EARLY MALADAPTIVE SCHEMATICS FOR THE PRIMARY TEACHERS

Zainab Sharif farhood1, Asst. Prof. Abdul abbas Ghdiab Shati2
1,2 DhiQar University/College of Education for Human Sciences/Department of Educational and Psychological Sciences
Email1: Zshgg82@gmail.com, Email2: Abdulabbasghuthab2021@utq.edu.iq

ABSTRACT

The current research aims to identify the early maladaptive schemas with their dimensions (separation and rejection, poor performance and autonomy, dysfunctional boundaries, orientation towards the other, excessive anticipation and inhibition) among primary teachers and to know the differences in the statistical significance of their removal. Non-adaptive according to the theory (Young, 2005), which consists of (75) paragraphs divided into five dimensions: (separation and rejection, poor performance and autonomy, dysfunctional boundaries, orientation towards the other, excessive anticipation and restraint). The research was conducted on a sample of (400) male and female teachers. They were randomly selected from the Shatrah Directorate of Education Department, then the items of the scale were logically and statistically analyzed to calculate their discriminatory ability and validity coefficients. The results resulted in the following: primary school teachers in DhiQar governorate have a dimension (orientation towards the other, excessive anticipation) at a high level, while the dimension (separation and rejection) is low, and the two dimensions (weak performance and control, and limits of dysfunction) are at a medium level.

Keywords: Primary teachers, Early schemas

I. INTRODUCTION

Beck believes that the importance of cognitive schemas represents the basic framework that a person uses to understand himself and the social relationship with others, as they affect the way in which he perceives things, people, events and responses to them, and these cognitive schemas can be implicit or apparent and differ from person to person. For another. As we find that each person interprets the situation in a different way because the content of each scheme differs from one person to another according to the experiences of that person (Mansoori, 2019: 20). The early maladaptive schemas are formed through the interaction between the child's mood and negative experiences in his life, the family in which he lives, and the environment in which he is located, which makes these schemas inflexible and resistant to change and becomes maladaptive, making them rush negatively towards thoughts and mental disorders. Young Jeffry argues that maladaptive early schemas affect emotional relationships between individuals and influence the nature of our interpretation of events (Mouchan & Behmani, 2016, p.2-3).

The Problem of Research:

In recent years, there has emerged a tendency to focus on the cognitive aspect because of its effective role in the psychological and social adjustment of the individual, and Young (2005) points to the existence of solid, strict and deep cognitive structures in individuals that correspond to continuous psychological problems during their life stages that constitute an obstacle, which makes them irrelevant. They are able to perform their duties correctly called early maladaptive schemas (Ali and Eid, 2020: 25).

The early maladaptive schemas constitute the past experiences of the individual since early childhood and adolescence, as he distorts reality and facts based on false assumptions as a result of schemas that occurred in one of the stages of his cognitive development, and their effects appear during his life and are significantly dysfunctional as they are frustrating cognitive patterns, (Young et al, 2003, p. 7).

The results of some studies have confirmed that the individual suffers from negative feelings of sadness, distress, anxiety and psychological pain as a result of some early maladaptive schemes, including the study of Ali and Eid.
2020, Hadi study 2019, (Mansoori 2019), (Sharqiya 2017), (Ibrahim 2018), and the study of Maulana. at.el, 2020 (2017 Pellerone at .el) (Sahoo, at.el, 2012) The results of those studies have demonstrated strong significant associations between those negative emotions and early maladaptive schemas.

Despite the recent interests in the subject of maladaptive early schemas, the researcher has noticed that studies in this subject in particular are still few - as far as she is informed - and from this point of view came the idea of research as an attempt to identify early maladaptive schemas as it is a cognitive problem that researchers must Addressed by research and study. Through the foregoing, we can determine the problem of the current research by answering the following question: "What is the level of early maladaptive schemas of my elementary teachers?"

**The importance of research:**

The current research acquires the importance of being dealing with an important segment of society and the educational environment because of the teacher’s great role as he occupies the first place in terms of importance among fifteen basic factors addressed by education experts, which is “a member of society, the teacher as a role model, a member of the faculty, his role As a psychological counselor, his role as responsible for student achievement, an expert in his profession, his role as a transmitter of knowledge, responsible for discipline and maintaining order, assisting students in building learning strategies, improving behavior in crises, helping students in facing problems, being a planner and role model for his students, (Al-Zoba’i , 2019: 10).

Linton (2010) study on the impact of negative experiences in the early stages of an individual's life indicates that the symptoms that accompany abuse and mistreatment are learned and acquired to become a fragile ground for various psychological disorders and at the same time a scheme that the individual follows by dealing with various Positions Later, (Linton, 2010, p.20). The non-adaptive nature of these schemas becomes clear later in the life of the individual, as a result of the individual’s persistence in fixing them during his interaction with others, although his perceptions may not be accurate, and they play a major role in the way he communicates and interacts with others (Young, Al, 2003, P. 34).

