



Early maladaptive schema and mental health: A case study approach

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Abstract: The present study is aimed to study the relation of early maladaptive scheme with students' mental health; therefore, a number of 88 students were chosen through normal multi-stage random sampling method and three types of questionnaires of demographic, general health, and early maladaptive scheme of young were distributed among the samples and Cronbach's alpha was measured using SPSS to examine schemes of instability/ abandonment, distrust and ill-treatment, emotional deprivation, defects / shame, social isolation / alienation, dependence and incompetence, vulnerability to losses, self-undeveloped/ occupied, failure, entitlement/ grandiosity, continue and insufficient self-discipline, obedience, sacrifice, emotional inhibition, unrelenting standards/ extreme reproach, and scales of physical symptoms, anxiety symptoms, sleep disorder, social function and symptoms of depression. The result showed, the closer the coefficient to one, it would be more suitable. In the study, an acceptable level of reliability of questionnaires was reached regarding the research variables.

Key world: early maladaptive scheme, mental health, students

INTRODUCTION

Today, despite intense cultural changes and changes in lifestyle and modernism, most of people lack necessary and required abilities in confronting with life issues, and it made them disable and vulnerable in facing life routine issues and programs. Plenty of researches have shown that most of health problems and psychological mental disorders have psychological and social roots. The root of most of social harms is in low self-esteem, inability to express feelings and lack of communication skills. People require learning some skills to cope with stressful situation adaptively in life conflicts. The aim of skills is to aid people for a better understanding of needs and good and effective interpersonal relations, controlling excitement, managing stressful situation and better solving the problems and issues of people. Excitement is a basic phenomenon of human functioning, having compatible and normal value to increase effectiveness on target tracking. All of us experience different types of excitement and try to cope with through effective methods.

1) Problem statement:

Early maladaptive schema are those emotional and cognitive patterns of self-mutilation in most of which, growth and development take place in mind and they would be repeated in life route (Yousefi & Shirbagi , 2010; Kazemi& Motahari , 2013). Early maladaptive schemas are caused due to basic emotional needs remaining unfulfilled in childhood (Jeffery young et al., 2010, quoted from Kazemi) and the root is hidden in unpleasant experiences in childhood. The schemas are applied in the deepest level of recognition and they usually exist out of knowledge level (young, 1999: quoted from Hamid Kazemi, 2011).

Cognitive therapists believe that early schemas are the oldest element of cognition, even before language learning in child. The suggested schema by young is based on five emotional needs that are not fulfilled:

- 1- Secure attachment to other (including need to security, love and acceptance).

- 2- Self_management, adequacy and identify.
- 3- Freedom to express normal emotion and needs.
- 4- spontaneity and fun
- 5- Realistic limits and continence (Kazemi& Motahari,2013; Yousefnejad Shirvani & Peyvastegar,2011; Young et al.,2013)

Several studies have shown relationship between early maladaptive schema and disorder in mental health, including prevalence of obsessive-compulsive character and compulsive obsessive disorder in groups having early maladaptive schema (Zahra Noei, 2010), marks higher than early maladaptive schema and emotional health in borderline personality disorder and bipolar patients (Marian Halorsen et al., 2009), proving early maladaptive schema with school tension (Qasim Nabizade, 2014), the relation of early maladaptive schema or excessive defect in students' metacognitive processes (Hamidreza Kazemi & Sarah Motahari, 2010), proving marks higher than early maladaptive schema on cuts, self-control and vigilance in men addicted to drugs (Zahra Noei et al., 2010; and Oveisi, 2011), the relationship of social tension with the maladaptive schema and proving that schema could be predictor of previous depression and clinical depression of patients (Ashterkaloot et al., 2013) and also the relationship between the schema and chronic pain syndrome and depression (Tom Sariaho et al., 2011).

2) Significance and necessity of the study:

Since the schemas have also organized individual's cognitive basis and could be used to from his behavior and show the route, a relation could be assumed between early maladaptive schema as the subtle and hard phase of individuals' cognition; often formed during developed periods of growth; and maladaptive behavior in next phases of growth. Schemas are one sample of psychological and personal reasons, being so important in the study of addiction to drugs. They cause orientation in individual's interpretation from events that are showed as distorted view, false beliefs, non_realistic goals and outlooks. Early maladaptive schema are comprehensive and deep patterns or theme relating to the individual's relationship or others that are so inefficient.

