

## THE RELATIONSHIP BETWEEN GENDER ROLES IN WOMEN AND EARLY MALADAPTIVE SCHEMAS

Dr. Öğretim Üyesi KAHRAMAN GÜLER, Dr. Öğretim Üyesi SERHAT YÜKSEL

*Istanbul Aydın University*

*Doğuş University*

**SUMMARY: The aim:** The goal of this study is to examine the relationship between gender roles and early maladaptive schemas in women.

**Method:** The sample of 1000 people was reached randomly, and it provided that they participated on a voluntary basis without distinguishing between regions, occupational groups and other sociodemographic variables. The participants who made up the sample were included in the study on a voluntary basis. Personal Information Form, Gender Roles Attitude Scale and Young Schema Scale were used in the research.

**Findings:** A positive relationship was found between traditionalist attitude with emotional deprivation, social isolation/mistrust, abandonment, and defectiveness schemas.

There was a negative correlation between defectiveness, emotional deprivation and abandonment with egalitarian attitude.

In this study, a positive relationship was found between the traditionalist attitude with failure, vulnerability towards threats, and nesting/dependence schemas. All of these schemas were associated with negatively egalitarian attitude. A positive relationship was found between traditionalist attitude, approval seeking and self-sacrifice schemas. There is no relationship was found between these schemes and the egalitarian attitude.

A positive relationship was found between the traditionalist attitude with the schemas of punishment, suppression of emotions, high standards and pessimism. Emotion suppression and pessimism schemas were negatively associated with egalitarian attitude.

**Conclusion:** Within the scope of the results of the study, it was found that gender was effective in the formation of early adaptation schemes and the studies conducted in the literature were supported.

**Keywords:** *Gender, schema, early maladaptive schemas, schema coping, avoidance, compensation, personality, body image, culture.*

### I. INTRODUCTION

People generally marginalize other people as part of language, religion, race, gender, etc. Gender is one of the areas where this marginalization is common and severe. When, in the mind of one of the two people who are coming together, the haunting feature which is the most prominent and hardest to about the other generally is gender (Burr, 1998).

In the 1960s and 1970s, two concepts which are sex and gender should be carefully distinguished from each other. These are important place in the discussions of gender roles. Sex refers to the concept of biological sex which show up with phenomena such as sexual anatomy, hormones and physiology. On the other hand, gender is being described as a status which is attained psychologically, socially and culturally, it is being making reference to sexual role, and it is being expressed traditional and normative expectations which occur according to the sex category (West ve Zimmerman, 1987). Researches are based on tribes' anthropological researches which are androgynous, strange and exotic (Money 1968, 1974; Money and Ehrhardt 1972; Mead 1963, 1968). Also, the concept of sexual identity is where the individual feels in the male-female spectrum. It is different from sex (West & Zimmerman, 1987).

Gender roles are being saw appropriate for both men and women. This behavior is culturally determined behaviors that include personality tendencies, emotions and even posture and body language which are the most basic features of being a woman or a man in a culture (Carroll & Walpe, 1996, cited in Erdoğan, 2008). In other words, these roles are the expression of femininity and masculinity in social environments (Dökmen, 2010). According to the social role approach, some roles bring some behaviors and there are

foresights for gender roles that some behaviors will occur in certain genders (Sunar, 1982). According to West and Zimmerman, gender is formed by interactions and micropolitics that manifest themselves in culturally, socially and psychologically complex social activities rather than behavioral expectations based on biological origins (West and Zimmerman, 1987).

Gender roles are specific to the culture of the society in which people live. The adoption of these discriminations by the society means the acceptance of discrimination. For example, for the role of a father, it is thought that the father should only act in the behaviors that belong to the father and are expected from the father. According to the social role approach, there is a prediction that some roles bring about some behaviors. At the same time, there is a perspective for gender roles that some behaviors will occur in certain genders. In fact, this situation raises questions about how effective social gender roles are on the concept of "sexism". Among the social concepts, the most outstanding is the concept of gender. Most psychologists state that people unconsciously tend to separate each other (Crespi, 2003).

Alfred Adler discusses gender roles from the point of view of dominance relations. According to Adler, relations of dominance directly define the characteristics of men, and attitudes that fit these characteristics are considered "masculine" and those that do not fit are considered "feminine". Boys and girls growing up in the same house have different dominance relationships in gender roles because they are always exposed to different behaviors. For example, seeing women's work as worthless or specifying the men's work cannot do by women, preferring man child to female child cause men to have a more dominant status than women in dominance relationships (Adler, 1999). Oakley asserts that gender roles are formed as a result of transmission from generation to generation (Oakley, 2016). According to Steinberg, the expectation that a person will behave in line with the impositions on gender beginning from the moment of birth leads to the formation of gender roles (Steinberg, 2002). Factors such as parental attitudes, educator, school, language, religion, play and media also contribute to the formation of social gender roles (Basow, 1992). The imbalances in gender roles create intensely significant psychological and social problems. On the other hand, more egalitarian approaches can provide well-being which extends from the individual to the society.

The individual tends to learn to define himself from his environment, these imposed concepts affect the perception of the person's himself. Schemas occur of an individual's perceptions of himself, others, and the world. In this context, it is possible to say that gender roles are effective in the formation of schemas with the effect of their culture. Especially, when sexual identity is occurred in this period, the gender role acquired by significant others and the gender role perceived by the individual from significant others are important on self-perception and personality traits.