**Research Objectives:**

The current research aims to identify:

1. Early maladaptive schematics and their dimensions (separation and rejection, poor performance and autonomy, dysfunctional boundaries, orientation towards the other, excessive anticipation and inhibition) among primary teachers.

2. The significance of the differences in the early schematics that are not adapted to each dimension for primary teachers according to the following variables: A- Gender: males - females, B- Service: less than 20 _ more than 20

**Research limits:** The current research is determined by primary school teachers in the Shatrah Education Department in DhiQar Governorate, from both sexes (males - females), for the academic year (2020-2021).

**Search terms:**

Maladaptive Cognitive Schemas: These are known by:

Young, 2005): “They are defeatist emotional models that appear early or recur, and they continue throughout life, take their source from childhood and adolescence and dominate the individual’s life in adulthood, and they are subjective and painful, and represent the burden of the past on the future of the individual.” (Young, 2005 2005,57).

Greish, 2016: "Self-threatening cognitive structures characterized by relative stability that affect the individual's beliefs and ideas about himself and the surrounding world, acquired by the individual due to negative experiences in childhood as a result of the failure to satisfy basic needs, and they continue with him throughout life, and their appearance increases when life pressures increase. on the shoulders of the individual” (Jerish, 2016: 149).

Theoretical definition of early maladaptive schemas: The researcher relied on the definition of Young, 2005, a theoretical definition because the researchers relied on his theory in preparing the early maladaptive schemas scale.
Either the procedural definition of the maladaptive early schemas is the total score obtained by the elementary teacher by responding to the items of the early maladaptive schemas scale that was prepared by the researcher in the current research.

A theoretical framework and previous studies

The scientist Piaget used the term “schemes” in 1958 (to describe cognitive structures related to events, and explained his role in the cognitive development of the child, where in assimilation the data of experience are integrated into the schemas, and in the adaptation the schemas are modified according to the new external data they encounter, and Piaget defined the schema as the basic structure through which the knowledge of the individual is represented mentally, (Lubna, 2009, p. 13). (1990-1999) that some schemas, especially those that develop originally as a result of bad experiences experienced by the individual during childhood, may be the essence of the individual's psychological disorders and the cause of the problems of character and many other chronic psychological disorders such as mood disorders, anxiety disorders, eating disorders, and sexual disorders Somatoform Disorders (Dhafer, 2015: 35).

The roots of schemas are represented in “the failure to satisfy emotional needs (insecure attachment with others), such as independence, competence, sense of identity, freedom of expression, spontaneity, play, self-control, and primary experiences (negative activation of needs, trauma, conformity and identification). To the emotional nature, there is a mechanism of action of the scheme, i.e., the sustainability of the scheme and the recovery of the scheme, whereby the sustainability of the scheme is intended to be its continuation and preservation through a set of behaviors that the individual performs to ensure the continuity of the scheme from thoughts and feelings. The striatum, the strength of the physical sensations associated with the striatum and thus the reduction of maladaptive cognitions (Naima, 2019: 666).

Beck considers these schemas as a basic reference used by the individual in his relations with others and as a means of understanding and interpreting himself and the world in which he lives, as well as affecting how he perceives individuals and things around him and works on the emergence and activation of ideas. These cognitive schemas may be apparent or latent. It differs between individuals, as well as that each schematic differs from one individual to another according to his experience, and from this point of view, the responses of individuals differ according to the difference in their schema. Beck's schemas into (cognitive schemas, affective schemas, behavioral schemas, defensive schemas, physiological schemas, (Kenza, 2018: 120). Young sees that the world of the child and his family and from his early experiences develop rules for facing the problems of life, as they developed their behavior pattern by observing the reactions of their parents and when they grow up they continue to do these schemes, then the individual evaluates the world as if it were the same early experiences and situations that they lived and passed Unintentionally, Young concluded that modifications should be made to the Beck model to be able to visualize the cognitive and behavioral problems of the individual by focusing on early maladaptive schemas. (Young, 2003, p.70)

Early maladaptive schemas are often unconditional, and therefore inflexible. Essentially, maladaptive early schemas are true representations of unpleasant early childhood experiences. According to Young, maladaptive early schemas represent an individual's sense of self and are associated with levels of psychological and cognitive maladjustment and personality disorders. The levels of emotion that are created directly and indirectly lead to various forms of psychological, social, and cognitive disorders. The schemas that are developed. These early maladaptive EMS schemas that develop during childhood become embedded in an individual's sense of self, others and the environment. These schemas are rigid, and resist change. To change one of these schemas needs to change the conceptual system of the self, (Kooraneh, Amirsardari, 2014, p .8).