3) Research goals:

3-1) Overall goal:

- 1) Relationship of early maladaptive schema with students' mental health.

3-2) Secondary goals:

1. Study of relationship between early maladaptive schema and mental health in medicine students.
2. Study of relationship between early maladaptive schema and mental health in law students.
3. Study of relationship between early maladaptive schema and mental health in psychology students.
4. Study of relationship between early maladaptive schema and mental health in engineering students.

4) Hypothesis:

4-1) The main hypothesis:

There is a meaningful relationship between early maladaptive schema and mental health in students.

4-2) Secondary hypothesis:

- a. There is a meaningful relationship between early maladaptive schema and mental health in medicine students.
- b. There is a meaningful relationship between early maladaptive schema and mental health in psychology students.

- c. There is a meaningful relationship between early maladaptive schema and mental health in law students.
- d. There is a meaningful relationship between early maladaptive schema and mental health in engineering students.

6) Theoretical bases:

Schema is a fixed and longtime pattern developed in childhood and continued in adulthood. The world is observed through the schema. Schema are serious emotion and beliefs about self and environment, people accepted incontestable. They are maintaining and so resistant to change. They usually do not change but in therapeutic environment. Even the definitive success in life seems insufficient to change them, the schemas try to survive are mostly successful in this regard. Any thought consisted of 3 levels. The first level that is rather easily reached includes superficial thoughts names Automatic thought. The second level is composed of beliefs that are deeper compared to the first level. The third one includes the central core of all the thoughts, supposition and flexible beliefs, in fact, that are called "schemas". In deed, schema is a group of behind-the-scene workers, directing Automatic thoughts and beliefs. Depression schema contain basic theories based on that "self" is disable, the outside world is full of troubles and future is despairing (young, 1990).

Young believes that schema is a fixed and longtime pattern, developed in childhood and continued in adulthood. One could observe the world through the schema, the schemas are significant emotion and beliefs about self and environment, which are accepted by people incontestably. They are maintaining and resistant so much against change.

The schema would not usually change except in therapeutic field, even the definitive success in life also does not seem sufficient to change them, they try to survive and are often successful in this regard (young et al., 2003, translated by Hamidpour & Andouz, 2013).

The schemas are divided into 5 broad domains according to 5 main needs (developmental):

- a. development and acceptance, b. self-control and dependence, c. logical restrictions,
- d. self-orientation, e. self and self-motivation expressing. If the five developmental needs are not fulfilled during childhood by parents, the following schemas are created, respectively: 1. Cuts and exclusion, 2. Impaired self-control, 3. Non_logical restrictions, 4. Orientation to others, and 5. continuous stress and inhibition. Thus, in a case in which parents' behavior and environment condition are favorable and optimized, a standard approach pattern would be formed in these 5 domains in children's personality structure. If the environment condition and parents are not favorable, the child is subject to create early inefficient schema in one or more domains, developing central core of human character (young, 1999).

6-1) Schema discussion history in psychology:

The term "schema" has a rich and significant history in psychology and more widely in cognitive domains. Schema is considered as a frame in cognitive growth domain, being developed based on fact or experience, in order to help people express experience. In addition, understanding is mediated by schema and individuals' response is directed by schema. The schema is abstract representation of distinguishing traits of an event (Jacquin, 1997, p. 14). In other world, an overall design of striking elements of an event is called "schema" (young et al., 2003: translated by Hamidpour & Andouz, 2013).

"Schema" is used in several research fields and is defined as a frame, structure or template. It is used as something that exists in all section of a general class, in Kant's philosophy. Cognitive growth psychologists, clinical psychologists and social ones and cognitive psychologists have focused on this concept widely (young, 2005).

Such a concept has its roots in studies of cognitive growth psychologists in psychology field and also in Piaget 3. In the mentioned group opinion, schema is an abstract cognitive pattern directing interpretation and explanation of information and solutions. In another place, they defined the "schema" as a fixed cognitive pattern in selective focus on stimulants, combination of stimulants for making a recognizable and familiar form and overall conceptualization condition (Resick & Weaver, 2002; quoted by Mohammadi, 2003). The schema is basically assumed as cognitive detection of particular aspects of life, in this frame (Dick, 1974; quoted)

6-2) Schema development roots:

The schema can possibly be made in any phase of life, but growth and formation of such basic structures are often started from childhood, and are affected by different factors like genetic, biological factors, inherent manner, family and culture. Repeated experience of some specific types of condition leads to growth of schema relevant to the specific condition; therefore, the schema could be formed based on general process, objects, events and their consequences, or social conditions (Juola, 1986; quoted by the schema reference). The schemas have complicated cognitive structures containing schemas of high level, low level and also the relationship of the levels with each other (Inglen & Candle, 1986; quoted by HaghghatManesh; 2007). In this hierarchy, the more one goes forward higher levels, the concepts would become more complicated and broader, increasingly. They screen, encode and assess the information and data when confronted with new stimuli (Beck, 1967).