Early maladaptive schemas originate from the interaction between the child's experiences in early infancy and his temperament (Rafaeli et al. 2011). According to Young's Schema Theory, a person who has had toxic experiences in childhood will have dysfunctional character traits called "early maladaptive schemas" (Trincas et al. 2014). Young and his friends (2003) said that child's temperament has the important role on occurring schemas because he specified the parent's upbringing is highly effective in the formation of schemas at the same time. The dynamics of the child's family or their representations of the family reflect the dynamics of the child's early period world. Therefore, parents and interactions with parents in the early stages of life are capital importance (Young vd. 2003).

Early maladaptive schemas usually operate at the deepest level of cognition. The individual is often unaware and makes the individual psychologically vulnerable to depression, anxiety, dysfunctions, relationship problems, addiction and psychosomatic disorders. (Young, 1999). When a schema is triggered, the person can sustain the own schema with responding maladaptive coping styles (ex, overcompensation, avoidance, surrender) (Young et al., 2003). Early maladaptive schemas may become characters in time and may become permanent by maintaining their stability over time (Weishaar & Beck, 2006; Young et al., 2003).

Early maladaptive schemas consist of cognitive structures about oneself or others. Cognitive structures such as memories and thoughts belonging to the childhood and adolescence period develop throughout life and cause the daily functionality of individuals to deteriorate over time (Young, 1990; 1991; Young et al., 2003).

The events experienced in adulthood are perceived as similar to the traumatic events which experienced in the unconscious childhood and cause intense emotions. Every organism is motivated by balance and consistency towards environment. In this direction, individuals tend to maintain their own schemas which known for survival. This shows that schemas are resistant to change and rigid. In other words, the person's schemas cause discomfort and despite it occurs distress they develop as familiar in the early stages of life and enables people to feel comfortable in this sense. In addition, schemas develop throughout life and play a role in making sense of experiences. At this point, people use various coping methods when they encounter situations or events which contradict their schemas. This again causes schemas to be resistant to change. Another feature of schemas is that they are dimensional. Schemas which demonstrate that different levels of prevalence and severity increase the intensity and duration of negative emotions (Young, 1990; Young et al., 2003).

According to the schema model, early maladaptive schemas and personality traits are an important factor in the formation of mental disorders. It is also remarking that the schema model plays an important role in mood disorders (Young et al., 2003).

Attachment behavior system which occurs as a result of relationships with significant others creates the main lines of thoughts about one's own and other people. In other words, the attachment system reveals person's expectations of relationship, emotions and behavior patterns. In addition, as in attachment theory, early maladaptive schemas appear to affect adult psychological well-being in adulthood. In addition to attachment, Young and others' (2003) sample study which the child's need for autonomy is not met shows how important parental support for autonomy is. In schema therapy theory, it is predicted that dependency/inadequacy, entitlement/greatness schemas may occur as a result of excessive fulfillment of needs in childhood. Psychological control means that the parent misbehaves in response to the increased need for developmental autonomy. It is thought that psychological control may limit the child's social-emotional development and affect the development of feelings such as self-confidence and self-efficacy because of including anxiety and guilt. Parallely to this view, Cummings and others (2000) state that depriving the child of love, condemning the child, and ignoring the child's views (psychological control) may cause the child to develop negative coping processes. These negative coping processes are defined by dependence, frustration, and submission and prevent the development of autonomy. In addition, parental psychological control is associated with problems such as maladjustment and depressive symptoms, anxiety, and low self-esteem in adolescents (Young et al., 2003).

The person creates schemas in line with his in the family living and mostly has the dynamics of the family. The schemas which the person develops in later life do not have as much power as the schemas which were grounded based in childhood. The schemas which created in childhood are incompatible schemas in line with the family and teachings of the person and are seen to be repeated throughout life (Young et al., 2003).

Each individual has one of kind personality as a different from birth. Temperament is affected by childhood experiences, and it is specified that it is an important factor in the formation of schemas. In addition to early life experiences, emotional temperament plays an important role in the formation of schemas. It is assumed that every person has a unique personality and temperament since then they are born. Some children may be aggressive and angry, while others may be calmer and more introvert. Negative experiences in childhood can play an important role in the formation of schemas which be related to emotional temperament (Young et al., 2003). For instance, an impulsive child may experience more physical abuse than a parent who tend to violent from calm child. Two children who have same parents' attitudes but have different personality and temperament will differ from their reactions towards situations and events. For example, in a rejecting family environment, the shy child is more introverted and dependent. The social child can establish more courageous and positive relationships (Young et al., 2003).

In the research to be conducted in the society, it was seen that there was no social equality between men and women, and it was thought that women were left under more responsibility due to the imposed genders. For example, acting as a leader, being ambitious and aggressive, taking risks. While being fond of independence is seen as behaviors related to men, being kind, gentle, understanding, cheerful, helpful and sensitive to the needs of others are defined as behaviors towards women. Expectations are higher from women, and they are expected to be more altruistic. We can say that this situation causes women to display more self-sacrificing and more approval-seeking attitudes. For example, in some places, there are references to which gender is more suitable for which occupation. This variability also provides concrete data that the concept of gender may vary from culture to culture. While the gender is classified as masculine and feminine, features such as delicate, soft and affectionate are attributed to women. Also, strong and dominant traits are attributed to men. In line with the researches conducted in our country, it has been observed that similar thinking structures exist in our country as well. The profession imposed on women in our country is housewifely which consists entirely of self-sacrifice.