Explanatory theory for early maladaptive schemas

Young proposed a set of early maladaptive schemas representing the deep level of knowledge, and Arnaud Arntz collaborated with him as a research leader to validate this approach in theory and practice in the late 1980s and early 1990s (Arntz&Genderen, 2009, p.7) . Young sees that the early maladaptive schemas determine the individual's response, feeling and behavior and restore to consciousness those experiences that prevailed in the individual's previous psychological system. Which confirms and defines these schemes, and "Young & Bernstein, 2011" defines them in more detail through the following points:

- It includes memories, perceptions, emotions and bodily sensations.
• It appears more clearly and in detail during the life of the individual, especially with the presence of the stimulus.

• It develops during early childhood and adolescence.

• A significant degree of dysfunction occurs, whether at the psychological or social level.

• Relate to the person himself and his relationships with others around him.

• Schemes have different dimensions and levels of risk (Young, Bernstein, 2011, p.22).

One of the important assumptions of the theory confirms that negative intrinsic beliefs about self and others indicate the existence of early maladaptive schemas that underlie the development, strengthening and persistence of emotional disorders. (Young & Klosko, 2012: 34). Young hypothesized that “these schemas struggle to survive” as part of the human drive for consistency. These schemas are stimulated when a person encounters a situation similar to the one that produced his schemas. Jeffrey Young worked to clarify early maladaptive schemas as well as to identify them and count them directly and accurately. Thus, forming a theoretical framework called Young's schematic theory, and this theory is the latest theory in cognitive-behavioral therapy (Young et al, 2003: 28).

previous studies:
Ali & aid 2020 study "A program based on sustainable professional education to reduce the non-adaptive cognitive schemes of the kindergarten teacher"

The study aimed to identify the non-adaptive cognitive schemas and prepare a program based on sustainable development to reduce the non-adaptive cognitive schemas for the kindergarten teacher. The sample consisted of (26) kindergarten teachers in the New Valley Governorate in Egypt. The tools were used: one-sample t-test, Pearson correlation, Wilcoxon test. The results revealed an effect of the training program on removing the non-adaptive cognitive schematics scale for female teachers.

II. RESEARCH METHODOLOGY AND PROCEDURES

1. Research methodology and procedures: The current research is based on the descriptive correlational approach because it is more appropriate to achieve the objectives of the current research. (ALjabery, 2011: 56).

2. Research community: The community for this research has been identified with primary school teachers in the education of DhiQar Governorate, which includes (8) departments for the academic year (2020-2021), and their number is (21,144) for all departments distributed by (9171) male teachers at a rate of (43%) And (11973) female teachers (57%).

3. Research sample: The sample of the current research was chosen randomly from the original community to be researched, so that the sample number was (400) male and female teachers and a percentage of (0.019%) from the original research community distributed among the departments of the Directorate of Education of Shatra District, where the total number of males reached 155 teachers, with a percentage of (39%), and the total number of females reached (245) at a rate of (61%).

4. Research tool: early maladaptive schemas scale:

Scale description: The first short image of the scale consists of (75) items distributed over (5) dimensions, with (5) items for each dimension, and the dimensions of this scale are:

The first: dimension / separation and rejection: it includes the schemes "abandonment and instability - emotional inferiority scheme (emotional deprivation) - social introversion - suspicion and aggression - feeling inferior and ashamed."

The second: dimension/ poor performance and autonomy: It includes the schemes: “Failure Scheme – Dependency and Inefficiency – Fear of Disease and Danger – Inclusive Relationships.”
The third: dimension / Dysfunctional boundaries (weak boundaries): It contains two schemes: "Demanding and Excessive Personal Rights - Lack of Emotional Self-Control".

The fourth: dimension: Orientation towards the other (lack of self-limitation): It includes the schemes of "submission - sacrifice"

The fifth: dimension: Excessive anticipation and inhibition: it includes “excessive emotional control – excessive idealism.”

Determining the weights of the alternatives and the method of correction:
The researchers identified the answer alternatives on the scale, which are (always applies to me, applies to me often, applies to me sometimes, does not apply to me, never applies to me), and the degree of correction for the alternatives is (5, 4, 3, 2, 1). where the degree of strength of the alternatives ranged from (5), which represents the highest response to the paragraph of the respondent, and to a degree of (1), which is the lowest response to the paragraph of the respondent.

Validity of early maladaptive chart scale items:
The validity of the arbitrators: The scale of the early non-adaptive schemas was presented in its initial form to a number of specialists in psychological and educational sciences to express their opinion on the validity of the test items and its vocabulary.

Experiment with clarity of paragraphs and scale instructions: The scale was prepared in its final form, where the researchers applied the scale to a sample of (50) male and female teachers. And knowing the time taken by the respondent during his answer on the scale, as the researchers noted that the time taken to answer ranges between (20-25) minutes, as well as knowing the strength and weakness of the scale, and it was found that the positions are clear.

