

## THE STUDY OF THE RELATIONSHIP BETWEEN MOTHERS' EARLY MALADAPTIVE SCHEMAS AND THEIR CHILDREN'S BEHAVIORAL PROBLEMS

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### ABSTRACT

Early maladaptive schemas can negatively affect people's lives, as well as their future relationships with their children, and thus their psychological development. The aim of this study was to examine the relationship between mothers' early maladaptive schemas and their children's behavioral problems. The mother's ability to establish a healthy relationship with her child is largely related to her mental health as the mother's mood, tension, or calmness can be reflected in the child. An unhappy and restless mother cannot be expected to raise mentally healthy children. Considering these, it is thought that mothers' early maladaptive schemas can cause tenseness and restlessness in their children and these negative emotions can reflect as problem behaviors. The relational survey model which is one of the general survey models was used as a research model. In this model frame, the relationship between mothers' early maladaptive schemas and children's behavioral problems were examined. The children were from kindergartens and nursery classes of ten different schools that were under the Ministry of National Education in central Nevşehir. The study group was selected randomly and consisted of 300 mothers along with their children whose ages were changing from 48 to 71 months. However, after excluding the missing values from the analysis, the number of participants decreased to 166 and all analyzes were performed based on these corrected data. Descriptive statistics were calculated in the analysis of the data that was collected via "Young Schema Scale" and "Revised Problem Behavior Checklist". Spearman Brown Correlation analysis was used to determine the relationship between the variables. Moreover, a positive relationship between mothers' early maladaptive schemas and children's behavioral problems was found.

**Keywords:** Mothers, Children, Preschool, Early Maladaptive Schemas, Behavior Problems.\*

## ANNELERİN ERKEN DÖNEM UYUMSUZ ŞEMALARI İLE ÇOCUKLARIN DAVRANIŞ PROBLEMLERİ ARASINDAKİ İLİŞKİNİN İNCELENMESİ

### ÖZ

Erken dönem uyumsuz şemalar kişilerin kendi hayatını olumsuz olarak etkileyebileceği gibi gelecekte çocuklarıyla ilişkilerini, dolayısıyla onların ruhsal gelişimlerini olumsuz olarak etkileyebilir. Annelerin ruh hali, gerginlikleri ve huzurlu olup olmama durumları genellikle çocuklarına yansır. Mutsuz ve huzursuz bir

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annenin ruhsal açıdan sağlıklı çocuklar yetiştirmesi beklenemez. Haliyle annelerin erken dönem uyumsuz şemalarının çocuklarda ruhsal çatışmalara, huzursuzluklara neden olabileceği, bu olumsuz duyguların da çocuklarda problem davranışlar olarak dışarıya yansıtacağı düşünülmektedir. Bu araştırmanın amacı annelerin erken dönem uyumsuz şemaları ile çocukların davranış problemleri arasında ki ilişkinin incelenmesidir. Araştırma genel tarama modellerinden ilişkisel tarama modeli özelliğine sahiptir. Bu model çerçevesinde 48-71 arası çocuğu olan annelerin erken dönem uyumsuz şemaları ile çocukların davranış problemleri arasındaki ilişki incelenmiştir. Araştırmanın çalışma grubunu Nevşehir il merkezindeki Milli Eğitim Bakanlığı'na bağlı anaokulları ve anasınıfları arasından seçkisiz olarak seçilen on okula devam eden 48-71 ay arası çocuğu olan 300 anne ve çocukları oluşturmuştur. Kayıp değerlerin analiz dışında bırakılmasından sonra katılımcı sayısı 166'ya düşmüş ve tüm analizler düzeltme yapılan bu veriler üzerinden gerçekleştirilmiştir. "Young Şema Ölçeği" ile "Yenilenmiş Davranış Problemleri Kontrol Listesi" ile toplanan verilerin analizinde ilk olarak betimsel istatistikler hesaplanmıştır. Daha sonra değişkenler arasındaki ilişkiyi belirlemek amacıyla Spearman Brown Korelasyon analizi yapılmıştır. Araştırmada annelerin erken dönem uyumsuz şemaları ile çocukların davranış problemleri arasında pozitif yönde anlamlı bir ilişki olduğu saptanmıştır. Bu bulgulara dayanarak annelerin ve anne adaylarının yaşamlarını etkileyen olumsuz duygularla başa çıkabilmeleri için psikolojik destek almaları önerilebilir.