It was thought that women were forced to under more responsibility because of gender. When evaluated in this context, gender roles are based on people's beliefs about what socially acceptable behaviors are for men and women. We also think that women have schemas of submissiveness, defectiveness, emotional deprivation and suppression of their emotions, and they exhibit more avoidance behavior. Women are expected to be more self-sacrificing. We can express that this situation causes women to display more self-sacrificing and more confirmation-seeking attitudes. For instance, the fact that some places have several ascriptions about which gender is more suitable for which occupations can be given as an example to this situation. This variability also provides concrete data that the concept of social gender may change from culture to culture. The profession which be imposed on women in our country is housewifely which is entirely about sacrificing herself. However, women are trying to participate more in business life in our country with the changing and transforming conditions. Based on this, it is possible to predict that these roles in working and non-working for women will be in favor of women with early maladaptive schemas.

Parental attitudes, impositions in social life and social gender roles play an efficient role in our personality organization. In this case, personality traits are directly related to existing schemas. Negative parental attitudes which is being perceived will cause more occurring maladaptive schemas.

It is possible to say that gender roles will create extremely important psychological problems, and a more egalitarian approach will break the effectiveness of maladaptive schemas in social life and on individuals.

As it can be seen, social gender roles are extremely closely related to psychological factors. This study basically goal to examine the relationship between social gender roles and early maladaptive schemas in a female sample. Therefore, these social variables will be explained and relationships which be between each other will be given.

The individual tends to learn to define himself from his environment. Therefore, these imposed concepts affect one's self-perception. Schemas are being occurred by an individual's perceptions of himself, others, and the world. In this connection, it is possible to say that social gender roles are effective in the formation of schemas with the influence of their own cultures. When, in this period which is formed sexual identity especially, the gender which were acquired by significant others and the social gender role which is being perceived by the individual from significant others are important in self-perception and personality traits. This is because another significant factor in the formation of schemas is selective internalization and establishing identification with significant others.

What we learn from others, our experiences, parental attitudes, traumatic experiences and the correct and consistent fulfillment of basic universal needs are effective in the formation of schemas. Being in the right place in social life is a basic universal need and right for women. From this point of it is required to better understand gender roles and to reveal their relationship of personality and personality traits' with schemas. Poor social conditions can create mental problems in individuals.

As to In Turkey, the relationship between gender roles and variables such as early maladaptive schemas in the female sample is unknown.

When we look at the literature on gender in the Turkish female sample, there is no study which was made be related to early maladaptive schemas. Therefore, this study provides opportunity the existing literature to determine the relationship between these variables

Research data's will contribute to taking the necessary prevention and reduce or resolve the negative effects of gender roles.

It is aimed to evaluate the relationship between gender roles and early maladaptive schemas in the female sample. While this study contributes to the studies on the subject which are almost scarcely any in our country, it will also prepare the ground for the comparison of Turkish culture with other cultures.

### **1.3. THE GOAL OF RESEARCH**

The health and productivity of a global society depends on eliminating the gender inequality which prevents girls from reaching their full potential. While some progress has been made in reducing social, economic and health inequalities between women and men, gender equality remains to be difficult goal. The Millennium Development Goals (2000-2015) and Sustainable Development Goals (2015-2030) emphasize that intergovernmental request and alteration should start with girls to empower women (Cesario and Moran, 2017). The main purpose of this study is to examine the relationship between gender, roles' and early maladaptive schemas in a female sample. Another aim of the study is to detect sociodemographic factors which will create the differentiation on these variables.

## **II. METHOD**

### **3.1. MODAL OF RESEARCH**

This research is descriptive and suitable for relational screening design. General screening models are screening arrangements which were made on the whole universe or a group, sample to be taken from the universe in order to make a general judgment about the universe in a universe which is consisting of many elements (Karasar, 2012). This study was designed as a final measure relational screening model. In other words, the study which will be made is suitable for research design which is designed on last measured and single grouped.

### **3.2. PARTICIPANTS**

The sample of 1000 people was reached randomly. However, these persons who will provide to participate with a provision on a voluntary basis, regardless of regions, occupational groups and other sociodemographic variables. Participants who were occurred by the sample were included in the study on a voluntary basis. Participants who formed the sample with the purpose of the research parallelly;

- a) They will be between the ages of 18-35.
- b) Being able to understand and speak Turkish,
- c) To be at least a primary school graduate,
- d) Be able to read and write,
- e) Not to have a serious physical or mental illness,

**f) Not using substances,****g) Participating in the research voluntarily and signing the information form**

h) 35.0% of the sample group does not work, 64.3% works, 26.7% works 0-6 hours, 33.5% works 6-8 hours, 24.6% works 9 hours or more hours, 20.2% have illness which is known, 78.7% have no illness which is known, 98.0% have no psychiatric diagnosis, 1.6% have primary school graduate, 4.2% have secondary school graduate, 15.0% have high school graduate, 48.1% have university graduate, 29.8% have postgraduate or higher, 6.9% have experienced an accident or injury, 89.2% of them did not experience an accident or injury, 40.8% use harmful substances, 55.9% do not use harmful substances, 18.8% use alcohol, 22.3% smoke, 0.4% use drugs, 28.7% have large families, 70.2% have nuclear families, 7.8% have 0-2019 TL income, 48.7% have 2020-6543 TL income, 38.6% have 6543 TL or more.

i) Of the sample group, 38.6% are married, 5.1% are single, 2.4% is other, 37.3% have first marriage, 3.4% have not first marriage, 0.1% were due to death, 3.2% were due to divorce, 5.5% are married for 1-12 months, 6.9% are married for 1-3 years, 4.8% are married for 3-5 years, 20.9% are married for 5 years or more, 0.2% have not illiterate, 0.2% have literate, 1.9% have primary school graduate, 2.8% secondary school graduate, 7.0% high school graduate, 21.7% university graduate, 6.5% postgraduate or higher, 25.1% have no children, 14.3% have 1 child, 8.0% have 2 children, 3.6% have 3 or more children.