Statistical analysis of early maladaptive schemas scale items:
When the researcher chooses the appropriate items with good statistical characteristics, he controls the characteristics of the whole scale, and his ability to measure what was prepared for the purpose of measuring it (Al-Sayed, 1979: 565). Cronbach indicates that there is a strong relationship between the accuracy of the scale and the discriminatory power of its items (Cronbach & Gleser, 1965, p.65). It is also necessary to check the characteristics of each item and to exclude inappropriate items from the scale (Ghiselli, 1981, 423). Therefore, the researchers calculated the psychometric properties of the scale items, as follows:

Determining the statistical analysis sample: The sample of the statistical analysis of the scale items amounted to (400) male and female primary school teachers in the Shatra District Education Department in DhiQar Governorate.

First: The discriminatory power of the early non-adaptive schematics scale items: This procedure aims to analyze the early non-adaptive schemas scale items on the statistical analysis sample of (400) male and female teachers. The researchers followed the following steps:

1. Finding the total score for each form after correcting it.
2. Arranging the scores obtained by the sample in descending order from the highest scores to the lowest scores.
3. The highest percentage (27%) was chosen to represent the upper group, and the percentage (27%) was chosen to represent the lowest group of scores, in order to represent two extreme groups with the largest possible size and maximum variance in large samples with a normal distribution, by adopting a percentage (27%) of individuals in each of the two groups. and because the sample of the statistical analysis consisted of (400) male and female teachers, so the number of forms in each of the two groups was (108) forms.
4. Applying the t-test for two independent samples to find out the significance of the differences between the upper group and the lower group for each paragraph of the scale. 0.05) and a degree of freedom (214) The results showed that all paragraphs are distinct.
Second: The method of internal consistency: The internal consistency coefficient is calculated through the degree of each paragraph in the total score of the scale and its relation to it, as the higher the degree of correlation, this indicates the homogeneity of the paragraphs in their measurement of the phenomenon measured by the tool (Hadi, 2019: 93). Among the methods that the researchers relied on to verify the internal consistency of the scale are:

The relationship of the item’s score with the total score for the domain: The aim of this procedure is to find out whether the answers for specific items are reasonably consistent with the behavior or personality trends assumed by the scores, and thus the individual’s overall score on the scale is used as an internal criterion in this analysis , 1981, p. 36). Paragraphs that are weakly related to the total score should be excluded, which leads to an increase in the validity of the scale (Ebel, 1972, p.410).

The researchers used to extract a correlation coefficient between the degree of all items and the total score of the scale, the Pearson correlation coefficient between the scores of each item in the scheme to which it belongs, as well as the relation of the item with the domain and the relation of the scheme to the domain, because the item scores are connected and gradual, and the t-test for the significance of the correlation coefficient, and it was found that all items are consistent And statistically significant when comparing the correlation coefficient with the tabular value and the degree of freedom at the significance level (0.05).

Psychometric properties of the scale: In order for the scale to be usable, it requires acceptable validity and stability, as the scale’s validity and stability are the most important aspects of each scale. The researchers verified the validity and reliability of the scale through the following:

First: Scale validity indicators: Honesty is one of the most important psychometric characteristics that should be available in psychometric measurement.

A- Logical honesty: This type of honesty has been provided in the early maladaptive schemas scale by defining the concept of maladaptive early schemas and defining their dimensions and definition, which are:

1. The field of separation and rejection
2. The area of poor performance and self-control
3. Field of Dysfunctional Boundaries (Double Boundaries)
4. The field of orientation towards the other
5. Excessive anticipation and braking field

b- Face Validity: The apparent honesty is necessary for the paragraphs, as it depends on the opinions of experts to estimate the extent to which the paragraph represents the concept that was prepared in order to measure it as it appears on the surface, (Al Kubaisi, 2001: 171). In order to achieve this validity of the scale of the early non-adaptive schemes, it was presented in the initial form to a group of arbitrators with specializations in the educational and psychological sciences, in order to estimate the validity and appropriateness of the paragraphs and alternatives of the scale.

C-Construct Validity: The construct validity indicates that the scale is valid if it serves the purposes for which it is used, and Miessick believes that the new and broad development of the scale’s accuracy depends on the availability of appropriate discriminatory validity, (Omar et al., 2010: 209). Sincerely constructing the analysis of the scale items based on the psychological construction of the characteristic to be measured, that is, the extent to which it can be determined that the scale has a specific theoretical construct or a specific characteristic (Anastasi, 1976, p. 151).