**Anahtar Kelimeler:** Anneler, Çocuklar, Okul Öncesi, Erken Dönem Uyumsuz Şemalar ve Davranış Problemleri.

## 1. INTRODUCTION

Mental health is one's ability to meet his/her needs harmoniously. While the primary objective of child development is to fulfill basic needs, the main goal of child rearing is to help them fulfill these goals (Rafaeli, Bernstein & Young, 2011/2013). In fact, childhood does not need to be necessarily perfect in order to be mentally healthy, and compatible with the surrounding. "Being good enough" is just enough and to do this, a child needs to feel safe, attached to others, be determined, have self-respect, express himself and have realistic limits. If these needs are met, then, the child may improve a healthy psychological development. When there are serious shortcomings in meeting the child's needs then the problems start to occur. These shortcomings create the things that are called schema (Young & Klosko, 1993/2011). Schemas affect a person's mood, way of thinking, behaving and communicating. They trigger some strong emotions such as anger, sadness and anxiety. However, due to their being rigid and resistant to change, they may become disruptive in later life, and may even cause psychological problems (Atlı-Özbaş, Sayın & Çoşar, 2012; Young & Klosko, 1993/2011). Especially those that are from childhood are damaging experiences, related to self and interpersonal relations may be more dangerous in terms of their effects (Rafaeli et al., 2011/2013).

Early maladaptive schemas are defined as destructive emotional and cognitive patterns that include one's perceptions of himself, others, and the world and repeated throughout life (Kapçı & Hamamcı, 2011; Rafaeli, et al., 2011/2013; Young, Klosko & Weishaar, 2003). Early maladaptive schemas, whose origins extend to childhood and youth experiences, largely reflect the atmosphere of one's early environment (Rafaeli, et al., 2011/2013; Young, et al., 2003). Negative experiences in childhood and youth, which are expressed as toxic life experiences, are the main source of early maladaptive schemas (Young, et al., 2003). In other words, early maladaptive schemas are formed as a result of damaging early life experiences, in which the basic emotional needs of childhood are not met seriously. These emotional needs are as follows: secure attachment to others, belonging, positive identity perception, freedom of expressing thoughts and emotions and self-determination (Rafaeli, et al., 2011/2013; Young, et al., 2003). These early needs that belong to early childhood exist in the strongest form in immediate family. Therefore, problems experienced within the close family are often the primary source of early maladaptive schemas. Early maladaptive schemas that develop early and are closest to one's essence usually develop within this nuclear family. In a broader

sense, the dynamics of the child's family are the dynamics of the child's entire past (Rafaeli, et al., 2011/2013).

Four types of early life experiences can be mentioned as accelerating the acquisition of early maladaptive schemas. The first one is preventing the fulfillment of needs which is damaging. This experience occurs when the child receives less from what is good for him and includes schemas that reflect the constraints in the childhood environment. The child's environment lacks some of the important things, such as stability, understanding or love. This deficiency has a permanent presence in child's mind. The second past experience that triggers early maladaptive schema formation is a traumatic experience. Traumatic experiences such as abuse and victimization affect the child very deeply and cause massive harm to the child. Here, the child usually surrenders instead of dealing with the threat. He/she develops schemas that reflect the existence of danger, pain or threat. In the third type of experience, the child experiences receiving more from what is good. Parents may care too much about their child's life and be protective to an extreme degree. They may not set realistic limits to their child and can give unlimited freedom. That is, offering the child more than s/he needs for his/her healthy development. The fourth type of life experience that forms an early maladaptive scheme is selective internalization and identification with the important ones. The child often selectively identifies and internalizes his/her parents' feelings, thoughts, experiences and behaviors. Another way to explain this process is taking parents as models. With their existence in this world, parents or other adults become models of children. Temperament is another factor that plays an important role in the development of early maladaptive schemas outside the childhood environment. Temperament is a person's innate emotional structure. It identifies how a person reacts to events. The destructive effects of childhood interact with temperament in the formation of early maladaptive schemas. Child's temperament partially directs his/her parents' behaviors towards him/her. As a result, it can be said that the schemas arise from the interaction between the temperament and the formative environment of the child (Ari & Deniz, 2015; Dattilo, 2010/2012; Rafaeli, et al., 2011/2013; Young & Klosko, 1993/2011).

Early maladaptive schemas not only can affect one's own life negatively but also can affect the relationship with his children in the future and thus their inner development. This may cause behavioral problems in children. According to Yörükoğlu (2011), behavioral problems reflect child's inner conflicts and restlessness due to various psychological and physical reasons. Campbell defined problem behavior as hurting self/others around or preventing anyone from learning a new skill and excluding him from the social environment, or the people around, and also not complying with the social norms of the society in which s/he lives in (Campbell, 2006; Gültekin-Akduman, 2016). Many factors can be pointed out as the causes of behavioral problems. Biological factors, environmental and socio-economic factors, wrong parental attitudes, traumas, role modeling, and mass media are among these factors. However, negative mother-child relationship and lack of confidence in child can be shown as the most important reasons.