**3.3. DATA COLLECTION TOOLS****3.3.1. Personal Information Form**

The form is which was searched to personal information and prepared by the researcher. This form was oriented to the individuals to answer questions about their gender, age, educational status of their parents, economic income, how long they worked on average per day and their professions.

**3.3.2. Social Gender Roles Attitude Scale**

The "Gender Roles Attitude Scale" was used to determine the attitudes of individuals towards social gender roles and developed by Zeyneloğlu and Terzioğlu (2011)

**3.3.3. Young Schema Scale-Short Form 3-YŞÖ-KF3 (Young Schema Inventory [YSQSF3]):**

In order to identify early maladaptive schemas, the third version of the 90-item short form of the Young Schema Scale (YSS-SF3) was used. It was conducted by Soygüt, Karaosmanoğlu and Çakır (2009). In the study conducted by Soygüt and his friends (2009), it was observed that 14 schema dimensions were formed (Soygüt, Karaosmanoğlu, & Çakır, 2009).

**3.4. PROCESS WAY**

The study will begin following the approval of the university ethics committee. All participants will be given a written informed consent form, and they will not be asked to give names in any way. The study will be based on voluntary participation. The data of the shared information will be used in research reports without specifying the name, and the information will be shared in the consent form. The effect of balanced fatigue will be tried to be controlled with the order of giving the scales and the balancing scales' technique. The process of the research will be as follows.

**3.5. ANALYSIS OF DATA**

The analysis of the normality distribution of the research variables in the sample group was made. In the control of the Kurtosis-Skewness values for this analysis, it was observed that all scales showed normal distribution. Values in all scales and subscales are between -2 and +2. Therefore, the scale shows a normal distribution (George & Mallery, 2010). The applied analysis was based on the 9.5% reliability level. The relationship between the scales was tested with Pearson Correlation analysis. Multiple Linear Regression was used to determine whether the independent variables have an effect on the dependent variable. For statistical significance,  $p < 0.050$  was taken.

Since there was negative skewness in the Social Gender Roles Scale and Traditional Attitude, which be Sub-Dimensions, the " $x^3$ " procedure was applied. Since there was positive skewness in the sub-dimensions of failure, abandonment, imperfection, emotional deprivation, and egalitarian attitude, the " $\lg(x)$ " procedure was applied. As a result of the operations, the scales and sub-dimensions were brought to normal distribution.

**Descriptive Statistics**

As seen in the table, the traditional attitude sub-dimension average is 1,66 (sd=0.60), while the egalitarian attitude sub-dimension average is 4,40 (sd=0,71).

As seen in the table, the mean of the emotional deprivation sub-dimension is 1,82 (sd = 1,00), the mean of the failure sub-dimension is 1,81 (sd = 0,86), the mean of the pessimism sub-dimension is 2,15 (sd = 1.03), social isolation/mistrust sub-dimension average is 2,15 (sd=1,00), emotional suppression sub-dimension average is 2,06 (sd=1,00), confirmation seeking sub-dimension average is 3,06 (sd=1,05), The mean of nesting/dependence sub-dimension is 1,75 (sd=0,79), the mean of privilege/defectiveness self-control sub-dimension is 3,13 (sd=1,04), the mean of self-sacrifice is 2,82 (sd=1,12), abandonment sub-dimension average is 1,75 (sd=0,89), punishment sub-dimension average is 3,00 (sd=1,04), defectiveness sub-dimension average is

1,59 (sd=0,84), the mean of the sub-dimension of weakness against threats is 2,06 (sd=0,96), and the mean of the high standards sub-dimension is 2,69 (sd=1,23).

#### FINDINGS

**Table 1. Young Schema Scale and Sub-Dimensions Scores with social Gender Roles Scale The Results of the Pearson correlation analysis performed to determine the relationship between the scores and the sub-dimensions**

		<b>Egalitarian Attitude</b>	<b>Traditional Attitude</b>
<b>Emotion Suppression</b>	r	-0,094**	0,123**
	p	0,004	0,001
	N	916	917
<b>Confirmation Seeking</b>	r	0,057	0,115**
	p	0,083	0,001
	N	916	916
<b>Social Isolation/Mistrust</b>	r	-0,026	0,135**
	p	0,436	0,001
	N	917	917
<b>Privilege/Insufficient Self-Control</b>	r	0,110**	0,013
	p	0,001	0,685
	N	915	915
<b>Self-Sacrifice</b>	r	-0,057	0,155**
	p	0,087	0,001
	N	915	915
<b>Punishment</b>	r	-0,041	0,146**
	p	0,217	0,001
	N	915	915
<b>Weakness Towards Threats</b>	r	-0,102**	0,168**
	p	0,002	0,001
	N	911	911
<b>Defectiveness</b>	r	-0,197**	0,201**
	p	0,001	0,001
	N	915	915
<b>Abandonment</b>	r	-0,166**	0,190**
	p	0,001	0,001
	N	915	915
<b>Failure</b>	r	-0,156**	0,204**
	p	0,001	0,001
	N	916	917
<b>Emotional Deprivation</b>	r	-0,211**	0,253**
	p	0,001	0,001
	N	917	918
<b>Telescoping/Dependence</b>	r	-0,216**	0,253**
	p	0,001	0,001