The researchers also verified the validity of the scale of the early maladaptive schemas through: (the two peripheral groups method - the internal consistency method). In order to ensure the internal validity of the scale’s items, the researcher resorted to using three methods, represented by the following: (the relationship of the paragraph’s degree with the outline, the relationship of the paragraph’s degree with the total degree of the dimension, the relationship of the chart with the dimension)
Second: Indicators of scale stability (Reliability of the Scale): The stability of the scale means that it is the true degree that expresses the individual's performance on a test. The concept of stability expresses the consistency or stability in which the characteristic or phenomenon to be measured or described is (Al-Tariri, 1997: 170). To calculate the coefficient of stability of the early non-adaptive schemas scale, the researchers relied on two methods:

A- Retest method: It represents the first method used by scientists to estimate stability, and this method is based on applying the scale to a group of individuals twice in a row under the same conditions with an appropriate time interval. To calculate the stability according to the re-test method, the researchers applied the scale to a sample of (100) male and female teachers who were chosen randomly, and after a period of two weeks, the scale was re-applied to them, and the reliability coefficient was extracted for the areas of the early non-adaptive schemas using the Pearson correlation coefficient between the scores of the two applications.

B- The alpha-Cronbach equation for internal consistency: This coefficient provides us with good stability, as it is the main equation responsible for using internal consistency dependent stability (Nunnally, 1978:p,126). In order to extract stability using this equation, the researchers applied the early schematics scale to a sample of (400) male and female primary school teachers who were chosen randomly. A good stability coefficient was obtained according to the test for co-explained variance (Lindquist, 1950:50).

Table (1) Descriptive statistical characteristics of the research sample on early non-adaptive schemas scales

<table>
<thead>
<tr>
<th>S</th>
<th>Pointer</th>
<th>break up and rejection</th>
<th>Poor performance and autonomy</th>
<th>the border dysfunctional</th>
<th>Orientation towards the other</th>
<th>Excessive anticipation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mean</td>
<td>69.84</td>
<td>60.78</td>
<td>30.21</td>
<td>34.48</td>
<td>32.68</td>
</tr>
<tr>
<td>2</td>
<td>Median</td>
<td>68</td>
<td>60</td>
<td>29.50</td>
<td>34</td>
<td>32</td>
</tr>
<tr>
<td>3</td>
<td>Mode</td>
<td>74</td>
<td>54</td>
<td>28.00</td>
<td>34</td>
<td>32</td>
</tr>
<tr>
<td>4</td>
<td>Std.Dev</td>
<td>16.12</td>
<td>13.55</td>
<td>6.86</td>
<td>7.21</td>
<td>6.61</td>
</tr>
<tr>
<td>5</td>
<td>Skewness</td>
<td>0.59</td>
<td>0.31</td>
<td>0.44</td>
<td>0.24</td>
<td>0.16</td>
</tr>
<tr>
<td>6</td>
<td>Kurtosis</td>
<td>0.74</td>
<td>0.45</td>
<td>0.63</td>
<td>0.15</td>
<td>0.64</td>
</tr>
<tr>
<td>7</td>
<td>Minimum</td>
<td>30</td>
<td>20</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>8</td>
<td>Maximum</td>
<td>125</td>
<td>100</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>
Figure (1) Bar graphs for the degrees of statistical analysis for each field of the early non-adaptive charts

Description of the final maladaptive early schemas scale: The final maladaptive early schemas scale consists of (75) items according to the five-point Likert scale (always applies to me, applies to me often, applies to me sometimes, does not apply to me, never applies to me).

Presentation, interpretation and discussion of the results

The first objective: to identify the early maladaptive schematics and their dimensions for primary teachers: To achieve this goal, the researchers applied the early non-adaptive schematic measures to the research sample of (400) male and female teachers, and by using the t-test for one sample to identify the significance of the differences between the arithmetic mean and the hypothetical average for each field, the results showed that the mean. The arithmetic of the separation and rejection scheme reached (69.84) degrees, which is less than the hypothetical mean of (75) degrees, and the calculated T-value equals (6.41), which is higher than the tabular value (1.96) and with a degree of freedom of 399 at the level of significance (0.05). Therefore, the members of the current research sample have the trait of separation and rejection, and so it can be explained that what came in as a result of the field of separation and rejection is that the schemes of this dimension are weak, and this is an indication of the existence of these schemes, but in an ineffective manner. Stable, unreliable and unpredictable.

The researchers also found that the current research sample averaged for two domains (weak performance, autonomy, and dysfunctional boundaries). The arithmetic average for poor performance and autonomy reached (60.78), which is higher than the hypothetical average of (60) degrees, and the arithmetic average for (dysfunctional limits) reached (30.21) degrees, which is higher than the hypothetical average of (30), and the calculated T-value, respectively, for both, amounting to (1.15) and (0.60), respectively, which is less than the tabular value of (1.96). This indicates that the members of the research sample do not have plans in the direction of (weak performance, autonomy and dysfunctional borders). And that the arithmetic mean of the two schemes (orientation towards the other, and excessive anticipation) have a value of (34) and (32), respectively, which are higher than the hypothetical average of (30) degrees, since the calculated T-value is higher than the tabular T-value of (1.96) degrees of freedom (399 and the level of significance (0.05), the members of the current research sample have two schemes (orientation towards the other, excessive anticipation), and table (2) illustrates this.
Table (2) The t-test for the difference between the sample mean and the hypothetical mean of the early non-adaptive chart measures