Just like when a mother nurses her baby and gives him the protein, vitamins and minerals he needs for his physical development; it is also vital for a mother to care, love and treat her baby with kindness for his spiritual development. However, the love of a mother may not be enough just by itself. In order to have a mentally healthy development, children need a family environment which is faithful, peaceful and full of love. Children who grow up in such a family environment will be more peaceful and calm as their emotional needs such as love, belonging and acceptance are adequately met. According to Utay & Utay (2005) when families have positive and warm communication with their children and pay attention to their emotions and needs, then children show less behavioral problems (Özbey, 2010). Emotions like restlessness, tension and anger can be seen in children when the emotional needs of children are not met by the family on time and sufficiently.

According to Yavuzer (1997), children who cannot find a peaceful family environment become insecure and overwhelmed with complex emotions, thoughts and contradictions. These children do not believe and trust those who are around them as they think that nobody likes them and wants them. They display problem behaviors to can attract the attention of adults.

It can be said that unresolved childhood conflicts in the mother or father have an important effect on the formation of restless family environments. In particular, psychological conflicts seen mostly in mothers can prevent children from meeting their emotional needs adequately. This can cause children to develop an overly dependent, insecure and emotionally fragile personality. However, as they do not get enough attention and love from mother, these children may display negative behaviors to attract attention, to reflect anger or to punish their mothers. Gürşimşek, Girgin, Harmanlı & Ekinçi (2006) states that the psychological problems seen in mothers are as vital as the deprivation of the mother herself and behavioral problems can be seen in children who are deprived of their mothers' attention and love.

As a result, we can state that children are not born with a behavioral disorder. On the contrary, children try hard to adapt to life when they are born (Güneş, 2014; Öz, 2017). At this point, the parents' duty is to support this effort of the child. Therefore, families, especially mothers, should establish a trust-based relationship with their children, meet their emotional needs and avoid unnecessary obstacles and punishment. The mother's ability to establish a healthy relationship with her child is largely related to her mental health as the mother's mood, tension or calmness can be reflected in the child. An unhappy and restless mother cannot be expected to raise mentally healthy children. Consequently, it is thought that mothers' early maladaptive schemas can cause tenseness and restlessness in their children and these negative emotions can reflect as problem behaviors. The aim of the present study is to examine the relationship between mothers' early maladaptive schemas and their children's behavioral problems.

## **2. METHOD**

If the purpose is to describe a past or current situation, "survey" model is used. The important thing is to be able to observe what exists without changing it. In this model, the researcher can directly examine, integrate and interpret the scattered information by referring to various records that are previously kept and resource people whom the researcher interviewed. The present research has the feature of the relational survey model, which is a type of survey model. In relational survey models, the existence and/or degree of change between two or more variables is tried to be determined. In this study, within the framework of this model, the relationship between the early period maladaptive schemes of mothers having 5-6 year-old children and their children's behavioral problems were examined (Karasar, 1999).

### **2.1. Study Group**

The study group was selected randomly and consisted of 300 mothers along with their children whose ages were changing from 48 to 71 months. These children were from kindergartens and nursery classes of ten different schools that were under the Ministry of National Education in central Nevşehir in the 2017-2018 academic year. After the missing values were excluded from the analysis, the number of participants decreased to 166, and all analyzes were performed on this corrected data. When the demographic characteristics of the study group were examined, it is seen that 45.8% of the mothers participating in the study were between the ages of 20-30, 46.4% of them were between the ages of 31-40 and 7.8% of them were 41 years and older. In terms of educational background, 60.8% of the mothers who participated in the study had primary and secondary education, 31.3% of them had associate and undergraduate degrees, and 7.8% of them had graduate degrees. The demographic characteristics of children participating in the study were as follows; 49.4

of them were girls and 50.6% of them were boys. 67.7% of them were between 49-60 months old and 32.3% of them were between 61-71 months old.