	N	916	917
<b>High Standarts</b>	r	-0,014	0,097**
	p	0,676	0,003
	N	915	916
<b>Pessimism</b>	r	-0,107**	0,155**
	p	0,001	0,001
	N	916	916

\*\*p<0,010,\*p<0,050

**Table 2. The Effect of Young Schema on Equitable Attitude**

	B	Sh	Beta	t	p	Dual r	Partial r
<b>(Constant)</b>	85,443	4,201		20,341	0,000		
<b>Emotion Suppression</b>	1,112	1,409	0,034	0,789	0,430	0,026	0,025
<b>Confirmation Seeking</b>	4,637	1,443	0,151	3,214	0,001	0,107	0,100
<b>Social Isolation/Mistrust</b>	8,336	1,719	0,258	4,849	0,000	0,160	0,151
<b>Privilege/ Insufficient Self-Control</b>	3,847	1,262	0,123	3,047	0,002	0,101	0,095
<b>Self-Sacrifice</b>	0,865	1,184	0,030	0,730	0,465	0,024	0,023
<b>Punishment</b>	-3,109	1,436	-	-2,165	0,031	-0,072	-0,067
			0,100				
<b>Towards Threats</b>	-1,044	1,692	-	-0,617	0,538	-0,021	-0,019
<b>Dayaniksızlık</b>			0,031				
<b>Defectiveness</b>	-	9,691	-	-1,562	0,119	-0,052	-0,049
	15,141		0,084				
<b>Abandonment</b>	-8,499	8,817	-	-0,964	0,335	-0,032	-0,030
			0,050				
<b>Failure</b>	-1,128	9,297	-	-0,121	0,904	-0,004	-0,004
			0,006				
<b>Emotional Deprivation</b>	-	7,167	-	-4,404	0,000	-0,146	-0,137
	31,561		0,201				
<b>Telescoping/Dependence</b>	-8,972	2,110	-	-4,252	0,000	-0,141	-0,132
			0,219				
<b>High Standarts</b>	-1,554	1,044	-	-1,489	0,137	-0,050	-0,046
			0,060				
<b>Pessimism</b>	-0,079	1,486	-	-0,053	0,958	-0,002	-0,002
			0,003				

R=0,368 R<sup>2</sup>=0,122

F=10,017 p=0,000

**Table 3. Effect of Young Schema on Traditional Attitude**

	B	Sh	Beta	t	p	Dual r	Partial
<b>(Constant)</b>	0,136	0,019		7,131	0,000		
<b>Emotion Suppression</b>	-0,012	0,006	-0,081	-1,833	0,067	-0,061	-0,058
<b>Confirmation Seeking</b>	0,001	0,007	0,007	0,140	0,889	0,005	0,004
<b>Social</b>	-0,017	0,008	-0,119	-2,191	0,029	-0,073	-0,069
<b>İzolasyon/Güvensizlik</b>							
<b>Privilege/ Insufficient Self-Control</b>	-0,013	0,006	-0,091	-2,215	0,027	-0,074	-0,070
<b>Self-Sacrifice</b>	0,005	0,005	0,037	0,891	0,373	0,030	0,028
<b>Punishment</b>	0,014	0,007	0,101	2,157	0,031	0,072	0,068

**Towards Threats**

<b>Towards Threat</b>	0,005	0,008	0,031	0,605	0,545	0,020	0,019
<b>Defectiveness</b>	0,009	0,044	0,011	0,197	0,844	0,007	0,006
<b>Abandonment</b>	-0,013	0,040	-0,017	-0,321	0,748	-0,011	-0,010
<b>Failure</b>	0,027	0,042	0,033	0,635	0,526	0,021	0,020
<b>Emotional Deprivation</b>	0,151	0,033	0,215	4,633	0,000	0,153	0,147
<b>Telescoping/Dependence</b>	0,036	0,010	0,197	3,763	0,000	0,125	0,119
<b>High Standarts</b>	0,002	0,005	0,017	0,419	0,676	0,014	0,013
<b>Pessimism</b>	-0,005	0,007	-0,038	-0,787	0,432	-0,026	-0,025

R=0,325 R<sup>2</sup>=0,105

F=7,529 p=0,000

**III. DISCUSSIONS AND INTERPRETATION**

In this section, research findings are discussed, interpreted and suggestions are presented in line with the literature.

In our study, separation from the traditionalist attitude and abandonment from the field of rejection, social isolation/mistrust and emotional deprivation, defectiveness; telescoping/dependence from the area of impaired autonomy and competence, threats towards weakness and failure, self-sacrifice and approval-seeking, A positive correlation was found between pessimism, suppression of emotions, high standards and punishment schemes from the area of hypervigilance and suppression/inhibition. There was no relationship between the traditionalist attitude and the privilege/insufficient self-control schema scores from the area of damaged boundaries.