<table>
<thead>
<tr>
<th>Styles</th>
<th>SMA</th>
<th>standard deviation</th>
<th>hypothetical mean</th>
<th>Calculated T-value</th>
<th>Table T-value</th>
<th>degree of freedom</th>
<th>Indication level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Separation and rejection</td>
<td>69.84</td>
<td>16.12</td>
<td>75</td>
<td>6.41</td>
<td>1.96</td>
<td>399</td>
<td>D in favor of the hypothesis</td>
</tr>
<tr>
<td>Poor performance and control</td>
<td>60.78</td>
<td>13.55</td>
<td>60</td>
<td>1.15</td>
<td>1.96</td>
<td>399</td>
<td>not significant</td>
</tr>
<tr>
<td>Dysfunctional boundaries</td>
<td>30.21</td>
<td>6.86</td>
<td>30</td>
<td>0.62</td>
<td>1.96</td>
<td>399</td>
<td>not significant</td>
</tr>
<tr>
<td>Orientation towards the other</td>
<td>34.48</td>
<td>7.21</td>
<td>30</td>
<td>12.43</td>
<td>1.96</td>
<td>399</td>
<td>D in favor of my account</td>
</tr>
<tr>
<td>Excessive anticipation</td>
<td>32.68</td>
<td>6.61</td>
<td>30</td>
<td>8.11</td>
<td>1.96</td>
<td>399</td>
<td>D in favor of my account</td>
</tr>
</tbody>
</table>

The two researchers believe that the presence of the two fields of “orientation towards the other, excessive anticipation” at a high level in the research sample is consistent with what was stated in the theoretical framework, where the field of orientation towards the other indicates the focus of the individual on the needs of others instead of his needs to win their love or avoid their revenge. This causes the development of early maladaptive schemes around self-denial and submission to others, as the owners of the sacrifice scheme are characterized by self-expression, which pushes the individual to sacrifice his personal desires to satisfy others and meet their needs at the expense of his personal desires, and often does so that he does not feel guilty because of selfishness, and to maintain relationships with others. who need it, (Martin & Young, 2010: 20).

While the presence of the area of excessive anticipation and inhibition indicates that the research sample has an exaggerated suppression of spontaneous feelings, and this causes the development of early maladaptive schemes around emotional restraint, rigid standards and excessive criticism. Where individuals strive to achieve the highest standards of behavior and performance in an exaggerated manner, and this leads to a feeling of pressure or lack of pleasure, happiness, health, low self-esteem and a sense of achievement (Martin & Young, 2010: 21).

The results of this study were in agreement with the results of the study of Ali and Eid (2020), which indicated the existence of early maladaptive schemes that include ideas and information.

This result can be explained according to the opinion of the scientist Young (2003) that primary teachers have maladaptive early schemas that include ideas, information and assumptions and that negative feelings are the result of these maladaptive schemas, and that the failure of individuals to satisfy their special needs in childhood represented by warmth and tenderness, often They develop schemas that are not adapted to their social environment, which makes them feel unjust, unjust and insecure, which may develop abnormal behaviors.

The second objective: the significance of the differences in the early schematics that are not adapted for each dimension among primary teachers according to the variables of type and service

1. scope separation and rejection according to the variables of type and service: To achieve this goal, the researchers used the Two Way Anova Two Analysis of Variance, to identify the significance of the differences in separation and rejection according to the variables of type and service, and Table (3) illustrates this.

Table (3) The results of the two-way analysis of variance to reveal the significance of the differences in separation and rejection according to the variables of type and service

<table>
<thead>
<tr>
<th>Contrast source</th>
<th>sum of squares s.of.s</th>
<th>degree of freedom D.F</th>
<th>mean squares M.S</th>
<th>q value F</th>
<th>levelSig</th>
</tr>
</thead>
</table>

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The results of Table (3) indicate the following:

1. There is no statistically significant difference in separation and rejection according to the variable of type, as the calculated t-value reached (3.792), which is less than the tabular t-value of (3.84) at the level of significance (0.05) and the degree of freedom (1-396).

2. There is no statistically significant difference in the separation and rejection according to the service variable, as the calculated t-value reached (0.190), which is less than the tabular t-value of (3.84) at the significance level (0.05) and the degree of freedom (1-396).

3. There is no significant interaction between the variables (type and service), as the calculated t-value reached (0.339), which is less than the tabular t-value of (3.84) at the level of significance (0.05) and the degree of freedom (1-396).