## **2.2. Data Collection Tools**

### **2.2.1. Young Schema Scale**

Young Schema Scale-Short Form 3 (YSS-SF3): In the short form developed by Jeffrey Young based on Schema Therapy (1990, 2003), there are 18 early maladaptive schemes including schema domains: Disconnection/Rejection, Impaired Autonomy/Self-Reveal, Other-Directedness, Impaired Limits, Overvigilance/Inhibition. The Subscales Were, Respectively, Abandonment/Unstability, Mistrust/ Abuse, Emotional Inhibition, Defectiveness/ Shame, Social Isolation/Alienation, Dependence/Incompetence, Vulnerability to Harm or İllness, Enmeshment/Undeveloped Self, Failure, Entitlement/Grandiosity, Insufficient Self-Control, Subjugation, Self-Sacrifice, Approval-Seeking, Negativity/Pessimism, Emotional Deprivation, Unrelenting Standards/ Hypercriticalness and Punitiveness. on a 90-item scale, participants rated each item on a 6-point Likert (1 = totally wrong for me, 6 = perfectly describing me). In the original form of the scale, each sub-scale consists of 5 items and the scores obtained from the sub-scales can vary between 5 and 30. The Turkish version of the scale was adapted by Soygut, Karaosmanoğlu, & Çakır (2009). Five schema domains (Disconnection, High Standards, Impaired Autonomy, Impaired Limits and Other-Directedness) and 14 early maladaptive schemes (Emotional Deprivation, Failure, Negativity, Social Isolation/Mistrust, Suppression of Emotions, Recognition-Seeking, Enmeshment/Dependence, Entitlement/Insufficient Self-Control, Self-Sacrifice, Abandonment, Punitiveness, Defectiveness, Vulnerability to Harm or İllness and Unrelenting Standards. In order to examine the construct validity of the Turkish form of the scale, Principal Component Analysis and Descriptive Factor Analysis were performed. It is concluded that there are 14 schemes gathered under 5 schema domains. The results of the test-retest method, which was applied to determine the reliability of the scale, showed that the scale was reliable ( $r = .66-.83$ ,  $p < .01$ ). Internal consistency coefficients calculated to determine the reliability level of the scale also indicate that the scale is reliable. (Internal consistency coefficients of 14 subscales ranged from  $\alpha = .63$  to  $.80$ , while the internal consistency coefficients of schema domains, which are the top order factors of the scale, ranging from  $\alpha = .53$  to  $.81$  (Soygut, et al., 2009; Makas & Çelik, 2018). In the present study, Cronbach Alpha internal consistency coefficient for 4 sub-dimensions ranged between  $\alpha = .65 - .92$ .

### **2.2.2. Revised Problem Behavior Checklist (RPBCL)**

The scale which is originally called Revise Problems Behavior Checklist was developed by Quay & Peterson (1996). Its adaptation to our country was carried out by Kaner & Çiçek (2000) and Kaner & Büyüköztürk (2006). The scale can be applied to teachers, parents, clinicians and caregivers of 5-18 years-old children. It can also be applied to the ones who know the child personally. The scale consists of 6 sub-dimensions; behavior disorder (22 items), social aggression (17 items), attention problems-immaturity (16 items), anxiety-introversion (11 items), psychotic behavior (6 items), motor tensions (5 items). The internal consistency of the scale was examined via The cronbach alpha reliability technique and it was found that the cronbach alpha coefficients ranged between 0.68-0.95. The test-retest reliability coefficient was between 0.49-0.83. Also, the inter-observer reliability coefficients between different groups (eg. teacher-teacher, mother-father, parent-teacher) ranged between 0.52-0.87 (Kaner & Çiçek, 2000; Kaner & Büyüköztürk, 2006). In this study, Cronbach Alpha internal consistency coefficient for 5 sub-dimensions was between  $\alpha = .53 - .88$ .

### 2.3. Data Collection

After obtaining the necessary permissions from Nevşehir Provincial Directorate of National Education, the data collection was carried out with the mothers who were volunteers to participate in the study. There were ten kindergarten and nursery classes in the city center of Nevşehir. The children attending these schools were between 48-71 months-old. The mothers were informed about the purpose and scope of the study and were asked to fill out the scales. It was also stated that their children and their information would remain confidential and that volunteering was the basis.

### 2.4. Data Analysis

Firstly, descriptive statistics were calculated in the analysis of the data collected via “Young Schema Scale” and “Revised Problem Behavior Checklist”. The arithmetic mean, standard deviation, skewness and kurtosis values of the scales were evaluated and distribution characteristics of the scales were determined. The following features can be given as evidence for the existence of normal distribution; arithmetic mean, mode and median being equal or close, skewness and kurtosis coefficients being close to 0 within  $\pm 1$  limits, skewness and kurtosis indices calculated by dividing the coefficients of skewness and kurtosis to their standard errors being close to 0 within  $\pm 2$  limits, the relative variation coefficient, which expresses the ratio of the standard deviation and the mean as a percentage being between 20 and 25 (Tabachnick & Fidell, 2013; McKillup, 2012; Wilcox, 2012b; Howitt & Cramer, 2011; Lind, et al. 2006 cited in Demir, Saatçioğlu & İmrol, 2016). The findings from the archives indicate that the Young Schema Scale and "Revised Behavior Problems Checklist" scores do not have a normal distribution. The scores obtained from the scales used in the study do not show a normal distribution. In order to determine the relationship between the variables Spearman Brown Correlation analysis was used.

## 3. FINDINGS

The distribution of scores obtained from the Young Schema Scale and Revised Problem Behavior Checklist subscales is given in Table 1.