Generally speaking, the schemaws are cognitive structures of different aspects in life. They move toward stability and self-sustaining over the time and help understanding stimuli answer them. Confronting with stimuli and different approaches, the related schema to the condition will become active and directs the focus on environment in way concordant with it. The schemas act as filters for incoming information. People look at the world beyond schema_ colored glasses of themselves and the way make understanding mistakes, accordingly (Jacquin, 1997).

6-2) Early maladaptive schema domains:

Young et al. have introduced 18 schemas at first (young, 2005; young et al., 2003); however, 3 more schemas are combined into the others, in recent studies. The 15 schemas are organized in a form of 5 broad criteria of unfulfilled central and emotional needs called "schema domain". The schemas in each domain are result of lack of favorable fulfillment of needs to the certain domain. Early inefficient schemas are the deepest level of cognition' and are supposed to be fixed and longtime criterion formed in childhood continued in adulthood and recognized through excessive inefficiency. The pattern schemas are considered for later experience processing. The early inefficient schemas contain some aspects as follow:

- a) Cuts and exclusion
- b) impaired self-control
- c) non_logical restrictions
- d) other orientation
- e) excessive anxiety and inhibition (young et al, 2003, translated by Hamidpour & Andouz, 2013).

6-3) Cuts and exclusion schema:

It means that individual's needs to security, stability, love, sympathy, feeling expression, acceptance and respect have not been fulfilled during childhood.

6-4) impaired self-control schema:

It refers to a feeling by which individual cannot act in world independently and without help from others.

6-5) Excessive anxiety and inhibition schema:

It means excessive emphasis on repression of feeling, spontaneous impulses and choices.

6-6) Other orientation schema:

This is done in order to receive love, acceptance and prevent from others, criticism.

6-7) Early maladaptive schema domains:

6-7-1) The first domain: cut and exclusion:

The subgroup schema of this domain is a result of secure dependence need unfulfillment. The schemas in the mentioned domain usually occur in families who are heartless, cold, refraining, isolated, fierce, unpredictable, or bad-tempered.

1/ Abandonment and instability

2/ Distrust and Misbehavior

3/ Excitement deprivation

4/ Defect and shame

5/ Social isolation and alienation

6-7-2) The second domain: impaired functioning and self-control:

Unfulfillment of self-control, competence and identity leads to related schema formation to the domain. Families looking after the kids so much or preventing from his dependence and growth by any reason, provide a nice condition for schema of this domain to grow.

1) Dependence / incompetence

2) Vulnerability to harm and illness

3) not evolved self / involved

4) Failure

6-7-3) The third domain: impaired restrictions unfulfillment of need to realistic restrictions and self-control cause schema of the present subgroup to be formed. The individuals' problem in this domain is often related to others' right respect and lack of tolerating the sadness.

Entitlement / Grandiosity: Those people having problem with these schemas.

6-7-4) The fourth domain, other orientation:

Unfulfillment of freedom of expressing needs and trustable feelings in childhood leads to excessive focus on needs, tendencies and feeling of others, so that his / her own needs are neglected.

Subjugation= excessive submission of self-control to others, since he / she feels sacrifice inside.

Self-sacrifice= This schema causes excessive focus on other people' s needs fulfillment.

6-7-5) The fifth domain: Excessive vigilance and inhibition:

Unfulfillment of self-ruling and play in childhood leads to backlash of feeling and spontaneous impulses like happiness, self-expression, calmness, close relationship and health.

Emotional inhibition: Excessive action inhibition, feeling or spontaneous tendencies.

Strict standards / hypocriticalness: It would cause a belief in person.

6-8) Early maladaptive schema features:

- They are comprehensive and deep theme or patterns.
- They are formed from body feeling, excitement, memories and cognition.
- It is formed during childhood or adolescence.
- They are continued during life.
- They are about self and relationship with others.
- They are so inefficient.