With an egalitarian attitude, separation and abandonment from the field of rejection, emotional deprivation and defectiveness; impaired autonomy and telescoping/dependence from the field of performance, weakness and failure in the face of threats; There was a negative correlation between pessimism and suppression of emotions from the area of hypervigilance and suppression/inhibition. The relationship between the egalitarian attitude and the privilege/inadequate self-control schema scores from the area of damaged boundaries was positive. There was no relationship between egalitarian attitude and confirmation seeking, social isolation/mistrust, self-sacrifice, punishment and high standards' schema scores.

Nesting/dependence, social isolation/mistrust, emotional deprivation, confirmation seeking, privilege/insufficient self-control and punishment were found to be significant predictors of egalitarian attitude. The effects of privilege/insufficient self-control, social isolation and confirmation seeking are positive; the effects of punishment, emotional deprivation, and nesting/dependence were negative. Social isolation, nesting/dependence, emotional deprivation, punishment, privilege/insufficient self-control and suppression of emotions which are the sub-dimensions of early maladaptive schemas seem to be significant predictors of traditional attitude. The effect of privilege/inadequate self-control and social isolation and punishment are negative, emotional deprivation and nesting/dependence is positive.

In our study, detected relationships between both traditionalist, egalitarian attitudes and schemas were very weak. Also, a clinical sample was not evaluated. The weak associations between schema scores and levels of traditionalist and egalitarian attitudes may be the result of implicit but uninterrupted exposure to cultural and familial sexist approaches. Different results can be expected in clinical samples.

Early maladaptive schemas originate from the interaction between early infancy and childhood experiences and temperament (Rafaeli et al. 2011). Young and his friends (2003) reported that peers, school, and other sociocultural structures have an effect on the formation of schemas, but these effects are not as strong or common as interactions with parents. However, selective internalization and identification which is one of the ways of schema formation can be expressed as the display of caregiver behaviors as a result of the internalization of the behaviors of significant others by the child (Young, 1990). In this sense, interaction and modeling with parents is expected to be effective in the formation of gender roles. In line with this expectation, Oakley asserts that gender roles are occurred as a consequence of transmission from generation to generation (Oakley, 2016). According to Powell and Greenhouse (2010), girls and boys acquire roles suitable for their gender and a gender identity with the influence of the family, the education which they receive and the social environment which they live in. Thus, while tasks such as carrying out household chores and taking care of children come to the fore for women, work roles become more important than family roles for men. Since the individual tends to learn to define himself from his environment, these imposed concepts affect the person's



perception of himself. Schemas consist of an individual's perceptions which be related to himself, others, and the world. In this context, the formation of social gender roles is influenced by culture. Culture is effective in schema formation. Especially, in the period when sexual identity is formed, the gender role acquired by significant others and the gender role perceived by the individual from significant others are important in the formation of self-perception and personality traits.

The role of cognitive schemas in personality disorders has attracted the attention of researchers and therapists for a while (Beck, Freeman, & Associates, 1990). In the study of Petrocelli and his friends (2001), it was determined that cognitive schemas have a remarkable effect on personality organizations. It is argued that each personality disorder is associated with certain cognitive styles and model of object representations.

Cognitive styles are defined as the process and content of perceptions, interpretations, and results about the self and the world. Object representations are defined as memories and attitudes which were influenced by significant experiences and continued to serve as a set of dispositions which mediate perceptions and reactions to life's ongoing events (Petrocelli et al., 2001). Young (1990) defined early maladaptive schemas as both cognitive styles and some components of object representations, and as unconditioned and dysfunctional core beliefs which developed generally during childhood and be about the environment and the self. In other words, the personality organization differs according to the number and quality of the person's maladaptive schemas. In the study conducted by Thimm (2010), a positive correlation was found between all schema sub-dimensions and neuroticism. In addition, a weak correlation was found between the schemas of defectiveness, social isolation, and emotional deprivation with extraversion. It was concluded that mistrust and entitlement schemas were weakly correlated with agreeableness and self-discipline. Also, self-sacrifice and subjugation schemas were highly correlated with compliance. Finally, it was found that addiction, failure, and insufficient self-control schemes with self-discipline were negatively related. Feingold (1994) found in his meta-analysis study that women are less assertive, more anxious and extraverted than men. According to the results of the studies, it is revealed that women score higher than men in neuroticism and adaptability dimensions of most personalities. In addition, it is known that there is a relationship between personality dimensions such as introversion and extraversion with early maladaptive schemas (Costa, Terrecciano, & McCrae, 2001). It was found that contribution of social gender roles and factor of family are significant factor for being introverted-extroverted by women and to occur personality structure (Thimm, 2010).

According to Steinberg, the expectation of a person to act in line with the insisting of gender from the moment of birth leads to the formation of social gender roles (Steinberg, 2002). Factors such as parental attitudes, educator, school, language, religion, play and media also contribute to the formation of gender roles (Basow, 1992).

In our study, it was found that many schemas from the area of separation and rejection showed a positive relationship with traditionalist attitude but negative relationship with egalitarian attitude. In the regression analysis, it was determined that some schemas from this area predicted the traditionalist attitude positively and the egalitarian attitude negatively. Alfred Adler discusses gender roles in terms of point of view of dominance relations.