**Table 1: Descriptive Statistics of Young Schema Scale and Revised Problem Behavior Checklist Subscales**

	Arithmetic mean	Median	Standard deviation	Skewness	Kurtosis
Social isolation-insecurity	10.78	9.00	4.56	1.373	.397
Abandonment	6.24	5.00	2.60	3.623	18.378
Defectiveness	7.07	6.00	2.54	3.313	12.761
Emotional deprivation	6.56	5.00	3.86	3.741	15.338
Attention problems immaturity	3.78	3.00	3.72	1.716	4.438
Anxiety-introversion	3.43	3.00	2.68	1.170	1.301
Psychotic behavior	1.05	1.00	1.22	1.392	1.598
Motor tension	1.93	2.00	1.70	.476	-.750
Behavioral disorder	5.30	4.00	5.54	1.461	1.875

For the social isolation-insecurity sub-dimension of “Young Schema Scale” the arithmetic mean was found as 10.78, the median was 9.00, the standard deviation was 4.56, skewness was 1.373. and kurtosis was.397. The same values for abandonment sub-dimension were 6.24 for the arithmetic mean, 5.00 for the median, 2.60 for the standard deviation, 3.623 for skewness and 18.378 for kurtosis. The arithmetic mean for defectiveness sub-dimension was found as 7.07, 6.00 for median, 2.54 for standard deviation, 3.313 skewness and 12.761 for kurtosis. The arithmetic mean of the emotional deprivation sub-dimension was 6.56, the median was 5.00, the standard deviation was

3.86, the skewness was 3.741, and the kurtosis was 15.338. These findings indicate that the Young Schema Scale scores do not have a normal distribution. The same values in "Revised Problem Behavior Checklist" were also calculated. The values were found for the attention problems-immaturity sub-dimension 3.78 for the arithmetic mean, 3.00 for the median, 3.72 for the standard deviation, 1.716 for skewness and 4.438 for kurtosis. The arithmetic mean for the anxiety-introversion sub-dimension was found as 3.43, 3.00 for the median, 2.68 for the standard deviation, 1.170 for skewness and 1.301 for kurtosis. In terms of psychotic behavior sub-dimension, the same values were 1.05 for the arithmetic mean, 1.00 for the median, 1.22 for the standard deviation, 1.392 skewness and 1.598 for kurtosis. The arithmetic mean for the motor tension sub-dimension was 1.93, 2.00 for the median, 1.70 for the standard deviation, .476 for skewness and -.750 for kurtosis. The arithmetic mean for behavioral disorder sub-dimension was 5.30, 4.00 for the median, 5.54 for the standard deviation, 1.461 for skewness and 1.875 for kurtosis. These findings show that the "Revised Behavior Problems Checklist" subscale scores do not have a normal distribution except for the sub-dimension of motor tension.

**Table 2. Results of Spearman Brown Correlation Coefficient Showing the Relationship Between Early Maladaptive Schemas of Mothers and Their Children's Behavioral Problems**

Variable	1	2	3	4	5	6	7	8	9
(1)Social isolation insecurity	100	.450**	.466**	.552**	.372**	.415**	.411**	.229**	.392**
(2)Abandonment		100	.465**	.348**	.321**	.309**	.244**	.197*	.330**
(3) Defectiveness			100	.418**	.410**	.439**	.362**	.218**	.316**
(4)Emotional deprivation				100	.289**	.291**	.288**	.158*	.249**
(5)Attention problems- immaturity					100	.664**	.554**	.573**	.652**
(6)Anxiety- introversion						100	.452**	.360**	.430**
(7)Psychotic behavior							100	.434**	.501**
(8)Motor tension								100	.602**
(9)Behavior disorder									100

As seen in Table 2, there was a positive significant relation at an intermediate level between social isolation insecurity sub-dimension of early maladaptive schemas and attention problems-immaturity ( $r = .372$ ;  $p < 0.01$ ), anxiety-introversion ( $r = .415$ ;  $p < 0.01$ ), psychotic behavior ( $r = .411$ ;  $p < 0.01$ ), and behavior disorder ( $r = .392$ ;  $p < 0.01$ ) sub-dimensions of behavioral problems. Also it is seen that there was a positive significant relation at low level between social isolation insecurity sub-dimensions of early maladaptive scheme, and motor tension ( $r = .229$ ;  $p < 0.01$ ) sub-dimensions of behavioral problems. It is seen that, there was a positive significant relation at an intermediate level between abandonment, sub-dimension of early maladaptive schemas and attention problems-immaturity ( $r = .321$ ;  $p < 0.01$ ), anxiety-introversion ( $r = .309$ ;  $p < 0.01$ ) and behavioral disorder ( $r = .330$ ;  $p < 0.01$ ). sub-dimensions of behavioral problems. Besides, it was seen that there was a positive significant relation at low-level between abandonment sub-dimension of early maladaptive schemas, and psychotic behavior ( $r = .244$ ;  $p < 0.01$ ) and motor tension ( $r = .197$ ;  $p < 0.05$ ) sub-dimensions of behavioral problems. There was positive significant relation at an intermediate level between defectiveness sub-dimension of early maladaptive schemas and attention problems-immaturity ( $r = .410$ ;  $p < 0.01$ ), anxiety-introversion ( $r = .439$ ;  $p < 0.01$ ), psychotic behavior ( $r = .362$ ;  $p < 0.01$ ) and behavioral disorder ( $r = .316$ ;  $p < 0.01$ ) subdimensions of behavioral problems. Also it was seen that

