to negative aspects of their lives (e.g., pain, death, loss, disappointment, etc.) and do not pay attention to the positive aspects of the matter, and so the species act as if it will be defeated in all areas of life. Therefore, early maladaptive schemas as cognitive infrastructure, leading to irrational beliefs that influence behavior are causing negative emotions (Dindelegan, 2014; Anmuth, 2011; Sava, 2009; Halvorson et al., 2009) The results also show that regression in both boys and girls, dysfunctional schemas can and 5.36, respectively, 18.6% of the variance explained negative emotion. Therefore, the effect of gender on the relationship between dysfunctional schemas is significant and negative. This also results (Dindelegan, 2014), according to show that women are more sensitive to negative emotion anxiety. Anxiety states by subjective feelings of tension, fear, mistrust and neuroticism is characterized by central nervous system arousal may be at certain intensity.
Results of regression analysis showed that the hypothesis simultaneously in both boys and girls, dysfunctional schemas can be explained respectively 20.5 and 18 percent of the variance component of life satisfaction (Subjective well-being). In other words, the effect of gender on the relationship between dysfunctional schemas and life satisfaction is not significant. On the other hand, there is a negative relationship between dysfunctional schemas and components of life satisfaction and these findings are aligned with results (Alipour and Taghiloo, 2015; Yoosofnejad and Peyvastegar, 2011; Prof and Ozmete, 2011; Sahraei *et al*., 2011). Since the life satisfaction is the cognitive component of subjective well-being, it can therefore act as a mediator and to assess the positive or negative aspects of life.Early maladaptive schemas are leading to a negative life assessment and the level of life satisfaction is going to be low while the high life satisfaction is connected with and mental health and good compatibility (Prof and Ozmete, 2011).

One of the results of this study should be considered high rejection and notch out schemas inefficient areas of study for boys and girls. Cuts and rejection area consists of schemas notch rejection and abandonment / instability, mistrust / abuse, emotional deprivation, defectiveness / shame and social isolation / alienation. According to Young (1990), people who have these schemes in this area cannot satisfactorily have secure attachment with others. Such people believe that their need will not be satisfied for stability, security, affection, love and devotion. The main families are usually unstable (abandonment / instability), abuse (mistrust / abuse), cold and unfeeling (emotional deprivation), dismissive (defects / Shame), or isolated (social isolation / alienation). Many people have had bad times and they tend to go from ill-considered and hasty manner to be in a self-damaging relationship and go to another relationship or they avoid having a close interpersonal relationship with others in their adulthood (Young et al., Translated by Hamidpour and Anduz, 2013). Perhaps according to gained results, a number of factors play a role in the formation of this scheme. Psychologists have stated that the parents′ function has a significant effect on the formation of thoughts, emotions and behavior of their children. The role of the family as the reason for the vulnerability of individuals studied (Harris and Kurten, 2002; quoted from Shahamat et al., 2010). Creeps and Zyromski (2009) in their research concluded that the type of parenting can be correlated with a wide range of behaviors on subjective well-being and psychological well-being.

Parenting styles are combinations of behaviors that occur in wide positions and create lasting parenting atmosphere (Berk, 2007; translated by SayedMohammadi, 2012). Bamind accept three characteristics in their studies and close relationships, control, and independence of the proposed three parenting styles to create a style of authoritarian, dictatorial style and the style of landscape. Authoritarian style is defined with admission, adaptive control and

independence to be appropriate. Dictatorial style is defined as acceptance and close down, the high concentration control, and low independence. Style landscape is defined with kindness and openness, low control and high independence at any age toward a child (Diaz, 2005; quoted fromShahamat, 2010). Several factors can be important to use the type of parenting style such as subcultures, culture, temperament, type of family (nuclear and extended single parent), the rapid expansion of competitive economy (Berk, 2007; Translated by SayedMohammadi, 2012) and marital adjustment mother, father and marital adjustment (Bahrami, Aslami, 2009). Accordingly, studies examined the relationship between parenting styles and early maladaptive schemas and it can be concluded that father's authoritarian style and power can be predicted by the domain schema which called rejected and cuts (Bayrami and Smalykoraneh, 2013; Shahamat *et al*., 2010). Parenting styles could play a major role as a mechanism in the formation of early maladaptive schemas and justify the long-term well-being of people. Therefore, we can expect the training courses to familiarize with early maladaptive schemas and their role in subjective well-being and mental health in schools for parents and students who are fathers, mothers and wives of the future; they will recognize the factors affecting happiness help.

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