According to Adler, relations of dominance directly define the characteristics of men and attitudes which fit these characteristics are considered "masculine" and those which do not fit are considered "feminine". Boys and girls growing up in the same house have different dominance relationships in gender roles because they are exposed to different behaviors. For example, despising the work done by women as worthless or stating that women cannot do the work done by men, preferring boys to girls result in men having a dominant status over women in dominance relations (Adler, 1999). Considering the relationships between personality dimensions and early maladaptive schemas (Costa, Terrecciano, & McCrae, 2001) and the fact that the family is an effective factor in the formation of personality structure with the contribution of gender roles (Thimm, 2010), it can be seen that child behaviors according to others' gender, perceptioning hierarchical of genders by others. It will not be surprising that schemas/personality are shaped according to these behavioral patterns. According to the schema theory, individuals who have schemas in the first domain such as Separation and Rejection cannot form secure attachment because of not removing their basic universal needs such as consistency, love, empathy, security, and expression of emotions. These individuals encountered parenting attitudes which had inconsistent, outbursts, disconnected, abusive and unpredictable in early childhood. Also, they believe that these schemas which be related to their needs' will not eliminate. They have traumatic experiences in early childhood or adolescence. This area is characterized by problems in close relationships (Young et al., 2003). In our study, there are relationship between many schemas from the field of Separation and Rejection with the traditionalist attitude is positive and egalitarian attitude is showing negative relationship, so this is in line with the expected result of the culture and family approach in the context of gender in the literature. Our results show that women who have traditionalist attitudes have problems with being accepted (not being rejected) and feeling safe (not

being separated/abandoned) and also, these results showed that these problems were calm down with an egalitarian attitude. Cummings and his fiends (2000) state that depriving the child of love, condemning and ignoring the child's views (psychological control) may cause the child to develop negative coping processes. In a society where the boy is exalted in the culture, it is almost impossible for the girl to feel accepted by the society because she is deprived of love and value, condemned and her views are not taken into account.

In our study saw that there is relationship between autonomy which was impaired and schemas of performance areas are positive, and egalitarian attitude is negative.

In the regression analysis, it was determined that some schemas from this area affect the traditionalist attitude positively and the egalitarian attitude negatively. The culture of the society in which the individual lives, it determines the characteristics which reveal the expectations about how a woman and man will behave, think and act. That is, it identifies women and men' features which are being structured socially (Akın and Demirel, 2003:74; Üner, 2008:6; Powell and Greenkouse, 2010:1012). In other words, people are born with a male or female gender ,but they grow up by learning to be a girl or a boy within the framework of the roles which are expected by the society (Terzioğlu and Taşkın, 2008: 63). With the influence of the family which be the social environment and the education which is received, girls and boys acquire roles which are appropriate to their genders and acquire social gender identity. Thus, while tasks such as carrying out household chores and child care come to the fore for women, work roles become more important for men than family roles (Powell and Greenhouse, 2010:1012). According to social stereotypes, what will be the expectations about any person directly depends on gender. Accordingly, men must be strong, support their families, and have a certain efficiency and control over the environment; women are expected to be patient, understanding, run the household and arrange human relations (İmamoğlu, 1991:832). Women who have been brought up with a traditional attitude are pressured to act independently, to show themselves and to assert themselves. This attitude harms the person's ability to lead his own life (Costa, Terrecciano, & McCrae, 2001). According to the schema theory, the damaged autonomy and competence area causes the individual to experience conflicts in individualization, acting independently of their parents or caregivers, being able to show themselves and assert themselves. At the root of this conflict lies that the parent's attitude that is either overly concerned, over-satisfying the needs of the child, over-protecting the child from negativities or on the contrary, indifferent, insensitive and unable to meet the child's needs. This attitude damages one's ability to lead one's own life at both extremes. Individuals who have schemas belonging to this area have impaired self-confidence development, incomplete identity development, lack of certain skills and abilities, and stuck in childhood (Young et al., 2003). In our study, with numerous schemes from the domain of impaired autonomy and performance, the traditionalist attitude is positive; The negative correlation of egalitarian attitude can be seen as proof that the role assigned to women by culture in traditional societies and sexism infiltrating the family from culture make the recessive role expected from women real.

In our study, a positive correlation was found between traditionalist attitude and others directness domain schemas, consistent with the literature. In the regression analysis, it was determined that some schemas from this area positively predicted the traditionalist attitude. Fragile narcissism which have features such as modesty, shyness, sensitivity, and shame is associated with femininity (Wink, 1991). According to research, grandiose narcissism includes a high level of self-focus and a low level of focus on others. Also, grandiose narcissism is associated with high self-esteem and an independent self-interpretation (Konrath, Bushman, & Grove, 2009; Rohmann, Neumann, Herner, & Bierhoff, 2011). High self-focus and low focus on others, high self-esteem and independent self-interpretation are also typical masculine traits. On the contrary, fragile narcissism is related to low self-esteem and dependent self-interpretation (Guimond, Brunot, Chatard, Garcia, Martinot, Buunk, Branscombe, Desert, Haque, & Yzebtyt, 2007) which are considered typical feminine traits (Konrath et al., 2009). ; Rohmann et al., 2011). In this context, egalitarian attitude is expected to be related to masculinity and traditional attitude to femininity. According to the schema theory, it is the schema area which manifests itself as the precedence of others for the individual in the field of others directness. It is the individual's prioritizing the needs of others by postponing his own needs which consists of value, acceptance, appreciation, avoidance of negativity, intimacy. These people are often externally controlled due to the weakness of their internal control. They are generally more outward-oriented because they cannot find unconditional acceptance in their family environment. Children who grew up with a conditional family attitude were not accepted as they are, and gained appreciation when attitudes which the family would approve of were exhibited. Therefore, the person suppressed his disapproved, disliked, and unappreciated individual characteristics and glorified his approved sides (Young et al., 2003). In addition, in the traditional gender role attitude, there is an expectation that women listen to men and their only job is to take care of the house and children (Dökmen, 2009). There is no relationship was found between the schemas from the others directness domain and the egalitarian attitude. According to these results, it can be said that the egalitarian attitude comes to the fore and the self-interpretation of the individual is somewhere between what comes from others and what is internal.