2. Scope of poor performance and self-control according to the type and service variables: To achieve this goal, the researchers used the Way Anova Two Analysis of Variance, to identify the significance of the differences in poor performance and self-control according to the variables of sex and service, and the table (4) illustrates this.

Table (4) The results of the two-way analysis of variance to reveal the significance of differences in poor performance and self-control according to the variables of type and service

<table>
<thead>
<tr>
<th>Contrast source s.of.v</th>
<th>sum of squares s.of.s</th>
<th>degree of freedom D.F</th>
<th>mean squares M.S</th>
<th>q value F</th>
<th>levelSig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type</td>
<td>9.613</td>
<td>1</td>
<td>9.613</td>
<td>0.053</td>
<td>not significant at0.05</td>
</tr>
<tr>
<td>the service</td>
<td>739.789</td>
<td>1</td>
<td>739.789</td>
<td>4.042</td>
<td>not significant at0.05</td>
</tr>
<tr>
<td>Type * the service</td>
<td>100.886</td>
<td>1</td>
<td>100.886</td>
<td>0.551</td>
<td>not significant at0.05</td>
</tr>
<tr>
<td>The error</td>
<td>72483.632</td>
<td>396</td>
<td>183.039</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>Total</td>
<td>1550813</td>
<td>400</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
</tbody>
</table>

The results of Table (4) indicate the following:
1. There is no statistically significant difference in poor performance and self-control according to the type variable, as the calculated t-value reached (0.053) which is less than the tabular t-value of (3.84) at the level of significance (0.05) and the degree of freedom (1-396).

2. There is a statistically significant difference in poor performance and self-control according to the service variable and in favor of less than (20), as the calculated t value reached (4.042) which is higher than the tabular maximal value of (3.84) at the level of significance (0.05) and the degree of freedom (1 -396).

3. There is no significant interaction between the variables (type and service), as the calculated t-value reached (0.551), which is less than the tabular t-value of (3.84) at the level of significance (0.05) and the degree of freedom (1-396).

3- Scope the different limits according to the variables of type and service: To achieve this goal, the researchers used the Way Anova Two Analysis of Variance, to identify the significance of the differences in the imbalanced limits according to the variables of sex and service, and the table (5) illustrates this.

<table>
<thead>
<tr>
<th>Contrast source s.of.v</th>
<th>sum of squares s.of.s</th>
<th>degree of freedomD.F</th>
<th>mean squaresM.S</th>
<th>q value F</th>
<th>levelSig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type</td>
<td>0.804</td>
<td>1</td>
<td>0.804</td>
<td>0.017</td>
<td>not significant at0.05</td>
</tr>
<tr>
<td>the service</td>
<td>46.298</td>
<td>1</td>
<td>46.298</td>
<td>0.978</td>
<td>significant at0.05</td>
</tr>
<tr>
<td>Type * the service</td>
<td>17.397</td>
<td>1</td>
<td>17.397</td>
<td>0.368</td>
<td>not significant at0.05</td>
</tr>
<tr>
<td>The error</td>
<td>18740.139</td>
<td>396</td>
<td>47.324</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>Total</td>
<td>383919</td>
<td>400</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
</tbody>
</table>

The results of Table (5) indicate the following:

1. There is no statistically significant difference in the dysfunctional boundaries according to the type variable, as the calculated t-value reached (0.017), which is less than the tabular t-value of (3.84) at the level of significance (0.05) and the degree of freedom (1-396).

2. There is no statistically significant difference in the dysfunctional boundaries according to the service variable, as the calculated t-value reached (0.978), which is less than the tabular t-value of (3.84) at the level of significance (0.05) and the degree of freedom (1-396).

3. There is no significant interaction between the variables (type and service), as the calculated t-value was (0.368), which is less than the tabular t-value of (3.84) at the significance level (0.05) and the degree of freedom (1-396).

4- Scobeorientation the other according to the type and service variables: To achieve this goal, the researchers used the Way Anova Two Analysis of Variance, to identify the significance of the differences in the orientation towards the other according to the variables of sex and service, and the table (6) illustrates this.

<table>
<thead>
<tr>
<th>Contrast source s.of.v</th>
<th>sum of squares s.of.s</th>
<th>degree of freedomD.F</th>
<th>mean squaresM.S</th>
<th>q value F</th>
<th>levelSig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type</td>
<td>0.804</td>
<td>1</td>
<td>0.804</td>
<td>0.017</td>
<td>not significant at0.05</td>
</tr>
<tr>
<td>the service</td>
<td>46.298</td>
<td>1</td>
<td>46.298</td>
<td>0.978</td>
<td>significant at0.05</td>
</tr>
<tr>
<td>Type * the service</td>
<td>17.397</td>
<td>1</td>
<td>17.397</td>
<td>0.368</td>
<td>not significant at0.05</td>
</tr>
<tr>
<td>The error</td>
<td>18740.139</td>
<td>396</td>
<td>47.324</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>Total</td>
<td>383919</td>
<td>400</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
</tbody>
</table>

The results of Table (6) The results of the two-way analysis of variance to reveal the significance of the differences in the orientation towards the other according to the variables of type and service
The results of Table (6) indicate the following:

1. There is a statistically significant difference in the orientation towards the other according to the gender variable and in favor of females because their average is higher than males, as the calculated t-value reached (9.006), which is higher than the tabular t-value of (3.84) at the significance level (0.05) and the degree of freedom (1 -396).