there was a positive significant relation at low level between defectiveness sub-dimension of early maladaptive scheme and motor tension ( $r=.218$ ;  $p<0.01$ ) sub-dimension of behavioral problems. It was also found that there was a positive significant relation at low level between emotional deprivation sub-dimension of early maladaptive schemas and attention problems-immaturity ( $r = .289$ ;  $p <0.01$ ), anxiety-introversion ( $r= .291$ ;  $p<0.01$ ), psychotic behavior ( $r= .288$ ;  $p<0.01$ ), motor tension ( $r= .158$ ;  $p<0.05$ ) and behavioral disorder ( $r= .249$ ;  $p<0.01$ ) sub-dimensions of behavioral problems.

#### 4. CONCLUSION AND DISCUSSION

It can be said that behavioral problems seen in children are mostly caused by communication with the mother. The experiences of mothers with their own mothers since their own childhood play an important role in this communication. Growing up without mother's love and intimacy, children may find it difficult to establish a healthy relationship with their own children when they grow up. Because a mother has actually rehearsed her relationship with her child through the relationship she had with her own mother. The child can assimilate her mother's perspective, mood and way of behavior without realizing. When she herself becomes a mother, she involuntarily may reflect this on her own child. Therefore, it is thought that early maladaptive schemas occurred from negative experiences of mothers during their early years might negatively affect their communication with their children and cause behavioral problems in children. Although there were different reasons in the origin of the 4 schemas under the title of "separation and rejection" in this research, it can be said that being raised up in a family environment which is unfriendly, distant, rejecting and lacks physical contact and emotional satisfaction might be the common reasons of these schemas. The relationship between these four schema domains and behavioral problems are discussed separately below.

When the results of the correlation analysis are examined, there was a positive significant relation at an intermediate level between social isolation insecurity sub-dimension of early maladaptive schemas and attention problems-immaturity, anxiety-introversion, psychotic behavior, and behavior disorder sub-dimensions of behavioral problems. It was also seen that there was a positive significant relation at the low-level between social isolation sub-dimension of early maladaptive schemas and motor tension sub-dimensions of behavioral problems. People with social isolation insecurity schemes do not feel comfortable in social settings, and they can often be anxious, tense and shy. These people can also avoid developing social relationships and close friendships. Because people with this scheme often feel lonely. On the other hand, these people not only consider themselves socially inadequate but they might also experience the feeling of inferiority. When they become parents, they can try to raise perfect children to cover this feeling of social inadequacy or inferiority. Children who have perfectionist mothers can suppress their energies, emotions and impulses to please their mothers and follow the rules. Over time, these repressed emotions in children may turn into behavioral problems such as aggression, bad temper and anger. Kudu-Arıcan (2017) found in his study that the increase in irrational beliefs including perfectionism and expectations in parents raises the possibility of psychological problems in children. According to Rafaeli et al. (2011/2013), the social isolation insecurity scheme reflecting the needs that were not fulfilled is often caused by social exclusion outside the house or the family's lack of encouragement to socialize the child, intense feelings of shame, imperfection or dislikeness about the person's home and past. However, the formation of this scheme can be influenced by the fact that the parents have this scheme and that children adopt these emotions and behaviors. Arı & Deniz (2015) also indicated that selective internalization or identification of the child with the people s/he cares about is effective in the formation of the schemas; researchers express that children selectively internalize their family's thinking and behavior patterns, their emotions and experiences. In this context, it can be said that children's mothers may internalize the social isolation scheme and this situation may cause anxiety,



introvert, etc. behaviors in children. The study of Sayal (2017) supports the findings of the present one and it was found that mothers' early maladaptive schemas significantly predicted behavior problems sub-dimensions.