No relationship was found between traditionalist attitude with privilege/defectiveness self-control in the area of damaged borders. However, we found that there is a positive correlation between the scores which was obtained from this scheme and the egalitarian attitude. In the regression analysis, it was determined that some schemas from this area predicted with the traditionalist attitude positively and the egalitarian attitude negatively. In Turkey studies, there is only one schema is privilege/inadequate self-regulation which is in the area of damaged borders. This schema is associated with narcissistic personality traits (Young et al., 2003). Arrogant narcissism is a high level of self-focus and a low level of focus on others; It is associated with high self-esteem and an independent self-interpretation (Konrath, Bushman, & Grove, 2009; Rohmann, Neumann, Herner, & Bierhoff, 2011) and these are typical masculine features. On the contrary, fragile narcissism is related to low self-esteem and dependent self-interpretation (Guimond, Brunot, Chatard, Garcia, Martinot, Buunk, Branscombe, Desert, Haque, & Yzebyt, 2007), which are considered typical feminine traits (Konrath et al., 2009; Rohmann et al., 2011). In this context, the egalitarian attitude can be associated with masculinity and the traditional attitude with femininity. According to Young and others (2003), in schema therapy theory, it is predicted that entitlement/greatness schema may occur as a result of excessive fulfillment or inability to satisfy needs in childhood. Individuals who have schema in this area seem to have insufficient boundaries in terms of self-control and obligation to others. The schemes in this area cause difficulties in developing sensitivity towards the rights of others, acting collectively, standing by their promises and doing what is necessary, determining and realizing an individual goal. These people are generally self-centered, self-centered individuals who think that they can get whatever they want, act without thinking, have a lack of sense of responsibility. Individuals who have these area schemas often have parents who are over-tolerant, unrestricted, and over-tolerant. They are individuals who were not expected to obey rules and were not taught to be self-sacrificing towards others and their sensitivities, or who were not developed self-management skills. As adults, they lack the ability to control their internal motivations and postpone their short-term goals for the sake of long-term goals (Young et al., 2003). Although our results show a positive relationship between the Privilege/inadequate self-control schema and the egalitarian attitude, this relationship is very weak. Therefore, this relationship may be a result of the positive effect of the egalitarian attitude on women's self-esteem and it is contribution to self-control, rather than being a psychopathology indicator. Then, this weak relationship may be more a sign of a situation that modern society desires where women are equal to men in terms of rights and autonomy rather than a personality problem.

A positive correlation was found between traditionalist attitude with excessive/ vigilance and punishment from the area of suppression/inhibition, suppression of emotions, high standards and pessimism. Emotion suppression and pessimism schemas were negatively associated with egalitarian attitude. In the regression analysis, it was determined that some schemas from this area predicted the traditionalist attitude positively and the egalitarian attitude negatively. A woman who partially or completely rejects the social role assigned to her can be punished in various ways, especially exclusion (Arslan, 2003; Chen, Subramanian, Acevedo-Garcia, & Kawachi, 2005; Akın, 2005; Aktaş, 2007;). Studies have shown that women have a traditional attitude as a result of their sense of oppression, suppressed emotions, being introversion and decreased self-confidence (Akın, 2005; Aktaş, 2007; Arslan, 2003; Chen, Subramanian, Acevedo-Garcia, & Kawachi, 2005). Over-Alertness and Suppression / Inhibition schema area; It causes self-suppression in matters of joy, excitement, self-expression, intimate relationships. It is the situation in which emotions and impulses are suppressed and rationality is activated. Family origin is strict, controlling, imposing rules, authoritarian. The child's spontaneity and need for play are suppressed and brought under control. These people were not supported in their childhood to play games, express themselves and their feelings, and experience happiness. On the contrary, they taught us to be prepared for unfulfilled, constructive, beneficial and not positive situations, to act cautiously and not to look at life emotionally. These people believe that they need to be overly alert and always focusing on the negative. In unsuccessful cases, they experience damaging feelings such as unhappiness, hopelessness and anxiety (Young et al., 2003). The culture of the society in which the individual lives; It determines the characteristics which reveal the expectations about how a woman and man will behave, think and act. That is, socially construct men and women (Akın and Demirel, 2003:74; Üner, 2008:6; Powell and Greenkouse, 2010:1012). The schemes which mentioned in the area seem to be compatible with the expectations of the traditional view from women. It is accepted that the woman acts in accordance with her role as long as she is alert and internalizes being under pressure.

This study is of great importance in terms of being the first among both domestic and international studies which is investigating and revealing the relationship between early adaptation schemas and gender role attitudes and the effect of early adaptation schemas on gender roles. Since there is no study in the domestic and foreign literature on the subject.

First of all, the relationship between personality traits and early maladaptive schemas was revealed and then the relationship between personality and gender was discussed and integrity was formed. When the results

of the study are evaluated in the light of the literature, it reveals that there is an important relationship between early maladaptive schemas and gender roles.

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