6-9) Early maladaptive schema functions:

6-9-1) Schema continuity:

It contains all the thought, feeling and behavior causing the schema to be strengthened instead of improving, in other words, all self-desiring predictions.

6-9-2) Schema improvement:

Since the schema is a collection of memories, excitement, body feeling and cognition, schema improvement relates to all of these factors. The severity of schema related memories, exciting activation of schema, strength of body feeling and cognition incompatibility, (young et al., 2003; translated by Hamidpour & Andouz, 2003).

6-10) Mental health:

Mental health is defined as well-being and improving condition in which an individual can meet the potential abilities, cope with usual tension in life and start to work usefully and play more effective role in a society in which she / he belongs to. It is defined by mind and psyche health experts in WHO that: "Mind health means the ability for coordinated and balanced communication with others, change and modification of personal and public environment, solving the personal contradictions and tendencies rationally, fair and appropriately" (Milani far, 1997).

6-11) Mental health definition:

It can be defined based on a general and wide definition of health. During the century, our understanding from health has been changed more widely. Aging more than average, surviving from infection to fatal disease by Antibiotics discovery and Technical and scientific development in detection and treatment have given the current concept of health, not only expressing absence of disease but also meaning accessibility to a high level of health. Such a concept requires balance in all of human life aspects in respect of physical, intellectual, social, professional and spiritual aspect.

As a whole, a mentally_healthy person can face with problem during growth and is able to conform to environment despite keeping his / her personality. It seems that satisfactory definition of mental health for all individual necessitates a positive feeling, successful compatibility and favorable proper behavior. Therefore, each criterion that is assumed as a basis for health should contain external behavior and internal feeling (Bani Jamal Vahedi, 1991).

6-12) Mental health features: Individual ...

- Is not apathetic to self, family and others and is matched with others.
- Respects him / herself and others and matches with others.
- Is aware of his / her strength and weakness, has a positive point of view to him / herself and tolerates failure easier.

- Is flexible and doesn't lose control confronting with social problems.
- Has a more acute knowledge of fact acts according to mind and feeling to meet the goals.
- Is able to solve the problems and fulfill the needs.
- Use the best from his / her free time.
- Assumes world a pathway to the other world.
- Is optimistic, patient, honest, righteous and generous, and he / she is a justified person in the view of others (Bagheri Yazdi, 2006).

6-13) Mental health principles:

The main goal of mental health is prevention that is provided through making an appropriate private and public environment. Therefore, it is necessary for everybody to be familiar with mental health principles. The fundamental principles of mental health are:

1. Respecting to self and others: one of the principles of mental health.
2. Recognizing restriction of self and others: One important principle is to face with them directly.
3. Understanding the reason of behavior: the principle of cause and effect should be focused.
4. Recognizing initial requirements causing human behavior and action.

6-14) Features of mentally healthy people:

They feel comfortable, accept themselves as they are, make use of their talents, have less envy, anxiety, fear or stress but have self-confidence. Value system in such people originates from their own personal experience, They have a nice feeling toward others, respect people's favorites, do not try to rule over others, cope with problems and are responsible to their activities.

6-15) Views and opinions about mental health:

6-15-1) Eric Ericson view:

In this view, psychological health is basically a result of strong and powerful function of "I".

Karren Horney's view: She believes that man of mental health shows the following characteristics:

1. Lacking insecurity, aggression and Narcissism feeling.
2. Ability to change, obtain, develop and substitute his / her decathlon needs.
3. Using appropriately all three classes of needs based on condition and situation.

6-15-2) Eric Berne view:

The theory "transactional analysis" by Eric Berne is compatibility in fact, between psychoanalysis and mutual relation.

6-15-3) Eric Fromm view:

Based on this theory, healthy and unhealthy personality depends on culture. A healthy society makes people' efficiency easier, and provides higher mental health.

6-15-4) Conrad Lorenz view:

In his idea, a mentally healthy man is someone who used his mind and intellect maximally, is aware of aggressive impulses and directs them in an acceptable direction by human.

6-15-5) Sigmund Freud view:

In his idea, some particular features are necessary for psychoanalytic health.

6-15-6) Adler' s theory:

Based on Adler' s theory, a psychoanalytic healthy person is courageous enough to act to meet his / her goals.

6-15-7) Sullivan theory:

- 1) Personality has a “flexible” psychoanalytic health and based on new interpersonal conditions, he / she has changeable relationship with others appropriately.
- 2) A healthy person is able to distinguish increase and decrease of “tension“and his / her behavior is focused on decreasing the tension.