It was seen that, there was a positive significant relation at the intermediate level between abandonment sub-dimension of early maladaptive schemas and attention problems-immaturity, anxiety-introversion and behavioral disorder sub-dimensions of behavioral problems. It was also seen that there was a positive significant relation at low-level between abandonment sub-dimension of early maladaptive schemas, and psychotic behavior and motor tension sub-dimensions of behavioral problems. In the early period, the change of primary caregivers, their inconsistency or not being reliable, long-term health problems of caregiver or the loss of caregiver might interrupt or uniform secure attachment and this be the origin of the abandonment scheme. People with this scheme may experience anxiety about losing their beloved ones. Therefore, mothers with abandonment schemas can avoid establishing a secure attachment with the fear of losing their children even if they wish to establish close relationships with their child. Although the mother establishes a secure bond with her child, she may be concerned about its disruption. In other words, one always finds herself on a similar relationship axis. Sayal (2017) states that persons with this scheme might have difficulty in establishing a trust-based relationship. Studies (Moss, Smolla, Cyr, Dubois-Comtois, Mazzarello & Berthiaume, 2006; Zegers, Schuengel, Van IJzendoorn & Janssens, 2008; Erickson, Sroufe & Egeland, 1985) reveal that children who can not establish a secure attachment with their mothers show behavioral problems. On the other hand, mothers with abandonment schemas can develop an overly possessive and protective attitude towards their children with the anxiety of losing them. Behavioral problems can be seen in children who are raised with an overly protective attitude. According to Yavuzer, as a result of mother's overprotective attitude, the child may become a person who is over-dependent, introvert, having no self-confidence but has emotional breakdowns and adjustment problems (Yavuzer, 2005; Yavuzer, 2010). Many studies show that children raised with an overly protective attitude have behavioral problems (Aunola & Nurmi, 2005; Karakoç Demirkaya & Abalı, 2012; Tabak, 2007).

It was seen that there was a positive significant relation at an intermediate level between defectiveness sub-dimension of early maladaptive schemas and attention problems-immaturity, anxiety-introversion, psychotic behavior and behavioral disorder subdimensions of behavioral problems. Besides, it was seen that there was a positive significant relation at a low level between defectiveness, sub-dimension of early maladaptive scheme and motor tension sub-dimension of behavioral problems. People with this scheme perceive themselves as bad, refused, worthless and useless or they believe that they do not worth being loved by others (Rafaeli et al., 2011/2013; Young & Klasko, 1993/2011). The source of the schema is generally an unfriendly, critical, punitive, humiliating and rejecting parent style. Mothers who have this scheme can be unwillingly reflecting their own upbringing style to their children when they become mothers, and act in a rejecting manner. Children growing up with this attitude can experience the feeling that nobody wants them or they are rejected when they need love most. This feeling can deeply injure their souls and cause behavioral problems in the future. In addition to this, it can be said that children can perceive themselves as worthless and not loved by mapping their mothers' defect schemas. When children do not feel loved, they might behave aggressively to attract attention, or they become introverted children. According to Yavuzer (2010), children who grow up with a rejecting attitude can be an individual who lacks the feeling of help, can be nervous, have emotional fractures, and has hostile feelings towards others, especially to those who are younger than himself. Gander and Gardiner (1993/2010) stated that not only the personality traits such as insecurity and shyness but also aggressive behaviors can be seen in children raised with a rejecting parental attitude.

It is seen that there was a positive significant relation at a low level between emotional deprivation sub-dimension of early maladaptive schemas and attention problems-immaturity, anxiety-introversion, psychotic behavior, motor tension and behavioral disorder sub-dimensions of behavioral problems. People who have an emotional deprivation scheme are usually grown up in an extremely unfriendly family environment where emotional needs such as love, affection and acceptance are not met, expressions of emotions and needs are not allowed, time spent is not sufficient and no real parent-child relationship is built. Individuals with this scheme are often unfriendly, dull and distant in their relationships. They can avoid establishing close and emotional relationships with others. It may not be possible for them to show emotional warmth and physical contact to their children even when they become mothers. Because according to people with these schemas, the mother is generally an unfriendly and distant person who can not show her love. On the other hand, children need warm and close relationships with their mothers. Eventually, behavior problems occur when they cannot experience this warm and close relationship with their mothers. According to Özdemir & Davarcı (2013), children who were deprived of their mothers' love and attention while growing up have an insatiable desire for love; and this hunger for love causes some behavioral disorders.

In the study, it was concluded that there was a positive relationship between mothers' early maladaptive schemas and children's behavioral problems. As a result, we can say that early maladaptive schemas caused by toxic experiences in the early period, negatively affect their future communication with their children of individuals, their attitude towards raising children and developing a close emotional attachment with their children. This can cause behavioral problems in children. Children who are psychologically healthy can be raised in a peaceful family environment. It is especially important for the mother to be mentally healthy, peaceful and happy so that she can raise her children well. In this context, it may be suggested that mothers and women who are planning to be mothers should receive psychological support to cope with negative emotions that affect their lives. In addition, the following suggestions might be given for further studies: The relationship between adolescent's early maladaptive schemas and their behavioral problems can be examined. The relationship between mothers' early maladaptive schemas and their children's attachment styles can be examined.

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## EXTENDED SUMMARY

### Purpose

It is thought that mothers' early maladaptive schemas can cause tenseness and restlessness in their children and these negative emotions can reflect as problem behaviors. The aim of the present study is to examine the relationship between mothers' early maladaptive schemas and their children's behavioral problems.