2. There is no statistically significant difference in the orientation towards the other according to the service variable, as the calculated t-value reached (0.004) which is less than the tabular t-value of (3.84) at the level of significance (0.05) and the degree of freedom (1-396).

3. There is no significant interaction between the variables (type and service), as the calculated t-value was (0.08), which is less than the tabular t-value of (3.84) at the significance level (0.05) and the degree of freedom (1-396).

The researchers believe that the presence of the dimension of "orientation towards the other" at a high level in the research sample and in favor of females is consistent with what was stated in the theoretical framework, where after orientation towards the other indicates the focus of the individual on the needs of others instead of his needs to win their love or avoid their revenge. This causes the development of early maladaptive schemes around self-denial and submission to others, as the owners of the sacrifice scheme are characterized by self-expression, which pushes the individual to sacrifice his personal desires to satisfy others and meet their needs at the expense of his personal desires, and often does so that he does not feel guilty because of selfishness, and to maintain relationships with others. who need it,(Martin&Young,2010).

Scobe excessive anticipation according to the type and service variables:To achieve this goal, the researchers used a two-way analysis of variance, Way Anova, to identify the significance of the differences in excessive anticipation according to the variables of sex and service, and the table (7) illustrates this.

<table>
<thead>
<tr>
<th>Contrast source s.of.v</th>
<th>sum of squares s.of.s</th>
<th>degree of freedom D.F</th>
<th>mean squares M.S</th>
<th>q value F</th>
<th>levelSig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type</td>
<td>99.156</td>
<td>1</td>
<td>99.156</td>
<td>2.268</td>
<td>not significant at0.05</td>
</tr>
</tbody>
</table>

Table (7) The results of the two-way analysis of variance to reveal the significance of the differences in anticipation according to the variables of type and service
The results of Table (7) indicate the following:

1- There is no statistically significant difference in the excess anticipation according to the type variable, as the calculated t-value reached (2.268), which is less than the tabular t-value of (3.84) at the level of significance (0.05) and the degree of freedom (1-396).

2- There is no statistically significant difference in the excess anticipation according to the service variable, as the calculated t-value reached (0.415), which is less than the tabular t-value of (3.84) at the level of significance (0.05) and the degree of freedom (1-396).

3- There is no significant interaction between the variables (sex and service), as the calculated t-value reached (0.002) which is less than the tabular t-value of (3.84) at the level of significance (0.05) and the degree of freedom (1-396).

The researchers believe that the differences in the correlation of the dimensions of the early non-adaptive schemes according to the variable of type and service showed a variance, as the results showed statistically significant differences in the field of poor performance and self-control according to the service variable and in favor of less than (20), and this is due to their lack of experience in the educational process And their inability to act independently and be able to achieve sufficient success, and perhaps the reason for this during their childhood is that their parents do everything in its place, and often parents contribute to the loss of confidence in themselves and do not enhance their skills outside the home, Thus these individuals grow up unable to build their personal identity and control the necessary skills and competence. The results also showed statistically significant differences in favor of females in the area of orientation towards the other, due to the fact that females are more emotional than males in addition to self-sacrifice and their belief that they are obligatory. To meet the needs and demands of others and to seek approval by exaggerating focus on gaining acceptance and attention in an attempt to paint a positive image of it with others.

### III. CONCLUSIONS

After presenting the findings of the researcher and discussing them in the light of the research objectives, the following conclusions can be reached:

1. That primary school teachers have early schematics that are not adaptive, and that the failure to satisfy their special needs in childhood represented by warmth and tenderness often develop these schemes for them with their social surroundings that make them feel unjust, unjust and insecure.

2. The results showed a variation in the differences in the correlation of the dimensions of the early non-adaptive schemes, according to the variable of type and service.

### Recommendations

In light of the findings of the researchers, the following can be recommended:

- Conducting qualitative research targeting teachers to find out their experiences and life experiences.
- Conducting more research that shows that early maladaptive schemas are mediating factors and predictors of mental disorders and diseases.
Suggestions

In light of the above and to complement the current research, the researchers suggest the following:

- Conducting a study similar to the current research in which the sample is from secondary school teachers.
- Study of early maladaptive schemas and their relationship (the ability to empathize, positive resilience).

REFERENCES

18. Young , J &etal. (2003).schematherapy , new York , Landan ,the Guilford.