6-15-8) Carl Rogers theory:

According to Rogers, creativity is the most important aptitude of healthy man.

6-15-9) Albert Ellis theory:

Ellis notices all 3 factors of physiologic, physical and psychoanalytic in presence of emotional illness or psychoanalytical health.

6-15-10) William Glass theory:

1. Not to deny the fact and not to ignore pain of conditions by denial, but to face with reality realistically:
2. To have a successful identity, meaning that both to give and receive love, both feel his / her value and to be confirmed regarding his / her self-worth.

6-15-11) Skinner theory:

According to skinner, mental health and healthy man is based on society' s rules and principles and such a person uses behavior modification techniques frequently to improve and standardize behavior of himself / herself and other when facing with a problem.

6-16) Analysis method:

The method of analysis used in the present study was field and library and most of the references to be used, are national library' documents, magazines, articles and books, most of articles were gathered from Internet and in addition, English articles and books were applied, too, and the method is in the form of correlation sampling of the study is a random normal sample of multistage.

6-16-1) Sample size:

Qualified respondents were 100 students as a whole.

6-16-2) Measurement tool:

Demographic questionnaire – young maladaptive schema questionnaire (YSQ-S3) – General health questionnaire of 28_questions (GHQ-28).

6-16-3) Data collection approach

6-16-3-1) Library method

6-16-3-2) Filed method

6-16-4) Data analyses method:

Data of study was analyzed through static software of SPSS.

6-17) *Data analysis has expression:*

6-17-1) The main hypothesis:

Hypothesis zero: Early maladaptive schema don't cause disorder in students' mental health.

Logic hypothesis: Early maladaptive schema cause disorder in students' mental health.

In order to study the hypothesis, Pearson correlation test was used and the results as following:

variable	Disorder In students' mental health		
Early maladaptive schema	Pearson coefficient	Meaningful level	Test result
	0/0637	0/000	Logic hypothesis acceptance

6-17-2) The first secondary hypothesis:

Hypothesis zero: It seems there is not a meaningful relationship between early maladaptive schema and medical students' mental health.

Logic hypothesis: It seems there is a meaningful relationship between early maladaptive schema and medical students' mental health.

In order to test the hypothesis, Pearson correlation test was used and the results are shown below:

variable	Medical students' mental health		
Early maladaptive schema	Pearson coefficient	Meaningful level	Test result
	0/0750	0/000	Logic hypothesis acceptance

6-17-3) The second secondary hypothesis:

Hypothesis zero: It seems that there is no meaningful relationship between early maladaptive schema and law students' mental health.

Logic hypothesis: It seems that there is meaningful relationship between early maladaptive schema and law students' mental health.

In order to test the hypothesis, Pearson correlation test was used and the results are provided:

variable	Law students' mental health		
Early maladaptive schema	Pearson coefficient	Meaningful level	Test result
	0/650	0/000	Logic hypothesis acceptance

6-17-4) The third secondary hypothesis:

Hypothesis zero: It seems that is no meaningful relationship between early maladaptive schema and psychology students' mental health.

Logic hypothesis: It seems that is meaningful relationship between early maladaptive schema and psychology students' mental health.

In order to test the hypothesis, Pearson correlation test was used and the result are provided:

variable	Psychology students' mental health		
Early maladaptive schema	Pearson coefficient	Meaningful level	Test result
	0/563	0/000	Logic hypothesis acceptance

6-17-5) The fourth secondary hypothesis:

Hypothesis zero: It seems that is no meaningful relationship between early maladaptive schema and engineering students' mental health.

Logic hypothesis: It seems that is meaningful relationship between early maladaptive schema and engineering students' mental health.

In order to test the hypothesis, Pearson correlation test was used and the result are provided:

variable	Engineering students' mental health		
Early maladaptive schema	Pearson coefficient	Meaningful level	Test result
	0/618	0/000	Logic hypothesis acceptance

7) Discussion and conclusion:

The schemas are individual's attitude toward him / herself, world and future, if the schemas are normal and positive the individual's tendency would be positive, hopeful and successful, otherwise such a person considers him / herself disable, incompetence and worthless and therefore, he / she would feel inscrutable obstacles on the way of taking with problem, and he / she thinks failure is near whatever he / she does, finally such a view brings about a negative view over the world, himself / herself and future. The early maladaptive schemas are one of basic concepts of therapeutic schema theory presented in a response to defects of cognitive approaches, that are common in psychoanalytic longtime disorder treatment like personality disorders, depression, chronic tension disorders and longtime communicative problem, provided by Jeffry young. The early maladaptive schemas are formed because of unfulfillment of basic emotional needs during childhood. The emotional and cognitive patterns are harmful and in most cases, growth and development are formed in mind and repeated in life.