### Methodology

The relational survey model which is one of the general survey models is used as a research model. In this model frame, the relationship between mothers' early maladaptive schemas and 48 to 71 months' children's behavioral problems was examined.

The children were from kindergartens and nursery classes of ten different schools that were under the Ministry of National Education in central Nevşehir. The study group was selected randomly and consisted of 300 mothers along with their children whose ages were changing from 48 to 71 months. However, after excluding the missing values from the analysis, the number of participants decreased to 166 and all analyzes were performed based on these corrected data.

Descriptive statistics were calculated in the analysis of the data that was collected via "Young Schema Scale" and "Revised Problem Behavior Checklist".

### Findings

there was a positive significant relation at an intermediate level between social isolation insecurity sub-dimension of early maladaptive schemas and attention problems-immaturity ( $r = .372$ ;  $p < 0.01$ ), anxiety-introversion ( $r = .415$ ;  $p < 0.01$ ), psychotic behavior ( $r = .411$ ;  $p < 0.01$ ), and behavior disorder ( $r = .392$ ;  $p < 0.01$ ) sub-dimensions of behavioral problems. Also it is seen that there was a positive significant relation at low level between social isolation insecurity sub-dimensions of early maladaptive scheme, and motor tension ( $r = .229$ ;  $p < 0.01$ ) sub-dimensions of behavioral problems. It is seen that, there was a positive significant relation at an intermediate level between abandonment, sub-dimension of early maladaptive schemas and attention problems-immaturity ( $r = .321$ ;  $p < 0.01$ ), anxiety-introversion ( $r = .309$ ;  $p < 0.01$ ) and behavioral disorder ( $r = .330$ ;  $p < 0.01$ ). sub-dimensions of behavioral problems. Besides, it was seen that there was a positive significant relation at low-level between abandonment sub-dimension of early maladaptive schemas, and psychotic behavior ( $r = .244$ ;  $p < 0.01$ ) and motor tension ( $r = .197$ ;  $p < 0.05$ ) sub-dimensions of behavioral problems. There was positive significant relation at an intermediate level between defectiveness sub-dimension of early maladaptive schemas and attention problems-immaturity ( $r = .410$ ;  $p < 0.01$ ), anxiety-introversion ( $r = .439$ ;  $p < 0.01$ ), psychotic behavior ( $r = .362$ ;  $p < 0.01$ ) and behavioral disorder ( $r = .316$ ;  $p < 0.01$ ) subdimensions of behavioral problems. Also it was seen that there was a positive significant relation at low level between defectiveness sub-dimension of early maladaptive scheme and motor tension ( $r = .218$ ;  $p < 0.01$ ) sub-dimension of behavioral problems. It was also found that there was a positive significant relation at low level between emotional deprivation sub-dimension of early maladaptive schemas and attention problems-immaturity ( $r = .289$ ;  $p < 0.01$ ), anxiety-introversion ( $r = .291$ ;  $p < 0.01$ ), psychotic behavior ( $r = .288$ ;  $p < 0.01$ ), motor tension ( $r = .158$ ;  $p < 0.05$ ) and behavioral disorder ( $r = .249$ ;  $p < 0.01$ ) sub-dimensions of behavioral problems.

### Conclusion and Discussion

It can be said that behavioral problems seen in children are mostly caused by communication with the mother. The experiences of mothers with their own mothers since their own childhood play an important role in this communication. Growing up without mother's love and intimacy, children may find it difficult to establish a healthy relationship with their own children when they grow up. Because a mother has actually rehearsed her relationship with her child through the relationship she had with her own mother. The child can assimilate her mother's perspective, mood and way of behavior without realizing. When she herself becomes a mother, she involuntarily may reflect this on her own child. Therefore, it is thought that early maladaptive schemas occurred from negative experiences of mothers during their early years might negatively affect their communication with their children and cause behavioral problems in children. Although there were different reasons in

the origin of the 4 schemas under the title of "separation and rejection" in this research, it can be said that being raised up in a family environment which is unfriendly, distant, rejecting and lacks physical contact and emotional satisfaction might be the common reasons of these schemas.

In the study, it was concluded that there was a positive relationship between mothers' early maladaptive schemas and children's behavioral problems. As a result, we can say that early maladaptive schemes caused by toxic experiences in the early period, negatively affect their future communication with their children of individuals, their attitude towards raising children and developing a close emotional attachment with their children. This can cause behavioral problems in children. Children who are psychologically healthy can be raised in a peaceful family environment. It is especially important for the mother to be mentally healthy, peaceful and happy so that she can raise her children well. In this context, it may be suggested that mothers and women who are planning to be mothers should receive psychological support to cope with negative emotions that affect their lives.