Young believed that some of the schema may be the main core of personality disorder and slight cognitive behaving problem and plenty of chronic disorders of axis I. The early maladaptive schemas are more unconditional and automatic and have a negative high creation level of love. The age-related descriptive analysis statics and the results show that the age of 50% of respondents was 20-25 years, 44/30 percent between 25-30 years and 5/7% of them were older than 30 years. According to the findings, it is found out

that most of individuals under study, were 20-25 years old. The results from descriptive statistical analysis related to gender show that 46/6% of respondents were male and 53/4% of them were female, and most of the samples were woman. The results from descriptive static analysis related to birth place shows that 95/5% of respondents were born in town and the rest 4/5% in village. It is understood according to the fining that most of the samples were born in town. The results from descriptive statistical analysis related to address show that all the respondents live in town. The results from descriptive statistical analysis related to native and nonnative samples show that 42% of respondents were native and the rest 58% of them were nonnative.

In the main hypothesis, the early maladaptive schema cause disorder mental health of students; however, in the first secondary hypothesis, it seems that there is a meaningful relationship between early maladaptive schema and mental health of medicine students, and in addition, in the second secondary hypothesis, it seems that there is a meaningful relationship between early maladaptive schema and mental health of law students, in the third secondary hypothesis, it seems that there is a meaningful relationship between early maladaptive schema and mental health of psychology students, and in the fourth secondary hypothesis; it seems that there is a meaningful relationship between early maladaptive schema and mental health of engineering students,

7-1) Hypothesis prove based on Pearson correlation coefficient:

Hypotheses prove based on Pearson correlation coefficient:

Based on the results from the project regarding prove of hypothesis, it can be concluded that the two variables of the main hypothesis (early maladaptive schema and disorder in mental health of students) were 0/637 in which the level of 5% is assumed meaningful and there is a positive and direct between the two variables. Therefore, the project hypothesis is confirmed based on the relationship between "The early maladaptive schema and disorder in mental health of students".

Pearson correction coefficient of the two variables in the first secondary hypothesis (early maladaptive schema and mental health of medicine students) was 0/750 and the level 5 is meaningful, there is a direct and positive relationship between the two variables. Therefore, the hypothesis of relation between "early maladaptive schema and mental health of medicine students" is confirmed.

Pearson correction coefficient of the two variables in the second secondary hypothesis (early maladaptive schema and mental health of law students) was 0/650 and the level 5 is meaningful, there is a direct and positive relationship between the two variables. Therefore, the hypothesis of relation between "early maladaptive schema and mental health of law students" is confirmed.

Pearson correction coefficient of the two variable in the third secondary hypothesis (early maladaptive schema and mental health of psychology students) was 0/563 and the level 5 is meaningful, there is a direct and positive relationship between the two variables. Therefore, the hypothesis of relation between "early maladaptive schema and mental health of psychology students" is confirmed.

Pearson correction coefficient of the two variables in the fourth secondary hypothesis (early maladaptive schema and mental health of engineering students) was 0/618 and the level 5 is meaningful, there is a direct and positive relationship between the two variables. Therefore, the hypothesis of relation between "early maladaptive schema and mental health of engineering students" is confirmed.

7-2) Suggestions:

7-2-1) Practical suggestion:

Based on the results from the hypothesis test, following suggestions are made:

1. The early maladaptive schemas cause disorder in mental health of students.
2. It seems that there is a meaningful relationship between early maladaptive schema and mental health of medicine students.
3. It seems that there is a meaningful relationship between early maladaptive schema and mental health of law students.
4. It seems that there is a meaningful relationship between early maladaptive schema and mental health of psychology students.
5. It seems that there is a meaningful relationship between early maladaptive schema and mental health of engineering students.

2-7-2) Research proposals:

1. Considering other variables as independent variables and studying the effect on mental of students and then comparing the results with the results of the present study.
2. Considering other variables as dependent ones and studying the effect of early maladaptive schema on mental health of students, and then comparing the results with the results of the present study.
3. Performing a similar study in another town in country and comparing the results with the results from present study.

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